

BEHAVIOUR POLICY

Including Behaviour Principles Written Statement

Furness Vale Primary and Nursery School

'This policy has been reviewed on 14/03/24 and has been impact assessed in the light of all other school policies and the Equality Act 2010.

DATE AGREED	REVIEWED ON	NEXT REVIEW	COMMITTEE	MINUTE NO	SIGNED
July 2020	July 2020	July 2021	Safeguarding	20/12	R Waring
July 2020	July 2020	July 2021	Safeguarding	20/12	T Cameron
July 2020	July 2020	July 2021	Safeguarding	20/12	K Nield
17/11/2021	17/11/2021	17/11/2022	Safeguarding	21/27	K.MEDWAY L.FORSHAW R.WARING
17/11/2022	17/11/2022	17/11/2023	Safeguarding	SFG22/31	L. Forshaw H. Pike L. Nicholls
	14/03/2024	14/03/2025	Safeeguarding	SFG24/10	L. Nicholls L. Forshaw H.Pike

Furness Vale Primary and Nursery School Behaviour Policy 2024

To be read in conjunction with our Anti-Bullying policy

1. Behaviour Principles Written Statement

It is the belief of the Governing body that relationships lie at the heart of behaviour within our school. Furness Vale Primary and Nursery School is committed to creating an environment where exemplary behaviour and positive relationships are at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our policies guide staff to teach self-discipline, rather than compliance.

Our principles echo our core values with a heavy emphasis on respectful behaviour and a partnership approach. Consistency and clear calm adult behaviour underpins this.

Our Core Principles are for our school community to have: Happy Hearts, Enquiring Minds and Promising Futures.

Our underlying principles are:

To provide a clear, fair, inclusive and consistent approach to behaviour based on nurturing principles and restorative practices.

To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.

To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.

To give staff the tools to enable them to support and equip children with strategies to support their behaviour and build positive relationships with others.

To create a culture of exceptionally good behaviour for learning, for community and for life.

To ensure that all learners are treated fairly, shown respect and good relationships are promoted.

To help learners take control of their behaviour and be responsible for the consequences of it.

We pride ourselves on being an inclusive school and acknowledge that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), we aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing. Our RESPECT curriculum is underpinned with the key messages of Resilience, Empathy, Self-awareness, Passion, Excellence, Communication and Teamwork.

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

3. Strategies for promoting excellent behaviour at Furness Vale Primary and Nursery School

At Furness Vale, we have high expectations for all pupils and expect children to demonstrate our school values at all times. This is recognised through weekly celebrations at assembly, positive reinforcement strategies and in 'above and beyond' recognition approaches such as Headteacher special awards.

4. Expectations of Adults We expect adults to:

Meet and greet every child every morning.

Model positive behaviours and build relationships.

Plan inclusive lessons that engage, challenge and meet the needs of all learners.

Use a visible recognition mechanism throughout lessons (e.g., Class DoJo).

Be calm and give 'take up time' when needed.

Engage in reflective dialogue with learners.

Never ignore or walk past learners who are not following our school values.

Senior leaders will:

Take time to welcome children and family members at the start of the day.

Be a visible presence around the school especially at transition times.

Support staff in returning learners to learning by offering support in restorative conversations.

Celebrate staff, leaders and learners whose show 'Amazing Individuals' qualities.

Ensure staff training needs are identified and targeted.

Regularly share good practice.

Support staff in managing learners with more complex behaviours.

Regularly review provision for learners who fall beyond the range of written policies.

Senior Leaders are not expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

5. Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our school community and motivated to always try their best.

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet on the playground or at each child's classroom seat. This may be a simple, 'Good morning' or offering an enthusiastic welcome to every child.

All adults will be looking out for children who show Furness Vale Values and 'Amazing Individuals' qualities.

Ways that children will be recognised for doing so:

- Class Dojo Points - A weekly celebration/prize for the member of each class with the most points awarded for demonstrating our school values.

- Phone calls home to share child's success.
- Celebration Assemblies - each week staff will nominate a 'Star of the Week' who has represented our core values.
- Hedatecaher awards for exceptional/standout behaviours or acts of kindness.

6. Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.' Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the Headteacher may become involved in a variety of ways e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations

At Furness Vale, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions (See Appendix 1)

These restorative questions will be used to support restorative meetings and/or conversations. For younger pupils, or for those with more limited comprehension, the adult may decide it would be more appropriate to start with just two questions and build on these as the child develops in maturity.

7. Consequences or 'responses.'

At Furness Vale, we encourage positive behaviour which reflects our school values. Our behaviour support approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent responses chosen by the adult dealing with a specific incident. Responses implemented can be '5 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences and responses. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time, which then needs to be paid back.

- '5 minutes owed'- a reflective time where the child and adult privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

- 'Pay it back time'- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage. Children will never be given 'Pay it back time' for unfinished or incomplete work, only for situations in which behaviour has resulted in lost learning time.
- Parental involvement - We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

8. Practical steps in managing and modifying poor behaviour

Engagement with learning is always our primary aim at Furness Vale. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account at all times. All learners must be given 'take up time'.

9. Support from outside professionals

In the case that it is felt that a pupil requires an individual behaviour plan, we will refer to the 'Derbyshire Behaviour Support Service' who support Derbyshire schools in the creation of 'Multi-Element Behaviour Plans'. In addition to the Behaviour Support Service, we will work alongside the Educational Psychology Team, the Child and Adolescent Mental Health Service and other professionals deemed relevant to the pupil's needs.

We will be proactive in working alongside parents to refer to these services with the aim of better understanding each pupil's individual needs.

10. Physical Intervention

It is always the aim of our behaviour policy to avoid physical intervention at all costs and to follow a proactive, positive behaviour plan involving the use of de-escalation techniques as the primary strategy for more significant behaviours. For this reason, restrictive physical intervention is rarely used at Furness Vale Primary and Nursery School.

However, there are occasions where it may be necessary in order to:

- 1) Prevent a pupil injuring themselves or others, (e.g. rough play, stopping a young person from running towards traffic).
- 2) Prevent a pupil causing serious damage to property.
- 3) Prevent a pupil committing an offence (or for any pupil/young person under the age of criminal responsibility, what would be considered an offence for an older pupil/young person).

Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.
















11. Exclusions
















The school recognises that the exclusion or temporary suspension of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. Our exclusions policy details our procedures for dealing with such instances. Excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, excluding pupils will only ever be used as a means of last resort.








12. Safeguarding

If behaviour occurs which takes the form of bullying, peer on peer abuse or which reflects prejudice against particular minority groups, this will be reported to our Designated Safeguarding Leads in school and dealt with in accordance with our school Child Protection and Safeguarding Policy.







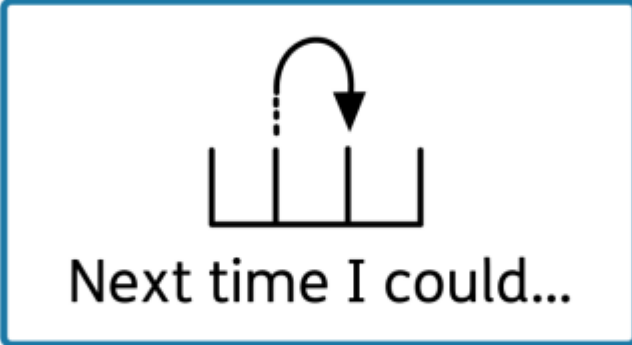








Restorative Questions

 worried	 fidgety	 confused	 angry	 frustrated
 not ok	 What were you thinking or feeling?			 mad
 poorly				 distracted
 tired	 giggly	 silly	 scared	 something else

 silly noises	 shouted at someone	 screaming	 walked off	 tore work
 swore	 What happened?			 broke something
 swore at a friend				 unkind
 swore at a teacher	 hurt someone	 rude	 silly	 something else

 sad	 sorry	 guilty	 ashamed	 embarrassed
 worried	 What are you thinking or feeling now?			 scared
 anxious				 unsure
 silly	 calm	 relaxed	 better	 something else

 write it down	 write a letter	 talk with a teacher	 say sorry	 fix something
 reading	 What needs to happen to put it right?			 no reward
 kind hands				 draw
 kind words	 make a change	 sensory room	 threading	 something else

 <p>talk to a teacher</p>	 <p>ask for time out</p>	 <p>sensory room</p>	 <p>fiddle with something</p>	 <p>talk to a friend</p>			
 <p>read a book</p>	 <p>Next time I could...</p>			 <p>deep breaths</p>			
 <p>go for a walk</p>				 <p>sit next to someone else</p>			
 <p>1 2 3 count to 10</p>				 <p>play somewhere else</p>	 <p>make a change</p>	 <p>think about Zones</p>	 <p>something else</p>