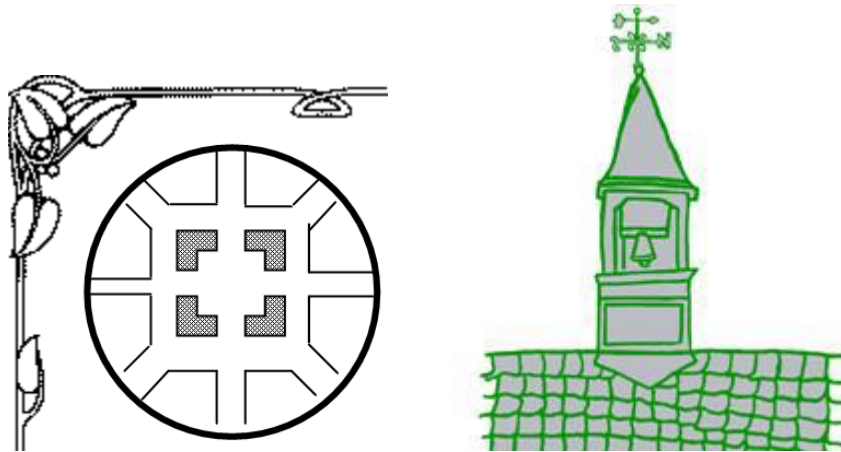




Fakenham Primary Federation Behaviour Policy (inc. bullying)

In this policy where it says 'school' this means either Fakenham Infant and Nursery School(FINS) , Fakenham Junior School(FJS) or Fakenham Primary Federation (FPF).

Approved:
Review Date: September 2027 (or to meet new legislation and practices)

Signed : Adam Mason Headteacher

This policy should be read alongside other key policies:

- Keeping children safe in education Sept 2026
- *Safer working practice document*
- *Acceptable touch policy*
- *Anti-bullying Policy*
- *DfE Teachers' standards*
- E safety policy
- Code of conduct (covers staff induction)
- Synergy MAT suspension and exclusion policy
- Synergy Restrictive Intervention Policy

This is not an exhaustive list.

Aims

- To create an ethos of honest and respectful members of the school community who take responsibility for their actions.
- To secure a learning climate where effective teaching and learning can take place.
- To help children build positive relationships through self-respect and making the right choices.
- To motivate all children to enjoy and achieve.

Our Strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with social, emotional education.

Rights and Responsibilities

In our school community everybody has 'rights and responsibilities'.

All children and adults have the right and responsibility:

- Feel welcomed
- To learn, work and play in a friendly, safe and helpful school.
- To be treated with fairness and equality by adults and children regardless of race, gender, culture or religion.
- To express and share ideas and opinions and to ask questions.
- Experience clear and honest communication
- To expect to be listened to without prejudice and to have help in solving any appropriate problems.
- For the behaviour policy and expectations to be adjusted. School staff will decide on reasonable adjustments to the behaviour policy depending on individual needs of pupils.

As laid out in the DfE Teacher's Standards (Part One point 7), a teacher must:

Manage behaviour effectively to ensure a good and safe learning environment.

- have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- have high expectations of behaviour using praise, logical consequences and rewards consistently.
- manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them.
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Parents' Responsibilities

To support children's behaviour, and work in partnership with the school, we expect parents to:

- Ensure that their child comes to school regularly and on time.
- Ensure that their child has sufficient sleep, so that they come to school ready to learn.
- Let school know about any concerns or problems that might affect their child's work or behaviour.
- Support their child's learning at home and to let the school know if there are difficulties with this.
- Understand and support the school's expectations for their child's behaviour and learning.
- Encourage their child to live a healthy lifestyle.

Learning Behaviour Expectation

These will be age appropriate and therefore adjusted for the Infant and Junior sites.

Infant Site Learning Behaviours

Everyone is expected to show good learning behaviours in order 'To make learning fun for everyone'

Together we can....

- **Be honest**
- **Do what we are asked to do**
- **Talk it out to sort it out**
- **Listen**
- **Be gentle and kind**
- **Show respect**
- **Try our best**

Junior Site Learning Behaviours

- **Be ready**
- **Be respectful**
- **Be safe**

This is the 3-point behavioural approach based around the workings of 'Paul Dix'

School staff will acknowledge positive behaviour when expectations are being met.

For example:

- Being kind to each other
- Sharing equipment and resources
- Helping others if they are hurt or upset
- Producing the best work possible
- Listening to others
- Following instructions
- Using good manners
- Using acceptable language
- Allowing others to learn and work
- Telling the truth

We will keep parents involved and aware of positive and inappropriate behaviour. As far as possible, parents/carers will be informed via:

- Notes or emails to parents
- Communication books (if required).
- Phone Conversations.
- Face to face, or virtual, meetings
- Parents Evenings.

Whole School Protocols for Behaviour Management

All staff need to practice a **consistent** approach to behaviour management and have a thorough knowledge of the school's behaviour expectations, therefore ensuring consistency across the school. Staff do need to recognise however that alternative approaches are required for some children where there is a behaviour plan in place. (see flow chart within annex)

When carrying out corrective action staff should try to:

- Maintain eye contact –*some SEND children may find this difficult.*

- Minimise embarrassment and hostility.
- Use respectful but assertive tone of voice.
- Encourage and praise positive behaviour.
- Return the child to task having offered clear choices.
- Avoid confrontation whenever possible.
- Avoid unnecessary argument and give clear 'choices' to encourage the child's sense of responsibility.
- Always be consistent and make sure that consequences are followed through.
- Use a wide range of support (colleagues, senior staff, support staff etc). Other staff should "check" that a member of staff dealing with a behaviour incident is okay and if additional support is required. Interaction with the child should be avoided unless requested by the member of staff dealing with the incident.
- Not to label a child.
- Incident of negative behaviour should be recorded on CPOMS.

Classroom Behaviour Management

In developing a positive approach to behaviour, to prevent or minimise unnecessary disruption to the class, all adults will:

- Promote our 'School Learning Behaviours'.
- Focus on positive praise and reward what is working well. (celebration assemblies, celebration events)
- Have a safe and welcoming classroom.
- Be prepared for lessons.
- Arrive in class on time.
- Cater for all ability ranges and learning styles –scaffolding etc
- Plan appropriate seating arrangements.
- Establish clear class routines.
- Use a visual timetable.
- Have clear behaviour expectations in the classroom which identify good learning behaviours and acts as a visual reminder to children.

Good learning behaviours will be discussed with the class, with good examples highlighted and praised during the day, as appropriate, to reinforce expectations and provide positive role models. We support children by teaching positive behaviour in breaktime and lunchtime nurture clubs, via PHRSE lessons and in assemblies. Staff also model positive behaviours both towards each other and towards children.

All staff will be trained in the use of Norfolk STEPS. Where behaviour is seriously escalating the de-escalation script as advised by Norfolk Steps will be used by all staff .

The script is:

1. Child's name
2. I can see something has happened
3. I'm here to help
4. Talk and I'll listen
5. Come with me and

It is important that all staff use the same script, although it can be in a different order. The de-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and calm down.

Rewards for Positive Behaviours

The rewards for positive behaviour should be intrinsic, and we recognise that feeling good and proud about something you have done is a significant reward. We also aim to reinforce positive behaviour with praise and recognition in a variety of ways. These will be age appropriate and therefore may be adjusted for the Infant and Junior sites

These include (but are not exhaustive):

- house points
- stickers and stamps
- whole class rewards; linked to a whole class behaviour system.
- Certificates, good work badges, HT reward stickers etc. as part of celebration time
- Conversations, notes, postcards, phone calls and emails home to parents

In addition, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school, to promote positive behaviours.

Logical consequences and a restorative approach for inappropriate behaviour in school:

Rewards are more effective than consequences in encouraging and motivating students. Staff should always attempt to use the principles of Restorative Practices and should not rely solely on consequences to resolve the effects of inappropriate behaviour. Failure to respond to restorative interventions may lead to logical consequences being imposed.

What is meant by logical consequences?

A logical consequence is a **consequence that's related to the behaviour**.

The advantage of logical consequences is they get the children to think about the issue, they feel fairer, and they tend to work better than consequences that aren't related.

For example:

- If a child ran down the corridor, then they would be stopped, and asked politely to go back and walk
- If a child makes a mess, they are expected to tidy it up
- If a child using inappropriate language to another they are expected, after a restorative discussion, to recognise the language used and apologise.

Behaviours will be dealt with in a calm and restorative way. Identifying and discussing the expected behaviour. After this may follow a warning and pupils should be given appropriate take up time to respond and adjust their behaviour.

- If the pupil is still behaving inappropriately then the child may be required to spend some time in discussing their behaviour as a logical consequence during their time.
- If a child is placed on a positive behaviour plan it acts as a reasonable adjustment meaning they slightly different expectations placed upon them.
- We look to the class teachers to be at the forefront to logical behavioural consequences as these are the relationships that are critical to the well-being of the child.
- Staff need to record the incident as soon as possible on CPOMs.

To help us manage behaviour we use the **‘Fakenham Primary Federation – Managing Behaviour Flow Diagram’ which can be viewed in the appendix.**

Induction and transition of staff and pupils

We will work with feeder schools, nurseries and partner agencies to ensure smooth transitions for both pupils and staff.

Serious breaches, or Consistent and Continuous Breaches of the School Expectations

Long term sanctions are rare, however may be required, of an escalating nature, due to continued unacceptable behaviour. These will be appropriate to the individual. They will be decided by staff members in school. This may include removal from the playground, internal exclusion, loss of privileges, jobs or right to represent the school.

When a pupil's behaviour continues to cause serious concern a risk management plan will be drawn up with the teacher, Pastoral support leader, Headteacher/Deputy and other adults involved with the child, to ensure a consistent approach. The plan should be shared with the child and their parents/carers.

Suspension and Exclusion from school

When there are serious incidents of inappropriate and unacceptable behaviour the Headteacher or Deputy Headteacher may use a suspension or permanent exclusion following the guidance issued by the Department of Education. If both are absent, then they can give permission to exclude via phone conversation with another member of the leadership team.

The Headteacher, or Deputy Headteacher, will decide upon length of suspension or implementation of a permanent exclusion, dependant on

1. The severity of the incident
2. The number of previous incidents

Before returning to school the Headteacher, or Deputy Headteacher, will hold a return to school meeting; this may be in person, via the phone or virtual meeting space. Expectations will be made clear. Further infringement could lead to further exclusions or permanent exclusions.

Children with disabilities or EHCPs will also be expected to follow the expectations and procedures however leaders and staff will allow more time for them to change behaviours and comply as long as the risk to others is not severe.

There is a Synergy Multi Academy Trust Suspensions and Exclusion Policy which is followed.

Following one or more suspensions, a consideration will be made to offer pastoral support to the child and support for the family via an EHAP, FSP or referral to Children's services if appropriate.

Restrictive Interventions and Seclusion

All staff at Fakenham Junior School are expected to follow the Synergy MAT policy 'Restrictive Interventions Policy'.

Definitions used in the above policy:

- Restrictive intervention: Any action that prevents, restricts or subdues a pupil's movement, including physical and non-physical interventions and also a means to prevent, restrict or subdue movement of a part of the body of a pupil.
- Reasonable force including restrictive intervention is a physical force used by staff to prevent injury, damage, criminal behaviour or serious disorder. It must be the minimum necessary for the shortest time.
- Restraint: A non-disciplinary intervention that immobilises or limits a pupil's movement, with or without physical contact.
- Seclusion: A non-disciplinary safety measure involving keeping a pupil in a place away from others and preventing them from leaving.

Detention, such as keeping a child in during break time, or internal suspension, are disciplinary measures used as a consequence of not following or responding to expectations in an appropriate way. These are different from seclusion which must be used as a time limited non-disciplinary safety measure.

Bullying (known as child on child abuse)

Bullying will not be tolerated at our schools.

Bullying is defined via - 'Several times on purpose'. This is more than a falling out between children. It would be judged that one, or more than one child, is deliberately choosing to continually target another child either verbally or physical making them feel scared and worried. Bullying may occur in person or online, in school or out of school.

Children will be educated about the impacts of bullying, spotting and reporting bullying and supporting bullied friends via PHSE, assemblies work with the pastoral worker.

If an incident of bullying is reported and recognised as such then staff should alert a member of SLT. Staff and SLT will:

- Speak to the victim and the perpetrator
- Alert both sets of parents
- Put a plan, including monitoring, in place to attempt to improve the situation; this may include repositioning children in class, removing children from the playground, referral to the pastoral lead.

- If the bullying continues, fixed term and permanent exclusion will be considered in line with DfE guidelines.
- Referral to external agencies will also be considered

E-Safety

A copy of the E safety Policy is on the school website.

It is an expectation that all students are expected to adhere to the E-safety policy and IT agreement.

Banned items

Phones, sweets and toys are not allowed in school – this is not an exhaustive list and can be added to as required.

Reasonable adjustments will be considered as appropriate for the individual.

If your child requires a concentration aid (also known as fidgets), this will be in their learning passport and provided by school.

Recording and reporting incidents of inappropriate behaviour

- All staff should record persistent inappropriate behaviours that require a logical consequence on CPOMs; a logical consequence may be a restorative discussion with two pupils or a logical consequence that should be completed as soon as possible and on the day of the incident.
- All teachers should regularly check CPOMs for any inappropriate behaviour by children in their class.
- Members of leadership team will monitor CPOMs for patterns of behaviour.
- Midday supervisors will inform teachers of inappropriate behaviour at lunchtime if necessary; if a child has responded to a restorative discussion this is not required. Serious behaviour will be referred to a member of SLT.
- All prejudice: *a favouring or dislike of something without good reason, or unfriendly feelings directed against an individual, a group, or a race*, related incidents will be recorded on CPOMs; a member of SLT or the pastoral lead should be made aware of these incidents and parents informed.
- Teachers must communicate/contact parents if they see a sustained deterioration in behaviour or if a child in their class has been involved in a serious single incident. This may be via email, face to face meeting or phone call and must be logged on CPOMS.

Role of the Governing body / MAT

- The governing body will monitor the application of the policy
- The governing body will review the policy annually at the beginning of each academic year.

- In the case of a formal complaint, in relation to the behaviour policy, the governing body will investigate and report on the application of the policy by the Headteacher and staff in school.

Appendix:

FPF - Managing Behaviour Flow Diagram

