



## Fishbourne Church of England Primary School

### Behaviour for learning and life Policy

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At Fishbourne Church of England Primary School we start with the WHY – our core belief drives all decision making. We think deeply about the HOW, using our core belief to guide decisions on a day to day basis. Finally we decide WHAT action brings our belief to life.

Our core belief is that:

***'There is only one you in this great big world...  
...make it a better place'***

This core belief is at the heart of why and how we create our policy and the policy in action.

***God you made me; you created me. Psalm 119***



## Fishbourne CE Primary School Behaviour for learning and life Policy

### Our vision:

As a caring, Christian community, we recognise that there is 'only one you', and we acknowledge that children's needs are different. We are passionate about ensuring that every member of the school community feels valued and that they recognise their role in making our school/community/world a better place to be. We believe that beneath every behaviour there is a feeling and beneath every feeling there is a need. When we meet that need rather than focus on the behaviour, we begin to deal with the cause, not the symptom. Our approach sets out to nurture positive behaviour by being clear about what we expect of everyone and praising them for the achievement of this.

### We recognise:

- \*Meaningful learning takes place when we have meaningful relationships.
- \*Each young person is a part of a wider social system inside and outside Fishbourne Primary
- \*Each individual is unique and it is essential to support them to develop a strong self-concept through an understanding of strengths, areas for development and a core belief that one can improve.
- \*We can modify unacceptable behaviours by understanding the cause and providing appropriate support.

### As a school, we nurture the children to become learners who are:

- Courageous
- Determined
- Positive
- Collaborative
- Reflective

This policy has been co-written and co-produced by everyone it impacts which results in consistency in its approach and delivery. The primary aim of our behaviour policy is not a system to enforce rules. It is a means of promoting positive relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

As a learning community, we are explicit about what constitutes positive and negative behaviours. These have been developed collaboratively as a school community and then simplified.

Positive behaviours	Negative behaviours
Respecting and understanding the needs of others	Any intimidation, physical or verbal threatening behaviour
Treating others well at all times	Bullying
Helping and encouraging others	Disrespectful language
Being polite	Disrupting other children's learning
Being honest and fair	Damaging property
Taking responsibility for actions and behaviours	Dangerous behaviour
Respecting other people's property	Dishonesty

### Ultimately:

**In short... are you ready?  
respectful?  
safe?**

### Strategies for recognising and celebrating positive behaviours:

We praise and reward children for good behaviour and learning in a variety of ways:

- ❖ a recognition board for children who go over and above in each classroom;
- ❖ noticing positive behaviours and using positive language patterns;
- ❖ written/verbal feedback that celebrates achievements and identifies areas for development;
- ❖ learning journals are regularly sent home for families to reflect and celebrate progress and attitudes to learning;
- ❖ Children displaying our learning behaviours in action are celebrated through our weekly Golden Learner assembly where the focus is on the process of learning rather than achievement;
- ❖ 'Only one you' postcards are posted;
- ❖ Celebrating achievements outside school in the newsletter and Golden Learner assembly;

### A stepped approach:

To support staff in building positive relationships with children and promoting positive behaviours in and beyond the classroom, our stepped approach is outlined below. It should be noted however, that children may not move between the steps if there has been a significant event that needs to be addressed and it is possible that a child may move straight into step 5 or 6.

Step 1 Generic reminders	Praise the positive behaviours you want to see using the words ready, respectful, safe.
Step 2 Gentle reminder	The adult discretely makes the individual child aware of their behaviour and reminds them of the expectations. The adult seeks to use positive language patterns and avoids any sense of shaming of the child. The adult looks out to catch their positive behaviours and praise these as soon as they are evident.
Step 3 Last chance reminder	The adult challenges the behaviour discretely and explains privately that this will be the last reminder before they have time to reflect. The adult seeks to use positive language patterns and avoids any sense of shaming of the child.
Step 4 Reflection time	Reflection time should be given when the child continues the negative behaviour and, as a consequence, may need time in / time out for a short period. Using our knowledge of the child will depend on whether the child reflects in the classroom or elsewhere. If this is at playtime, a member of the leadership team should be alerted so that they can support the child during this time and reflection time may involve being inside the building.
Step 5 Restorative practice*	Restorative practice (see below) Where restorative practice has taken place, parents and carers may be contacted by telephone or invited into school. No conversations with parents about negative behaviours should take place in the playground in front of other parents.
Step 6 Individual Behaviour Plan	If the negative behaviours are persistent over time and the above strategies do not result in positive behaviours, there may be a need for an individual behaviour plan to be drawn up in collaboration between child, class teacher and the leadership team. (see Appendix 1) Leadership team involvement.  Behaviour plans kept in file in HT's office and copies shared with child, class teacher and parents. They should be reviewed half termly and referred to regularly with the children if there is a need.

We aim that any technique is positive and brief, holding relationships and the power of connection at their heart.

Adults will always strive to use Positive Language Patterns:

Negative language patterns	Positive language patterns
Why did you do it?	Can you share what happened?
Can you tell the truth?	What is your view of what happened?
Who is to blame for that?	Who has been affected by what happened? What was the impact on you and others?
You need to think about your behaviour.	What would you like to see happen?
You need to do...	What ideas do you have that would meet both/all our needs?
Who else is to blame?	Have you tried to look at what happened from another perspective?
Don't	Do
If	When
But	And/while
Try	Do

While being aware of the power of language, the non-verbal elements are equally as important. Non-verbals are key:

- \*a calm, lowered tone,
- \*hands on your lap or by your side
- \*sitting alongside
- \*eye contact and facial expressions also play a significant part in how we communicate
- \*avoiding a cross face!

**\*Restorative Practice:**

When talking with a child or group of children about something that has been challenging or there is disagreement – these three steps help to structure a restorative conversation. This is a structure and not a script: the important thing is that those involved feel safe enough to allow them to talk through what's happened and the impact on one another, discuss any unmet needs and come up with a plan to prevent a reoccurrence.



- 1) What happened? Challenge the behaviour while valuing the person. Be very specific and avoid any generalisations. An opportunity for everyone to share their unique perspectives.

*Can you tell us about the issues that have brought us here today?  
 What were your thoughts at the time?  
 What do you think about it now?  
 What was happening before that?  
 Can you tell us more about...?  
 How were you feeling?*

- 2) Who has been affected? We move here from a unique perspective into a relational one.

How have you been affected?  
 Who else has been affected?  
 How have others been affected?  
 How do you feel now?  
 Was anyone else involved?  
 What has been the hardest thing for you?

### 3) What needs to happen now?

What do you need to be able to move on from this?  
Do you agree with that?  
Are you okay with that?  
What will it look like when it's done?  
What do you think about what has been suggested?  
How does that leave you feeling?

As a result of this restorative process, children may be asked to:

- \*complete a task outside of a lesson if it hasn't been completed due to negative behaviour;
- \*have time away from of an activity in order to re-set;
- \*be supported to apologise or make amends to someone they may have upset;
- \*restore an item that has been damaged;

### Individual Behaviour Plans

Individual Behaviour Plans are a strategy for managing persistent, negative behaviour:

We recognise that even with the best behaviour management available, there will be behaviour that needs a higher level of attention. We believe that beneath every behaviour there is a feeling and beneath every feeling there is a need. When we meet that need rather than focus on the behaviour, we begin to deal with the cause, not the symptom.

- ❖ Regular connection with children and parents to set out to understand possible triggers for behaviour and to avoid/manage those triggers;
- ❖ An exploration of what the unmet need might be, using William Glasser's Choice Theory that holds at its heart that 'all behaviour is a choice, not necessarily a conscious one, and has a positive intention.' Glasser views behaviour of humans as being driven by 5 basic needs: survival, power, love & belonging, freedom and fun. By identifying the unmet need and looking for ways to meet it, we deal with the cause of the behaviour rather than the symptom. This enables us to create an individualised behaviour plan to support the child.
- ❖ An individualised behaviour plan is created in collaboration with the child, the class teacher and the leadership team and is shared with the family. This may include
  - added structure to playtimes or lunchtimes
  - added structures during learning times
  - personalised rewards or consequences to manage a very specific behaviour
  - referral to outside agencies
  - positive handling strategies as a last resort



### Restraint / Positive handling:

If a child is at risk of hurting themselves or others, damaging property or seriously disrupting the learning of others, de-escalation techniques will always be used as a first strategy. Positive handling children is always a last resort.

A group of staff are trained in Positive Handling techniques.

It is highly likely that this will have already been discussed as part of an individualised behaviour plan and families will always be informed if a child has needed positive handling techniques. A log will be kept of any incidents requiring positive handling.

### Staff training:

In 2020, all adults at Fishbourne Primary were trained by Releasing Potential in Managing Challenging Behaviour to either Level 1 or Level 2 with several members of staff being trained to Level 3. This training is recognised and accredited by NCFE, the national awarding body who issue certificates for this bespoke

qualification and ratify the course. The course has given the team the opportunity to gain an understanding of behaviour management derived from research and practice outside mainstream education. This training is followed up each year and induction training given to new members of the team. In the autumn of 2024, staff received additional professional development from Mark Finnis, author of Restorative Practice and learning support staff read his book in the spring of 2025.

### **The role of the adults in school:**

Meet and greet (greeting children with a smile and positive exchange will impact on learning, behaviour and create a sense of belonging).

Creating and maintaining positive relationships with children and parents.

Modelling the behaviours we are aiming for by practising deliberate calm.

A genuine desire to understand the cause of the behaviour and identify unmet needs.

Catch them getting it right!

To take part in CPD designed to support the growing understanding of children's behaviours.

### **The role of the headteacher**

To support and develop staff to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is the responsibility of the headteacher to ensure the health, safety and welfare of all children and staff in the school.

The headteacher keeps records of discussions around behaviour that can be referred back to and reflected on.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of negative behaviour. For repeated or very serious acts of negative behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **The role of parents**

We aim to connect with parents and engage in positive lines of communication to ensure we have trusting and workable relationships between home and school. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We have a clear home-school agreement which parents are asked to sign annually. The home-school agreement has been written around the schools learning behaviours of courage, determination, positivity, reflection and collaboration.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We strive to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented by writing to the Chair of Governors.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

### **Fixed-term and permanent exclusions**

Very serious incidents may result in a fixed term exclusion.

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the Local Authority (LA) and the governing body about any fixed-term or permanent exclusion.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

### **Monitoring**

The headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body.

Any significant incidents relating to behaviour are logged on CPOMS. The headteacher records those incidents where a child needs their support to reflect and resolve the behaviour and notes about the discussion with parents where relevant.

The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded – copies of these records are also sent to the Local Authority.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

To be read in conjunction with the following policies;

- Anti-bullying
- SEN
- Inclusion
- Equality
- Health and Safety

