FORDLEY PRIMARY SCHOOL

Behaviour for Learning, Behaviour for Life Policy

September 2024

'If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings, and grow."

Alfie Kohn

Reviewed: September 2024

Next review: September 2025

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Introduction

At Fordley Primary School, children are taught the importance of behaving with high levels of respect for others. They play a highly positive role in creating a school environment where commonalities are identified and celebrated and difference is valued and nurtured. Bullying is never tolerated. We have high expectations for behaviour and these expectations are commonly understood and applied consistently and fairly. This is reflected in the children's positive behaviour and conduct.

As part of the school's consistent approach, a strong emphasis is placed on developing a positive attitude to learning. As a result, children demonstrate high levels of motivation and persistence in the face of difficulties. We are proud of the consistently positive behaviour at our school and are committed to supporting all children to succeed in their education.

Rationale and Aims

At the heart of all that we do, building and promoting consistently secure and positive relationships between our staff and children is the key to enabling them to feel safe and secure to be themselves and to know they have trusted adults around to nurture and support them throughout any challenge they may have. Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective teaching and learning. Where children feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves.

Staff within Fordley Primary School are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and wider school community as we firmly believe that enabling children to achieve personal growth is a key factor in enabling children to reach their full potential.

At Fordley Primary School, we aim to…

- provide a happy, secure, inclusive and caring environment, where all feel valued
- celebrate all success
- ensure that each individual realises their full potential
- provide inclusive support systems which promote personal, social and emotional development

Character skills

Our ultimate aim is that every member of our school community feels safe, happy and valued. We encourage everyone to take responsibility for their actions and strive to make a positive difference within the school (and wider) community. Underpinning the character skills are the values we seek to instil within the children. These values inform how we interact with the children, the way in which we develop our school culture and are a means through which the children better understand how to make positive behaviour choices. Regular assemblies and our PSHE/RSE curriculum are used to embed a shared understanding of the character skills and celebrate them being embodied within our school, linking them to the British Values to ensure children have a full understanding of them and their importance in day to day life.

R = resilience
E = empathy
S = self-awareness
P = positivity
E = excellence
C = communication
T = teamwork

While we encourage children to embody all of our RESPECT Character Skills at all times, we take one character skill each week upon which to shine a spotlight. This RESPECT Character Skill is introduced in Y1-Y6 assembly on Mondays, alongside the relevant British Value and our Song of the Week, and is returned to throughout the week during Collective Worship (in classes and in Phase Assemblies). During Friday's Star of the Week assembly, children who have visibly demonstrated the RESPECT Character Skill are celebrated. These children are chosen by their class teacher or adults they work with, but other children in their class can also nominate them.

Roles and responsibilities

To demonstrate an understanding of the school's values

Children will

- follow the school expectations

- *complete their learning to the best of their abilities*
- *be polite and respectful to each other and all adults in school*
- *take care of our school environment*
- *recognise that the school is part of the wider community*
- *take responsibility for their own actions*
- *respect difference and individuality*

All staff will

- *be positive role-models*
- *develop positive relationships with every child*
- *treat pupils as individuals, get to know pupils and respect them*
- *promote intrinsic motivation by reinforcing success and praising children's positive behaviour*
- *embody our RESPECT Character Skills and British Values*
- *create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning*
- *ensure all children have a voice and that their opinion is respected*
- *engage positively with parents and carers*

Teachers will

- *deliver engaging and relevant lessons in line with differing needs.*
- *ensure information regarding children is shared in the best interests of the child whilst maintaining confidentiality*
- *ensure that any changes to behaviours or concerns are recorded and reported*
- *ensure that the relevant supportive strategies/interventions are in place to support communication and positive behaviour management*

Senior Leaders will

- *visit classes*
- *monitor data related to behaviour and address any trends*
- *ensure key staff are kept updated and informed relevant pupil information, whilst maintaining appropriate confidentiality*
- *issue meaningful consequences or reflection time when required*
- *support staff in managing behaviour concerns where needed*
- *share information with governors and invite governors in to visit classes on a regular basis*

Parents/carers will

- *ensure their child has a good level of attendance and punctuality*
- *attend any scheduled meetings regarding their child*
- *work with the school to share concerns and resolve issues in a positive manner*
- *inform the school of anything that could affect the child's learning / behaviour*

Behaviour expectations

To enable our younger children to begin to understand the difference between positive choices and negative choices of behaviour we have our Golden Rules. These sit alongside the Zones of Regulation which are displayed in all classrooms and used daily to support children to reflect on their readiness for learning and ways in which to manage feelings which may be stopping them from making better choices for themselves.
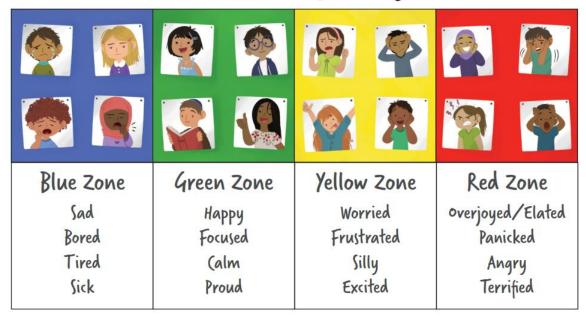
Zones of Regulation

They are visible in all classrooms and we actively teach children about each zone and build up their understanding of each one at an age appropriate level. It is essential that children learn to identify how they are feeling and how the feeling may affect how they tackle challenges, communicate with others and be able to learn.

Supplementary Reproducible E for Elementary Ages

THE ZONES OF REGULATION

The ZONES of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Worried	Overjoyed/Elated
Bored	Focused	Frustrated	Panicked
Tired	Calm	Silly	Angry
Sick	Proud	Excited	Terrified

Golden Rules

This year we are working on a relational focused approach to managing behaviours linked to PACE training undertaken by the full staff team on September 2nd 2024. Whilst we will still continue to refer to the Golden Rules where needed, we will be focusing on Character Skills, Zones of Regulation and a PACE approach as our key strategies.

We do ...	We don't ...
We are friendly, kind and helpful	We don't hurt people's feelings
We listen and we are polite to the person who is talking	We don't interrupt or shout out
We are honest and tell the truth	We don't tell lies
We try our best and have a go	We don't stop ourselves or anyone else from learning
We look after our school and keep it safe for everyone	We don't waste or damage things, or hurt people

PACE Approach (Playfulness Acceptance Curiosity Empathy)

The principles of PACE:

Playfulness

A light-hearted, relaxed and playful attitude. Helps the child feel connected within their relationship. Helps the child experience fun and love.

Acceptance

Accepting the child for who they are and not what they achieve is very important. It is important to make the child aware that it is their behaviour that is unacceptable not them as a person. The child needs to feel liked and accepted for who they really are.

Curiosity

Figuring out what is going on. Understand the meaning behind the behaviour.

- *Wonder about the child.*
- *Wondering with the child.*

Make best guesses about the inner experience of the child.

Empathy

One of the most important aspects of the PACE approach.

To understand a child's needs you have to be able to "step into their shoes".

Empathy allows an individual to feel their feelings and know that their feelings have been heard and are valid. You may not agree with their feelings and opinions, which is ok but by listening you are supporting them to not suppress their feelings, which is crucial to positive mental health.

We believe that, whilst the PACE approach was developed to support children who have experienced trauma it is an approach which will benefit all of our children to feel safe and secure to learn.

We believe that every child wants to achieve and is capable of behaving positively. At Fordley Primary School, we actively seek to celebrate the positive choices that our children make on a daily basis. Our culture of celebrating the positive aims to ensure that children aspire to make the right choices and recognise the value of doing so. This is embedded throughout our PSHE/RSE curriculum, in regular school assemblies and through the way in which all staff interact with the children in our care.

At Fordley Primary School, we greatly value the positive relationships we build with the children in our school and use the effective lines of communication we develop to help ensure that children reflect upon, and take responsibility for, their actions. On any occasion when a child may not follow our golden rules, we are clear in reminding them of our expectations and ensuring that they carefully consider their choices.

Rewards

We are committed to developing a positive mindset in children where they understand the benefits of demonstrating correct choices in behaviour. At Fordley Primary School, we firmly believe that the reward should be the fulfilment and feeling children experience by doing the right thing. We value the effort pupils put into demonstrating good behaviour and developing good relationships. As such, we principally use praise to recognise, highlight and reinforce positive choices within the classroom and around the wider school.

Fordley Primary School recognises and encourages good behaviour and achievements through:

- praise from teachers which highlights the value of positive choices made.
- actively developing a positive culture where children recognise and celebrate positive choices made by their peers.
- individual house points being given which leads to bronze, silver, gold and platinum certificates (KS1 and KS2 initially, extended to Reception from January) for consistently excellent behaviour and choices (in line with our House Point Hero displayed in all classrooms).
- Photos of excellent effort shared in the school weekly newsletter if permission has been given.

- *Star of the week certificates awarded by the Head teacher during a weekly assembly linked to our RESPECT character skills.*
- *In-class golden time each week for every child who embodies our RESPECT Character Skills (KS1 and KS2)*

Sanctions

Through creating a positive learning environment, ensuring expectations are clearly understood and consistently reinforced, behaviour is overwhelmingly positive within our school. On occasions, we do have to deal with behaviour that does not meet our agreed expectations and we do this in the following way:

Stage	Sanction	Teacher action	Pupil action
1	Verbal warning	First time a RESPECT Value is broken, teacher to discuss with pupil possible consequences of actions and how they need to behave now	Pupil given opportunity to amend behaviour
2	Loss of golden time	In 15 minute amounts – one per incident and inform pupil. Record on class chart. Children can earn this back by making good behaviour choices. Teacher must complete the Loss of Golden Time record (with name of child and reason) and give to HT if they have any children losing some of their golden time	Children missing part of their Golden Time will meet with HT following assembly on a Friday where they will review their actions of the week and consider how this could change in future. Three incidents of loss of golden time in a term will lead to a letter home to parents from HT
3	Informal notification to parents	Teacher to inform parents (via telephone) about behaviour Incidents to be recorded on CPOMS	Pupil is put on 'Behaviour Book' if necessary and phase leader is informed. Book is to be signed daily by designated member of SLT within the key stage.
4	Informal 'Time Out' session with SLT	Teacher to arrange for pupil to work with the member of SLT from within their key stage. Parents will be contacted with updates regarding behaviour. Incidents to be recorded on CPOMS	Pupil meets with designated member of SLT within time out to discuss behaviour. All privileges will be taken away whilst on report.
5	Internal exclusion	Parents to be informed and a telephone conversation is arranged to discuss the reasons for the internal exclusions and the support being offered. Incidents to be recorded on CPOMS	Phase Lead will facilitate an internal exclusion where the pupil works outside of their usual class. Breaktimes and lunchtimes with peers will be used to explore changes to behaviours and actions
6	Fixed Term Exclusion	Head Teacher follows North Tyneside Exclusion Policy and Procedures	Pupil completes set learning at home under the supervision of a parent/carer.

7	Permanent Exclusion	Head Teacher follows North Tyneside Exclusion Policy and Procedures	Pupil is excluded

Incidents to refer immediately to Head teacher:

- *use of discriminatory language (e.g. racist, homophobic)*
- *bullying (also see anti-bullying policy)*
- *aggressive response/ challenge to authority including swearing*
- *physical abuse towards any member of staff*
- *sexualised language or behaviour towards another child (any use of sexualised language or behaviour towards any member of the school community is unacceptable)*

All of the above will be logged on CPOMS with phase leader tagged in to ensure any concerns or incidents are followed up in a timely manner

Use of Physical Restraint (see Positive Handling Policy)

Any physical intervention used by staff should be in accordance with the idea of 'reasonable force', and only be used as a last resort once all other strategies have been exhausted. There is no legal definition of legal force. However, there are legal justifications for the use of force if the child is in danger of hurting themselves, endangering the safety of others both pupil and staff, are disrupting the prejudicial good order of the classroom or are destroying property. The use of force can only be reasonable if the circumstances to the particular incident warrant it and the degree of force used is proportionate to the degree of challenging behaviour presented or the consequences it is intended to prevent.

We would always recommend staff call for a member of SLT in any situation described above, and never put themselves at risk (of harm or allegation). SLT will always have a radio and can be alerted by 'SLT to [name location]'

*Should there be a (rare) need to hold a child for their safety, or the safety of others, there must **always** be three staff present (for the protection of the child and to ensure staff are acting appropriately and proportionately). Any physical intervention must be logged on CPOMS immediately afterwards and the headteacher informed. There will be a review of any intervention to ensure it was appropriate and could not have been addressed in any other way, and also to inform future practice. A separate Positive Handling Policy is available and reviewed annually with our governing body.*

Key staff access regular training through Clennell Educational Solutions (our safeguarding training and support provider) to ensure any approach is safe.

Child on Child Abuse and Inappropriate Sexualised Behaviour

Children can abuse other children. This is now referred to as child on child abuse and can take many forms. It can happen both inside and outside of school. There may also be reports where the children concerned attend two or more different schools.

Child on child abuse will not be tolerated. All staff will take a zero tolerance approach to any abusive behaviours and will stop and challenge inappropriate behaviours between children, many of which may be sexual in nature. We recognise that even if there are no reported cases of child on child abuse that such abuse may still be taking place and all staff should be vigilant.

A difficult feature of child on child abuse is that the perpetrators could be victims themselves and possibly are being abused by other family members, other adults and children.
In cases where child on child abuse is identified we will follow our procedures for dealing with concerns, recognising that both the victim and perpetrator will require support.

The school takes the following steps to minimise the risk of child on child abuse:
- *Promoting an open and honest environment where children feel safe and confident to share their concerns and worries*
- *Using the Relationship, Sex and Health Education and PSHE to educate and reinforce our messages through stories, role play, visitors such as NSPCC*
- *Ensuring school is well supervised, especially in areas where children may be vulnerable*
- *Ensures staff are aware of the indicators and signs of child on child abuse and how to identify them*
- *Addresses inappropriate behaviour (even if it appears to be relatively minor)*
- *Has clear robust policies on dealing with key issues of behaviour such as cyber bullying*
- *Ensures staff and children are aware of the policies*
- *Ensures robust supervision and awareness*
- *Increases supervision during key times*
- *Takes steps to prevent isolation*
- *Separates children if needed*
- *Where risk is identified, an individual child risk assessment is put in place*

The following systems are in place to enable children to confidently report any abuse:
- *All children know who they can report to in school*
- *Worry boxes/monsters in each class*
- *Assemblies signposting children to key actions / people*
- *Posters around school*
- *Children actively encouraged to speak to a trusted adult for their own worries or if they feel their friend is not safe*
- *Regular check-ins arranged by DSLs for children where there are ongoing concerns using Three Houses or Three Schools approach*

- *Counselling and Nurture sessions timetabled for individual children or groups of children based on identified need*

Each alleged incident will be recorded, investigated and dealt with on an individual basis based on the following principles:
- *All information will be recorded in writing using the agreed procedures of logging the incident on CPOMS*
- *All children involved (victim and alleged perpetrator) in school will be spoken to separately by the DSL*
- *Where the incident also involves a child at a different establishment the DSL will ensure effective liaison and information sharing*
- *All children involved (victim and alleged perpetrator) will be appropriately supported throughout the process*
- *The DSL will balance the child's wishes against their duty to protect the child and other children*
- *The school will work with our local safeguarding partners where appropriate*
- *The DSL may need to go against the victim's wishes and make a referral to children's social care or the police. This will be handled sensitively, the reasons explained to the victim and appropriate support made available*
- *Parents will be informed of the incident and how their child will be dealt with and supported (unless this would put a child at greater risk)*

Victims, perpetrators and any other children affected by child on child abuse will be supported in the following ways:
- *Support will be tailored on a case-by-case basis*
- *All children involved will be supported by an allocated member of staff*
- *The needs and wishes of the victim will be taken into account, along with protecting the child.*
- *Wherever possible, the victim and witnesses will be able to continue their normal routine.*
- *The victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report*
- *All reasonable steps will be taken to protect the anonymity of any children involved in any report of sexual violence or sexual harassment*
- *Adequate measures will be put in place to protect the children involved and keep them safe*
- *A needs and risk assessment will be made and a safety plan put in place when required*
- *Early help assessment, children's social care and other agencies will support where appropriate*

Research tells us girls are more frequently identified as being abused by other children, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation

in areas where they are affected by gangs. There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and children). We recognise that both boys and girls experience child on child abuse but can do so in different ways.

We recognise that child on child abuse can manifest itself in many ways such as:
- Child Sexual Exploitation / Child Criminal Exploitation
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse
- Radicalisation
- Abuse in intimate friendships / relationships
- Sexual violence and sexual harassment
- Gang associated and serious violence
- Initiation / hazing type violence and rituals
- Consensual and non-consensual sharing of nudes and semi-nude images and /or videos
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting (which is a criminal offence)

There are a number of factors that make children more vulnerable to child on child abuse:
- Experience of abuse within their family
- Living with domestic violence
- Young people in care
- Children who go missing
- Children with additional needs (SEN and/or disabilities)
- LGBTQ+

Some of the reasons why children abuse other children:
- The child may have been emotionally, physically, or sexually abused themselves
- The child may have witnessed physical or emotional abuse
- The child may have viewed sexually explicit / violent movies, video games or other materials
- The child may have just acted impulsively without meaning to harm anyone

Relationship abuse is unacceptable behaviour between any two people.
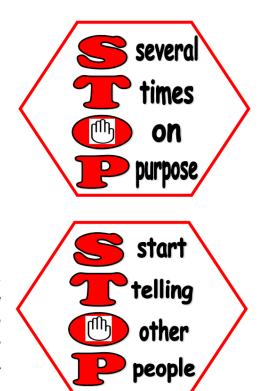
Bullying and Cyber-Bullying

Bullying (including cyber-bullying) is never acceptable and this message is regularly shared with children.

Children created an Anti-Bullying Charter and Handbook to share with other children and their families.

Children follow the STOP approach:

- **S** – several
- **T** – times
- **O** – on
- **P** – purpose

- **S** – start
- **T** – telling
- **O** – other
- **P** – people

School staff are vigilant and prompt at addressing any issues (whether they are one off unkind incidents or possible bullying) so that children feel safe to share their worries. Any concerns raised by parents and carers are followed up immediately with actions put in place to ensure there can be no repeat incidents.

Children are taught about appropriate use of social media and online access and, should they have any issues online with other children or unknown people, they know they must report it to an adult at home or at school so that it can be addressed. Children are advised to screenshot any bullying or abusive behaviour or language and share this immediately with their adult at home. School will work closely with parents and carers to resolve any cyber-bullying issues positively.

More detail can be found in the following policies:
- Anti-Bullying Policy
- Anti-Bullying Handbook for Families (both are available on our school website)

Exclusion

If a child's behaviour is deemed to be to the danger or detriment of others the Headteacher may choose to sanction an internal exclusion. The expectation is that the child will work all day and have no interaction with anyone other than the supervisor. This

has to be a severe punishment to ensure that children do not want to repeat the experience. Parents will be expected to bring their child to school via the front entrance and collect their child at the end of the day. If the child continues to behave inappropriately, the internal exclusion will continue until the child is remorseful and respectful of rules as we cannot allow any child to have a detrimental impact on the safety or learning of others.

Permanent exclusion is considered to be the very last resort and, as such, we would take all reasonable steps to avoid this type of exclusion. All policies and procedures are in place to support inclusion of all pupils. Permanent exclusion would only occur when a risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Inclusion

We have a range of support mechanisms to help the inclusion of pupils with social, emotional and behavioural difficulties and enable them to access the National Curriculum and wider school life.

These strategies are over and above the strategies in place for the majority of children.

Within school:

- Social intervention sessions to support developing positive friendships
- Individual Behaviour Plan agreed with parents and SENDCo (Special Educational Needs Lead)
- Social skills/nurture sessions with support staff.
- Referral to CAMHS (Child and Adolescent Mental Health Service)
- Referral to specialist behaviour support
- Regular meetings and communication with parents/carers
- Early Help Assessment carried out with agreement of families
- Individual Behaviour Plan agreed with parents and SENDCo (Special Educational Needs Lead)
- Mental Health First Aid initiative ensuring staff can address mental health concerns.
- PACE Approach

Other agencies support through:

- Play therapy
- Anger management strategies
- Referral to Educational Psychologist
- Referral to specialist behaviour support team
- Referral for Early Years Inclusion Funding

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents/carers as these are crucial in promoting and maintaining high standards of behaviour.

When concerns are raised regarding behaviour, the behaviour of a child should be considered over time and reflection taken on how this has been managed in the classroom. The conversation should always be about the behaviour of the child and not the child as a person. Usually it is expected that teaching staff should discuss concerns with a parent. All support staff should discuss their concerns with the Class Teacher or a member of SLT, unless they have class responsibility (e.g. HLTA covering for class teacher and needing to speak to parents at the end of the day). The school encourages parents to share any issues about their child at the earliest opportunity. Class teachers arrange to see or call parents as soon as possible.

A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsible if the school requires their support in difficult issues of unacceptable behaviour.

It is, therefore, extremely unhelpful to children if social media is used as an arena to discuss concerns about school. All instances of parents/carers portraying a negative image of the school on social media that are brought to the attention of the Head Teacher have to be reported to the Local Authority who have the right to investigate which may lead to prosecution of the person who has created the post.

All concerns about behaviour, allegations of bullying or other worries must be brought to the attention of the school via the class teacher or senior leaders immediately so they can be dealt with straight away to avoid upset or anxiety to both the child and parent.

Fordley Primary School will communicate policies and expectations regularly, and they will be available on the school website www.fordleyschool.com All parents/carers will be asked to sign the Home-School Partnership Agreement in September, or on entry to school. Where behaviour is causing concern, parents will be informed at an early stage and given the opportunity to discuss the situation.

C.L. Withers
Head Teacher
September 2024

Glossary of terms:

CPOMS   Child Protection Online Monitoring System (used as a communication tool by all staff to log any concerns and share them with key staff who work with a child)

DSL   Designated Safeguarding Lead (for Fordley Primary this is Claire Withers, Headteacher)

Dep DSL   Deputy Designated Safeguarding Leads (for Fordley Primary they are Rachael Boyes, Laura Miller, Julie Butler, Helen Nicholson, Jay Fawcett)

HT   Headteacher