



Positive Behaviour Policy

At Fazakerley Primary, we aim to provide an environment where all members of the school community feel safe and secure. The policy aims to ensure this is achieved and aims to improve the quality of pupil behaviour in our setting. In formulating this policy, we are following the recommendations from the EEF improving behaviour in schools report (see Appendix 4); which outline four proactive and one reactive strategy:

- know and understand your pupils & influences
- teach learning behaviours alongside managing misbehaviour
- use classroom management strategies to support good classroom behaviour
- use simple approaches as part of your regular routine
- use targeted approaches to meet the needs of individuals in your school

This policy gives guidance on the strategies members of our staff are permitted to use to discipline pupils and sets out the expectations for all our stakeholders - governors, staff, pupils and parents/carers.

Aims of our Positive Behaviour Policy

The aims of this policy are:

- To reinforce the school's code of conduct
- To encourage a calm, purposeful and happy atmosphere within school that is conducive to learning
- To help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others
- To develop a consistent approach to behaviour throughout the school with parental cooperation and involvement. Staff-specific reward and sanction systems are **not permitted** as this undermines the consistent whole-school approach.
- To encourage our pupils to co-operate with one another and with the adults in school
- To ensure that everyone is clear about their role when managing a pupil's behaviour
- To make the children aware of unacceptable behaviour.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To ensure staff teach learning behaviours alongside managing misbehaviour.

This policy sets out measures (as part of our legal duty) to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work
- Regulate pupils' conduct - Section 89 (1) of the Education and Inspections Act 2006.

When deciding what these measures are, the Headteacher has taken into account the Governing Body's statement of behaviour principles. The Headteacher has regard to any guidance or notification provided by the Governing Body which includes the following:

- Screening and searching pupils
- The use of reasonable force
- Disciplining pupils beyond the school gate
- When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
- Pastoral care for staff accused of misconduct.

This policy contains guidance on (including legal duties):

1. The whole-school consistent approach to behaviour
2. The roles and responsibilities of staff and governors
3. The teaching of good behaviour
4. Rewards
5. Consequences
6. The behaviour management stages
7. The use of detentions
8. The use of Internal exclusions
9. The use of reasonable force
10. Confiscation of inappropriate items
11. Managing pupil transitions in and around school
12. Behaviour outside the school gates
13. Behaviour and equality - supporting vulnerable pupils and pupil support systems
14. Liaison with parents/carers and other agencies
15. Staff development and support
16. Malicious allegations

1. The School's Consistent Approach to Behaviour

At Fazakerley Primary School, we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly and fair. Our school has defined a very clear code of conduct, which is based on respect for each individual in our community and their individual needs. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through positive role-modelling, by adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents/carers and carers to work with the school in helping to foster positive attitudes and behaviour.

1. Consistent, calm adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

2. Roles and Responsibilities

Behaviour Management is the responsibility of **all** stakeholders at Fazakerley Primary.

We are committed to encouraging good behaviour in an atmosphere of mutual respect. A clear school behaviour policy, consistently and fairly applied, underpins effective education. All stakeholders should be clear of the high standards of behaviour expected of all pupils at all times. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents/carers/carers and pupils in achieving this aim.

All staff will ensure they follow all items on the 'Charlie Taylor [DfE Expert Advisor for Behaviour] Checklist' (see Appendix 5).

2.1 The Responsibilities of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- The Headteacher supports the staff by implementing the policy, by setting high standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher supervises records of all reported serious incidents of misbehaviour, which will be recorded on CPOMS.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may exclude a child. Both these actions are only taken after the school Governors have been notified.
- Alongside the DSL, the Headteacher will share pertinent information regarding a child's experiences and possible experiences to be aware of.

2.2 The Role of the Behaviour Lead

- To monitor and evaluate the success of the policy
- Implement changes
- Lead on training
- Purchase dojo prizes

2.3 The Role of the Class Teacher

Wherever reference to 'class teacher' is made, this also applies to level 3 and 4 learning support assistants when taking responsibility for a class.

- It is the responsibility of the class teacher to ensure that the school code of conduct is enforced in their class, and that their class behaves in a responsible manner during lesson time.
- The class teacher will discuss the whole-school code of conduct (see Appendix 1) with their class at the start of the new academic year and consistently reinforce daily.
- These will be clearly displayed in every classroom and communal rooms across the school.
- The class teacher must hold high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability, with regular reminders throughout the day of the school Code of Conduct and expected behaviours.
- The class teacher must treat each child fairly, with respect and understanding and enforce the school code of conduct consistently.
- Every time the class register is taken, children are asked what their number on the ROAR rainbow (see Wellbeing Policy for more details) is and the member of staff makes eye contact to acknowledge each individual and their response.
- All staff use their professional judgement throughout the day to 'check-in' with the children as to where they place themselves on the ROAR rainbow.
- For all low-level incidents (Stage 1 and 2), **the class teacher must deal** with the incident him/herself, following the agreed consequence procedures (see Appendices 2 and 3).
- If the misbehaviour continues, escalates or the action is deemed to be beyond Stage 1 and 2, the class teacher must move to Stage 3 of the behaviour management plan.
- Whenever the class teacher has to use stage 2, they **must contact parent/carer face-to-face or by telephone** by the end of the same day. If a member of non-teaching staff (including lunchtime supervisors) has used Stage 2, this is also the responsibility of the child's class teacher to contact parent/carer.
- All Stage 2 incidents must be reported on CPOMS by the class teacher (except where the class learning support assistant has dealt with the behaviour).
- All Stage 2, 3 or 4 incidents must be followed up with a restorative conversation between the adult involved and the child.
- If a child's parents are consistently being spoken to each day due to incidents of a Stage 2 nature or higher then the class teacher should organise a meeting with the child's parents/carers to discuss their behaviour and further steps that can be put in place to help the child.

2.4 The Role of Non-Teaching Staff

- It is the responsibility of all non-teaching staff to always promote the school code of conduct with all pupils consistently.
- All staff use their professional judgement throughout the day to 'check-in' with the children as to where they place themselves on the ROAR rainbow.
- It is the responsibility of the lunchtime staff to deal with incidents meeting Stage 1 and 2 criteria and report them to the child's teacher – they should do this no later than the end of lunchtime and ensure they state clearly whether the incident remained at Stage 1 or progressed to Stage 2 (Stage 2 incidents must be recorded on CPOMS by the class teacher)
- For more serious incidents (Stage 3), lunchtime staff must inform the phase manager. These must be recorded on CPOMS by the phase manager.
- Staff that are not classroom based (e.g. administration staff, premises staff) should ensure that code of conduct is being followed by the children as they move around school. Any incidents noted by these members of staff should be dealt with in line with Stage 1 and reported to the class teacher.
- Learning Support Assistants working in the classroom will support the teacher in matters of discipline. They will correct the behaviour of children where necessary and challenge children if appropriate, in line with Stage 1 and 2. These incidents will be reported to the class teacher if he/she is not already aware. These must be recorded on CPOMS by the learning support assistant.
- Learning Support Assistants working outside the classroom with a group of children will refer consistently to the school code of conduct. If a child does not respond positively to any correction of behaviour, they will be taken back to class. The class teacher will then act in accordance with this policy. These incidents must be recorded on CPOMS by the learning support assistant.

2.5 The Role of Pupils

- To learn the School Code of Conduct (appropriate to their phase)
- To behave in line with the School Code of Conduct

2.6 Parents/Carers' Involvement

- The school will work collaboratively with parents/carers, so that our children receive consistent messages about how to behave at home and at school.
- Parents/carers will support and co-operate with the school in disciplining their child and foster a good relationship with the school.
- Parents/carers must be aware of the school's code of conduct (this can be found on the school website).
- We explain and publish our behaviour policy and whole-school code of conduct on the school website.
- We try to build a supportive dialogue between home and school, and we inform parents/carers immediately if we have serious concerns about their child's welfare or behaviour.
- Parents/carers are able to access their child's Class Dojo account to view their child's rewards for good/positive behaviour. They can then celebrate this at home.
- If the school has to use reasonable consequences, parents/carers would be expected to support the actions of the school.
- If parents/carers 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 phase manager or the behavior lead.
- If these discussions cannot resolve the problem, then the Headteacher should be informed.
- A formal grievance or appeal process can be implemented through the Governors.

2.7 The Role of the Governing Body

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but the 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.

3. The Teaching of Good Behaviour

We have a proactive approach, teaching learning behaviours (emotional, social and cognitive) and this is woven through all wider areas of our curriculum. We recognise that positive behaviour must be carefully developed and supported. Creating an environment which promotes positive behaviour can only be achieved when pupils are taught what positive behaviour is and what it looks like. This is modelled and reinforced by all staff, at all times. Similarly, consequences for incidents must be understood by our pupils so they can learn from them. This is key to ensuring a positive environment for behaviour is created at our school. This is achieved and reinforced through:

- Collective Worship
- Circle-Time, PSHE, Jigsaw and SMSC lessons
- Restorative conversation
- SLANT classroom behaviours and expectations (see appendix 7)

4. Rewards

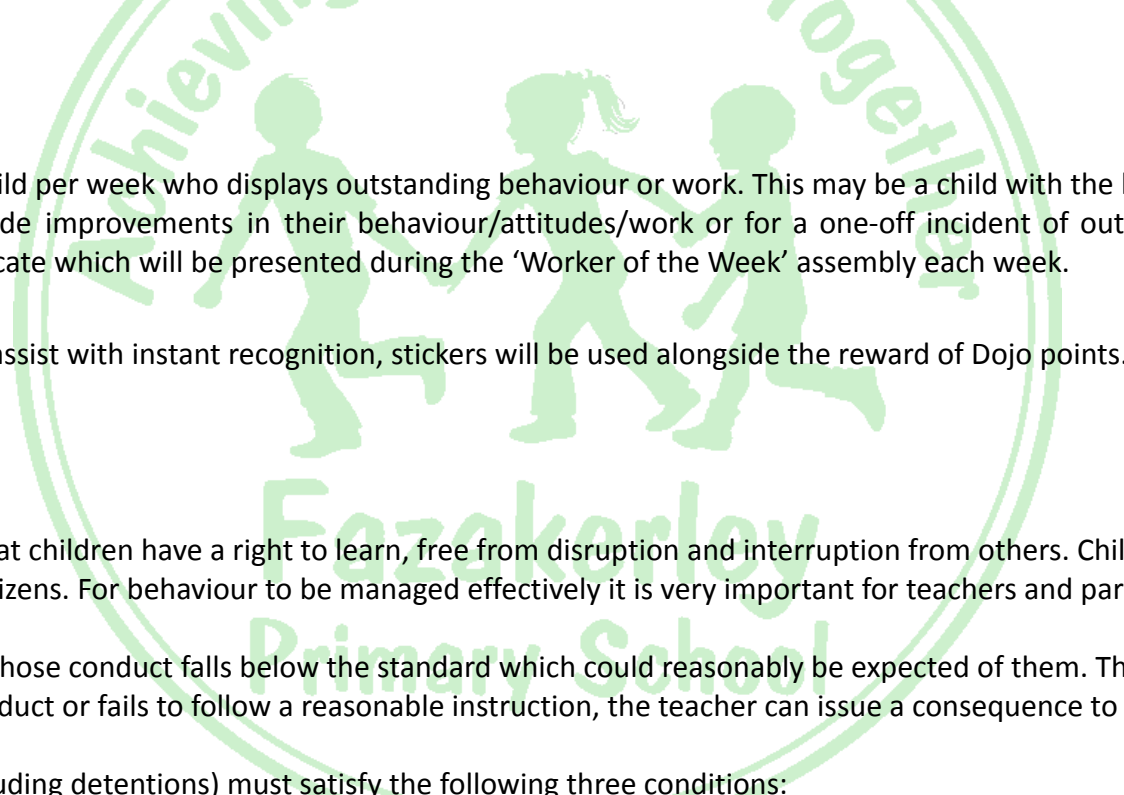
We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect. We use a range of options and rewards to reinforce and praise good behaviour.

Primarily, we use the Class Dojo reward system to reward positive behaviour in school:

- Children can earn Dojo points by demonstrating positive behaviour and this being related to our school code of conduct.
- Dojo points can be traded in for treats and prizes. These are displayed in classrooms and prominent areas in school (see appendix 6). Once Class Dojo points have been traded in, these will be deducted from the pupils' account for the value of the items 'purchased'.
- Parents/carers can access their child's Class Dojo account and receive updates by following a set of instructions which will be sent out to the parents/carers at the start of each academic year. It is the parents/carers responsibility to register for this service.

One to a maximum of five Class Dojo points are awarded for the following (see Appendix 3):





Class teachers will recognise one child per week who displays outstanding behaviour or work. This may be a child with the highest number of Class Dojo points in their class, a child that has made improvements in their behaviour/attitudes/work or for a one-off incident of outstanding behaviour or work. These children will be issued with a certificate which will be presented during the 'Worker of the Week' assembly each week.

Within EYFS and Key Stage One, to assist with instant recognition, stickers will be used alongside the reward of Dojo points.

5. Consequences

At Fazakerley Primary we believe that children have a right to learn, free from disruption and interruption from others. Children have a responsibility to behave well in class and be good citizens. For behaviour to be managed effectively it is very important for teachers and parents/carers to work together.

Our teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks the code of conduct or fails to follow a reasonable instruction, the teacher can issue a consequence to that pupil.

To be lawful, the consequence (including detentions) must satisfy the following three conditions:

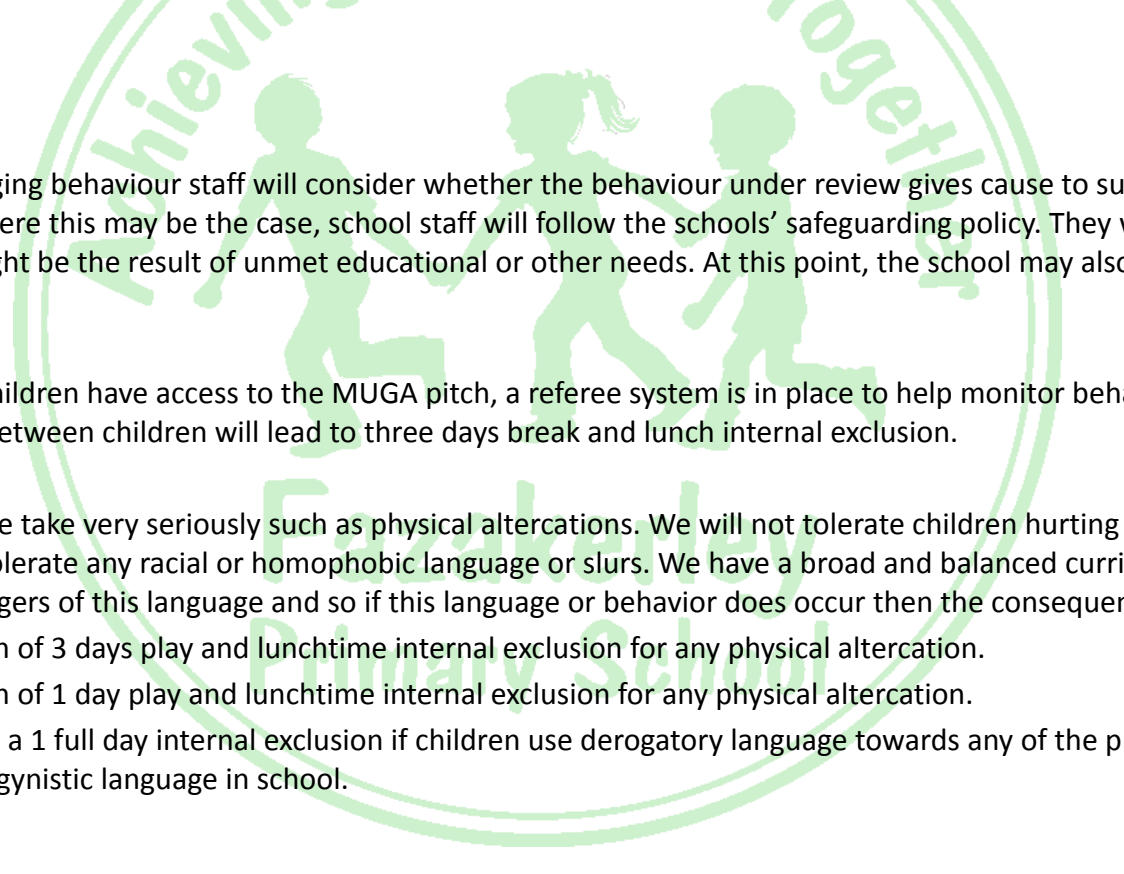
- The decision to issue a consequence to a pupil must be made by a paid member of school staff
- The decision to issue consequences to the pupil and the consequence itself must be made on the school premises or while the pupil is under the charge of the member of staff
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

In determining whether a consequence is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Therefore, before applying consequences, consideration will be given to any underlying factors which may be affecting the child's behaviour. When dealing with any behaviour the school acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

When a child is deemed to have not followed the school's code of conduct then consequences can be applied in line with the behaviour management plan as deemed appropriate, proportionate and fair (see **Section 9** of this policy and Appendices 2 and 3). Children lose Dojo points for misbehaviour e.g. breaking the school code of conduct. Children will lose one to **all of their** Dojo points for the following:

1 Dojo Point for Stage 1 and 2 incidents.

5 Dojo Points for Stage 3 incidents.



When a child presents with challenging behaviour staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school may also consider whether a multi-agency assessment is necessary.

During unstructured times where children have access to the MUGA pitch, a referee system is in place to help monitor behavior. A yellow and red card system is in use. Any physical altercations between children will lead to three days break and lunch internal exclusion.

There are certain behaviours that we take very seriously such as physical altercations. We will not tolerate children hurting each other physically, verbally or emotionally. Likewise, we will not tolerate any racial or homophobic language or slurs. We have a broad and balanced curriculum including weekly assemblies to teach our children about the dangers of this language and so if this language or behavior does occur then the consequences will be as follows:

- KS2 - We will issue a sanction of 3 days play and lunchtime internal exclusion for any physical altercation.
- KS1 - We will issue a sanction of 1 day play and lunchtime internal exclusion for any physical altercation.
- All Key Stages - We will issue a 1 full day internal exclusion if children use derogatory language towards any of the protected characteristics including eg homophobic, racist, misogynistic language in school.

6. The Behaviour Management Stages

The Behaviour Management Stages should be discretely displayed in all classrooms and provision spaces to support staff in consistently applying them. Throughout the use of the behaviour management stages (see Appendix 2), all staff **should continually reference the school code of conduct** ensuring children are aware of which part of the code they are breaking.

Pre-Stage 1 (Knowing and Understanding your Pupils and their Influences & Teach Learning Behaviours alongside Managing Misbehaviours):

Teachers should provide the conditions for the learning behaviours to develop, ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. All children will be given opportunity to analyse, change or modify their own behaviour, through discussion with an adult.

Every time the class register is taken, children are asked what their number on the ROAR rainbow (see Wellbeing Policy for more details) is and the member of staff makes eye contact to acknowledge each individual and their response. All staff use their professional judgement throughout the day to 'check-in' with the children as to where they place themselves on the ROAR rainbow.

Stage 1:

- The child will be given a verbal warning or non-verbal cue.
- If needed, a second verbal warning will be given, and a Class Dojo point will be removed.

Stage 2:

- If the behaviour persists, the child may be asked to sit elsewhere. A further Class Dojo point will be removed.
- If the behaviour continues the same day, after these consequences have been enforced, the matter will be escalated to a Stage 3.
- All behaviours that reach Stage 2 will be reported to parents/carers by the class teacher and must be recorded on CPOMS by the class teacher including their actions. The adult involved must also have a restorative conversation with the child.
- If a child's parents are consistently being spoken to each day due to incidents of a Stage 2 nature or above then the class teacher should organise a meeting with the child's parents/carers to discuss their behaviour and further steps that can be put in place to help the child.

Stage 3:

- If the behaviour is escalated to Stage 3, the child will be immediately removed from their classroom/dining hall/playground etc and escorted to the Behaviour Lead, or in their absence the Assistant and/or Deputy Head Teacher. This must be recorded on CPOMS by the class teacher and actions recorded by Behaviour Lead, or in their absence the Assistant and/or Deputy Head Teacher.
- Consequences will be chosen by the Behaviour Lead, or in their absence the Assistant and/or Deputy Head Teacher (which may include a detention) and 5 Class Dojo points will be removed. The actions carried out at Stage 3 will be recorded on CPOMS by the Behaviour Lead, or in their absence the Assistant and/or Deputy Head Teacher.
- The adult initially involved must also have a restorative conversation with the child.
- If the behaviour continues the same day, after these consequences have been enforced, the matter will be escalated to a Stage 4.
- Work may be repeated until it meets the required standard.
- The teacher, SENDCo, phase manager, Behaviour Lead, Assistant or Deputy Head Teacher may set up a personalised sticker/stamp chart for the individual or groups of children who may benefit.

Stage 4:

- The child will be immediately referred to the Head Teacher, or in her absence the Deputy Head Teacher.
- Consequences will be discussed and agreed.
- The adult involved must also have a restorative conversation with the child.
- The child's parents/carers will be contacted and invited into school to discuss the incident and consequences which may include: a behaviour contract; involvement of the Learning Mentor, SENDCos, Designated Safeguarding Lead and/or external agencies; internal exclusion; a fixed-term exclusion (decision of head teacher); or a permanent exclusion (decision of head teacher).
- A period of detention will be arranged and a letter detailing the child's behaviour and the consequences, issued to the parents/carers. The child will also miss their break and/or lunchtime.
- The child, parents/carers and school may agree to implement an Individualised Behaviour Plan (IBP). This would involve parental consent and would be followed consistently by all staff who teach the individual.
- All incidents will be recorded on CPOMS by the Head Teacher, or in her absence the Deputy Head Teacher dealing with incident. In the case it is felt an exclusion is required, this will be discussed with the head teacher who will, ultimately, make the decision, notifying governors.

7. Detentions (terminology not used with children)

- Teachers are legally entitled to issue detention to pupils (aged under 18). We have made it clear, in Sections 6 and 7 of this policy that we use detentions as a consequence for poor behaviour (in accordance with Section 90 of the Education and Inspections Act 2006).
- The headteacher decides which members of staff can put pupils in detention. This will normally be a member of the Senior Leadership Team or phase managers.
- Parental consent is not required for detentions but the school will inform the parents/carers.
- As with any disciplinary penalty, a member of staff will always act reasonably given all the circumstances, when imposing a detention.
- Staff will allow reasonable time for the pupil to eat, drink and use the toilet when serving their detention.
- We will not issue detentions outside of school hours.
- Where pupils are requested to stay in due to not completing work during lesson time, this is supervised by the staff member issuing the sanction.

8. The Use of Internal Exclusion

- We may remove disruptive pupils and place them in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation. This is made clear in this behaviour policy. As with all other disciplinary consequences, we always act reasonably in all the circumstances when using such sanctions (see **section 5**).
- Any use of internal exclusion that prevents a child from leaving a room of their own free will, should only be considered in exceptional circumstances.
- We will always ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.
- It is for the school to decide how long a pupil should be kept on internal exclusion.
- We will always ensure that pupils are kept in internal exclusion no longer than is necessary.
- We will always allow pupils time to eat or use the toilet.

9. Reasonable Force

Members of staff are legally entitled to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Please refer to the school's Positive Handling Policy and the DFE Use Of Reasonable Force Guidance (2013). Staff receive training in the use of reasonable force; this is only used in exceptional circumstances where a child may be at risk of causing harm to either themselves or others.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Members of staff are trained in the Team Teach approach. This allows them to use reasonable force if required. **Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.**

For more information please see our "Care & Control Policy".

10. Confiscation of Inappropriate Items

There are two sets of legal provisions which enable our school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- Power to search without consent for "prohibited items" including: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; and any article that has been or is likely to be used to commit an offence and cause personal injury or

damage to property.

The legislation sets out what must be done with prohibited items found as a result of a search:

- Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher or Senior Leadership Team to decide if and when to return a confiscated item.
- More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in the DFE 'Screening, Searching and Confiscation – advice for Headteachers, staff and Governing Bodies' (2014).

11. Managing Transition

- At the point of transition from a classroom, pupils line up in silence (EYFS will work to develop this).
- Teachers meet the children on the playground, at their specified line-up points, to assist and collect their class on time.
- In KS1 and KS2, staff supervise all pupils whilst exiting and entering the classroom and building at the start and end of recreational periods. When entering the building, they are expected to do so calmly and silently as this prepares pupils for the next lesson. Once pupils exit the building they are encouraged to participate in play by staff on duty.
- When pupils move around school, they **walk silently** on the **left-hand side** of the corridor.
- All staff will use the '4S: straight, silent, smart and sensible' approach for children lining up and moving around school. (see appendix 8)
- All the above is consistently reinforced by **ALL** staff.

12. Pupils' Conduct Outside the School Gates

In formulating the policy for this section, we have taken into account the DFE Discipline In School document (2016). As a school we have set out below our response to:

- non-criminal behaviour and bullying which occurs off the school premises, **which is witnessed by a staff member or reported to the school**, including the consequences that will be imposed. Such activities include when a pupil is:
 - taking part in any school-organised or school-related activity or,
 - **wearing school uniform.**
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or,
 - poses a threat to another pupil or member of the public or,
 - could adversely affect the reputation of the school.

In all cases of poor behaviour, school can only carry out the investigation and chosen consequences for pupils on school premises or elsewhere when the pupil is under the lawful supervision of a staff member (e.g. school trip). Following an investigation, in such cases as those listed above, the school will apply a consequence as is deemed appropriate to the behaviour in line with this policy.

13. Behaviour and Equality - Supporting Vulnerable Pupils and Pupil Support Systems

- Equal opportunities are central to all aspects of life at our school. The school aims to provide equality regardless of age, disability, gender reassignment, pregnancy and maternity, race (this includes ethnic or national origins, colour or nationality), religion or belief (this includes lack of belief), sex, sexual orientation. We recognise all of the above as protective characteristics.
- The school acknowledges its legal duties under the Equality Act 2010 and in relation to this policy, recognises its duty to make reasonable adjustments for all stakeholders. Our school will always take such steps as it is reasonable to avoid disadvantage.
- We are fully committed to providing an equal opportunities environment in which everyone is able to fulfil their potential, and to feel pride in their identity. We apply this to the way we manage and reward behaviour.
- For our children we seek to provide the same quality and breadth of opportunity for all, regardless of age, race, religion or belief, colour, gender, sexual orientation, social background, special physical or educational needs.
- We recognise that many pupils, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.
- Behaviour tracking is collated on CPOMS, all Senior Leadership Team members monitor logs.
- Parents/carers will be asked to attend a meeting or sent a letter to inform them that we have concerns about their child's behaviour, if we notice that there has been a high number of incidents recorded. The Senior Leadership Team, SENDCo, a member of the Pastoral/ Safeguarding Team and/or the class teacher will discuss with parents/carers strategies to further support their child's behaviour.

- These may include:
 - Home-school books,
 - Personalised sticker charts linked to clear targets
 - Individual Behaviour Plans (see appendix 9 and 10)
 - Flexible timetabling
 - Support from an external agency
 - Pastoral Support Programmes
 - EHATs (a tool used for gathering information and a standard approach in assessment for the identification of Early Help needs).

The school will work closely with the parent/carer to identify the reason for behaviours and to support the pupil in making necessary changes.

The school may create an individual behaviour plan for pupils who need it in order to support them in school. This behaviour plan is logged on CPOMS and shared with all adults involved in the education of that student as well as the student themselves and parents/carers.

14. Liaison with Parents/carers and Other Agencies

- Our Pastoral/Safeguarding Team/SEND/COs are here to support children and their families by helping them to identify and remove any barriers to learning, whether in a personal or academic role.
- We will provide interventions for pupils whose behaviour is, or potentially could become, a concern. The aim of these interventions is to provide a pro-active, rather than reactive, level of support.
- During Senior Leadership Team and Pastoral/Safeguarding Team meetings, allocated time is spent for staff to discuss pupils for whom there are concerns or those whose behaviour is causing concern. In response to these discussions we ensure that these pupils have appropriate support and interventions.
- We will work closely with all staff, governors, outside agencies, pupils and their families.
- At Fazakerley Primary we actively support any individual who is experiencing behavioural difficulties. Our Internal support services and pastoral systems are complemented by additional assistance from services including:
 - Learning Mentor Support (through our graduated approach)
 - CAMHS- Children's and Adolescent Mental Health Service (including MHST and Seedlings)
 - Local Early Help Teams
 - The school's Educational Psychologist
 - School Health professionals
 - YPAS

Referrals are made on a needs basis and are linked directly to priorities identified on individual pupil profiles.

15. Staff Development and Support

All staff have access to ongoing CPD to support with behaviour management. This CPD is targeted to their specific roles, responsibilities and individual training needs identified via school self-evaluation and appraisal. Staff are provided with regular professional development opportunities linked to behaviour management and support through staff inset, staff meetings, coaching and modelling. They are supported by the Pastoral/Safeguarding Team and Senior Leadership Team when managing behaviour, identifying solutions and implementing these. Staff may request to attend additional behaviour management training should they wish to do so.

16. Malicious Allegations

In the event of pupils having been found to have made malicious accusations against school staff immediate action will be taken by a member of the Senior Leadership Team. This may ultimately result in a fixed term exclusion or even permanent exclusion.



Our Code of Conduct

T



Take care

Look after our school
and everything in it.

E



**Everyone tries
their best**

even when things
are not easy.

A



**Always tell
the truth**

no matter how hard
you might find it

M



Me and you

look after ourselves
and each other












Appendix 2 - Behaviour Management Stages

Stages	Action/Behaviour	Consequences
Stage 1	<p>Actions that do not follow the school code of conduct e.g:</p> <ul style="list-style-type: none"> - fidgeting - swinging on chairs - distracting others - shouting out - talking at the wrongtime - unkindremarks/bickering - telling lies/tales - not looking after equipment - pushing - silly behaviour 	<ul style="list-style-type: none"> • The child will be given a verbal warning or non-verbal cue. • If needed, a second verbal warning will be given and 1 Class Dojo point will be removed.
Stage 2	<p>Same Actions as Stage 1 but those that are continuing despite the consequences of stage 1 being applied (within the same day).</p>	<ul style="list-style-type: none"> • If the behaviour persists, the child may be asked to sit elsewhere in the classroom/ dining hall/playground bench. A further Class Dojo point will be removed. • If the behaviour continues the same day, after these consequences have been enforced, the matter will be escalated to a Stage 3. • All behaviours that reach Stage 2 will be reported to parents/carers by the class teacher and must be recorded on CPOMS by the class teacher including their actions. • Restorative conversation must take place between the adult and the child involved. • Where pupils are requested to stay in due to not completing work, during lesson time, this is supervised by the staff member issuing the sanction.
Stage 3	<p>Same Actions as Stage 1 and 2 but those that are continuing despite the consequences of these stages being applied (within the same day) AND/OR</p> <ul style="list-style-type: none"> - fighting - stealing - being disrespectful to staff - refusal to cooperate - answering back - being disrespectful to pupils (incl. social media) - inappropriate language - intentionally damaging property 	<ul style="list-style-type: none"> • If the behaviour is escalated to Stage 3, the child will be immediately removed from their classroom/dining hall/playground etc and escorted to the Behaviour Lead, or in their absence the Assistant and/or Deputy Head Teacher. This must be recorded on CPOMS by the class teacher and actions recorded by Behaviour Lead, or in their absence the Assistant and/or Deputy Head Teacher. • Consequences will be chosen by the Behaviour Lead, or in their absence the Assistant and/or Deputy Head Teacher (which may include a detention) and 5 Class Dojo points will be removed. The actions carried out at Stage 3 will be recorded on CPOMS by the Behaviour Lead, or in their absence the Assistant and/or Deputy Head Teacher. • The adult initially involved must also have a restorative conversation with the child. • If the behaviour continues the same day, after these ANY have been enforced, the matter will be escalated to a Stage 4. • Work may be repeated until it meets the required standard. • The teacher, SENDCo, phase manager, Behaviour Lead, Assistant or Deputy Head Teacher may set up a personalised sticker/stamp chart for the individual or groups of children who may benefit.
Stage 4	<p>Same Actions as Stage 1, 2 and 3 but those that are continuing despite the consequences of the first three stages being applied AND/OR</p> <ul style="list-style-type: none"> - serious assault - physical or verbal threats - intentional or derogatory racist or homophobic remarks - leaving the school grounds without permission - behaviour deemed by staff to be potential bullying 	<ul style="list-style-type: none"> • The child will be immediately referred to the Head Teacher, or in her absence the Deputy Head Teacher. • Consequences will be discussed and agreed. • The adult involved must also have a restorative conversation with the child. • The child's parents/carers will be contacted and invited into school to discuss the incident and consequences which may include: a behaviour contract; involvement of the Learning Mentor, SENDCos, Designated Safeguarding Lead and/or external agencies; internal exclusion; a fixed-term exclusion (decision of head teacher); or a permanent exclusion (decision of head teacher). • A period of detention will be arranged and a letter detailing the child's behaviour and the consequences, issued to the parents/carers. The child will also miss their break and/or lunchtime. • The child, parents/carers and school may agree to implement an Individualised Behaviour Plan (IBP). This would involve parental consent and would be followed consistently by all staff who teach the individual. • All incidents will be recorded on CPOMS by the Head Teacher, or in her absence the Deputy Head Teacher dealing with incident. In the case it is felt an exclusion is required, this will be discussed with the head teacher who will, ultimately, make the decision, notifying governors.

Appendix 3

Awarding and Removing Dojo Points



1 Dojo Point Awarded	5 Dojo Points Awarded	1 Dojo Point Removed	5 Dojo Points Removed
<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid #ccc; padding: 5px; width: 20%; text-align: center;">  <p>Always Tell the Truth 1</p> </div> <div style="border: 1px solid #ccc; padding: 5px; width: 20%; text-align: center;">  <p>Always tell the Truth 5</p> </div> <div style="border: 1px solid #ccc; padding: 5px; width: 20%; text-align: center;">  <p>Daily Attendance (1)</p> </div> <div style="border: 1px solid #ccc; padding: 5px; width: 20%; text-align: center;">  <p>Everyone Tries 1</p> </div> <div style="border: 1px solid #ccc; padding: 5px; width: 20%; text-align: center;">  <p>Everyone Tries 5</p> </div> <div style="border: 1px solid #ccc; padding: 5px; width: 20%; text-align: center;">  <p>In & On Time All Week (5)</p> </div> <div style="border: 1px solid #ccc; padding: 5px; width: 20%; text-align: center;">  <p>Me and You 1</p> </div> <div style="border: 1px solid #ccc; padding: 5px; width: 20%; text-align: center;">  <p>Me and You 5</p> </div> <div style="border: 1px solid #ccc; padding: 5px; width: 20%; text-align: center;">  <p>Take Care</p> </div> <div style="border: 1px solid #ccc; padding: 5px; width: 20%; text-align: center;">  <p>Take Care 5</p> </div> <div style="border: 1px solid #ccc; padding: 5px; width: 20%; text-align: center;">  <p>Add skills</p> </div> </div> <p style="margin-top: 10px;">Dojos are awarded in relation to our “TEAM” code of conduct. All behaviour must be linked to one aspect of this code of conduct.</p>		<p>Stage 1 and 2 Incidents</p>	<p>Stage 3 Incidents</p>

Appendix 4

Education Endowment Foundation – ‘Improving Behaviour in Schools’ Guidance Report (June 2019)



Appendix 5

Charlie Taylor's Checklist taken from Education Endowment Foundation – 'Improving Behaviour in Schools' Guidance Report (June 2019)

For senior leadership team:	For teachers:
<p>Policy: <i>Ensure absolute clarity about the expected standard of pupils' behaviour.</i> <i>Ensure that behaviour policy is clearly understood by all staff, parents, and pupils.</i> <i>Display school rules clearly in classes and around the building; staff and pupils should know what they are.</i> <i>Display the tariff of sanctions and rewards in each class.</i> <i>Have a system in place for ensuring that children never miss out on sanctions or rewards.</i></p>	<p>Classroom: <i>Know the names and roles of any adults in class.</i> <i>Meet and greet pupils when they come into the classroom.</i> <i>Display rules in the class—and ensure that the pupils and staff know what they are.</i> <i>Display the tariff of sanctions in class.</i> <i>Have a system in place to follow through with all sanctions.</i> <i>Display the tariff of rewards in class.</i> <i>Have a system in place to follow through with all rewards.</i> <i>Have a visual timetable on the wall.</i> <i>Follow the school behaviour policy.</i></p>
<p>Leadership: <i>Model the behaviour you want to see from your staff.</i></p>	<p>Pupils: <i>Know the names of children.</i> <i>Have a plan for children who are likely to misbehave.</i> <i>Ensure other adults in the class know the plan.</i> <i>Understand pupils' special needs.</i></p>
<p>Building: <i>Visit the lunch hall and playground, and be around at the beginning and the end of the school day</i> <i>Ensure that other Senior Leadership Team members are a visible presence around the school</i> <i>Check that pupils come in from the playground and move around the school in an orderly manner.</i> <i>Check up on behaviour outside the school.</i> <i>Check the building is clean and well-maintained.</i></p>	<p>Teaching: <i>Ensure that all resources are prepared in advance.</i> <i>Praise the behaviour you want to see more of.</i> <i>Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).</i> <i>Differentiate.</i> <i>Stay calm.</i> <i>Have clear routines for transitions and for stopping the class.</i> <i>Teach children the class routines.</i></p>
<p>Staff: <i>Know the names of all staff.</i> <i>Praise the good performance of staff.</i> <i>Take action to deal with poor teaching or staff who fail to follow the behaviour policy.</i></p>	<p>Parents: <i>Give feedback to parents about their child's behaviour—let them know about the good days as well as the bad ones.</i></p>
<p>Children: <i>Praise good behaviour.</i> <i>Celebrate successes.</i></p>	
<p>Teaching: <i>Monitor the amount of praise, rewards, and punishments given by individual staff.</i> <i>Ensure that staff praise good behaviour and work.</i> <i>Ensure that staff understand special needs of pupils.</i></p>	
<p>Individual pupils: <i>Have clear plans for pupils likely to misbehave and ensure staff are aware of them.</i> <i>Put in place suitable support for pupils with behavioural difficulties.</i> <i>Build positive relationships, particularly with parents of pupils with behaviour difficulties.</i></p>	

Dojo Prize List

 Fidget Spinner = 250	 Pop Bracelets = 150	 Squidgy Ball = 200	 Pencil = 100
 Animal Rubber = 100	 UNO = 500	 Ruler = 150	
 Doodle Pad = 150	 Bat and Ball = 500	 Yoyo = 250	
 Frisbee = 400	 Bubble Wands = 200	 Silky = 500	
 Pencil Case = 200	 Bouncy Ball = 150	 4 In 1 Pen = 150	



Sit up

Listen

Ask and answer
questions

No interruptions

Track the speaker

Are you in a 4S line?

Straight

Silent

Sensible

Still



Report Card

My targets for this week:

1. _____
2. _____
3. _____

Take care
Everyone tries their best
Always tell the truth
Me and you



Name: _____

