**Aims and Principles**

At Fulbright College, we believe that the most effective way of achieving our aims is to encourage and praise positive behaviour.  The following are the underlying principles we wish to nurture throughout our school:

·        Treat all members of the school community with consideration and respect

·        Have an understanding of the difference between right and wrong

·        Be polite, co-operative and friendly

·        Understand the school has rules which must be followed for the safety of all

·        Appreciate the school environment and respect the property of others

·        Value other people, their work and their opinions

·        Respect the culture and beliefs of others

·        Treat others as they wish to be treated themselves

It is very important that rewards and sanctions experienced by our pupils are at all times consistent and fair.

**Expectations**

At Fulbright College, we expect every class teacher, teaching assistant and midday supervisor to have highly effective and consistent behaviour management strategies.

It is expected that:

* Children will line up silently, walk to hall silently, sit in assembly silently
* Classrooms will have a calm, quiet and purposeful working environment with no low level disruption
* Children will work/play purposefully engaged with a clear understanding of what they are doing
* Children will be taught to tidy away equipment, resources, toys and leave the classroom as they found it
* Children will not call out in class or interrupt adults
* Transitions will be carefully managed to ensure children move around the school calmly
* Adults will always remain calm and will not shout or raise their voice

**Positive Behaviour Procedures-How We Will Achieve This [guidance for adults]**

* At all times notice and praise the good
* Model all expected behaviour, repeat until you have the desired outcome and never allow behaviour to slip, be insistent. Praise every time children achieve what you expect.
* Use non-verbal signals to stop the class e.g. a clapped rhythm, give me 5 hand in air
* Tell children you will ignore all calling out. Ignore anyone who calls out with an outstretched palm, take response and praise those with their hands up
* Model transitions around the classroom; line children up one at a time, send groups to work one group at a time, tables/groups to tidy away one group at a time
* Model how to tidy away, share, play, settle to work in terms of expectations and physical boundaries within the classroom

**Rewards**

 Each class has its own class rules, which are agreed at the beginning of each academic year by the class and their teacher. The content will enhance the principles above. Teachers have different ways of doing this, according to the age of the children eg coloured stickers, star of the day/week, behaviour certificates, collecting ‘marbles’ in a jar. Whole class rewards may be given such as a craft afternoon, a picnic on the field. The use of DVD’s for rewards is discouraged.

**Procedures for dealing with Unacceptable Behaviour**

Whilst we aim to always reward positive behaviour, we acknowledge that there will be times when we have to deal with behaviour that is unacceptable.

As with rewards for positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way:

* It is important to take time to find out exactly what has happened
* Staff will deal with poor behaviour calmly and never shout
* Child will be asked ‘What did you do?’ so the child will have chance to have their say e.g. ‘is there anything you want to say about this behaviour or the incident?’ and then should be asked ‘What should you have done? What will you do in future?’
* Staff may ‘mirror’ child’s behaviour to show them what it looks like, with their permission.
* It is important to only refer to the original problem rather to get into an argument over for example how the child is standing.
* Calm down time is important. Problems can only be dealt with once the child is calm.

**Disruptive Behaviour in Class**

The child is warned about their unacceptable behaviour in a way that does not disrupt the lesson. Teacher has ownership of behaviour and will talk to children after class and apply consequences where necessary.

Consequences may be:

·        Move child to another area of classroom

·        Remove ‘privileges’ for a set period of time e.g. loss of playtime or lunchtime

·        On some occasions it might be felt necessary to remove a child from the

 immediate situation. At this time Inclusion Manager should be involved to take

 child to ‘The Nest’.

**For children whose behaviour is continually poor:**

·        Class teacher will refer to Inclusion Manager. There will be a discussion with the child’s parents. Inclusion Manager, class teacher and parents will discuss strategies and set targets to help child improve their behaviour. A home school book may be given to monitor their progress towards these targets.

·        Inclusion manager will decide when it is appropriate to escalate a situation to the Vice-Principal or Principal

·        Targets and strategies set must be applied consistently by all adults working in the classroom

**Dealing with Unacceptable Behaviour**

For the vast majority of children, the above strategies are effective and result in good behaviour across the school. However, we acknowledge one or two children may display completely unacceptable behaviour such as:

* Physical violence
* Discrimination of any kind e.g. racial, gender
* Deliberate disobedience, including rudeness or disrespect
* Threatening or aggressive behaviour, including bullying
* Disregard for the school environment and property
* Refusing to comply

Children will be referred immediately to Inclusion Manager and the Principal. Parents will be involved.

Where a child is deemed a danger to themselves or others, the class teacher should move the class to a safe place and call for Inclusion Manager. It may be necessary to restrain the child [see Safer Handling policy]

**These children need extra support:**

·        Children can have a school based Record of Concern if their behaviour means they become high profile.  If behaviour problems persist an Individual Behaviour Plan may be drawn up

·        Where there is no improvement in behaviour other agencies may become involved eg Early Intervention Family Worker, Educational Psychologist, this would be through the Common Assessment Form

·        Where a child continually refuses to behave and disrupts the class, or in extreme cases such as assault, s/he may be excluded from school. [see Exclusion policy]

**Use of Reasonable Force**

 On very rare occasions it may be necessary to use reasonable force to prevent a pupil from hurting themselves or others, from damaging property or from causing disorder. The local governing body give permission for any member of staff to do so when necessary. All incidents will be recorded in the physical restraint log. The school follows the ‘Use of Reasonable Force’ guidance issued by the DofE.

 **Lunchtimes and Playtimes**

·        Those whose behaviour at lunchtimes repeatedly falls below the acceptable standards and who cause problems for other pupils will either not be allowed to play at lunchtimes or may be required to go home for lunch

·        Adult led play areas are used to help children with no one to play with and children who have difficulty in playing in an appropriate way.

·        **Swearing-**Any child swearing at playtime will be sent in to the Inclusion room and miss break time.

·        **Withdrawing, refusal to talk.-**Inclusion Manager will be called if any child refusing to talk or go to Inclusion room.

·        **Incident Book-**An incident book is kept in staffroom to ensure good communication between staff and midday supervisors.

**Role of Inclusion Manager**

The Inclusion manager’s role is primarily pastoral care; to provide early intervention support for vulnerable children, to enable them to enjoy and be successful in school. The Inclusion manager works with Early Family Intervention worker, parents and staff to provide pastoral support and care for individual children.

On occasions, children may need personalized support and strategies to support their behaviour.

Inclusion manager should be involved where a child persistently displays low-level disruption in the classroom or on the playground, or for children who are displaying higher-level disruption.

The Inclusion manager will liaise with class teacher and parents to devise personalized targets and strategies to support the child.

**Bullying [see separate protocol]**

Bullying is a persistent, deliberate attempt to hurt or humiliate someone, physically or psychologically, over a period of time.  We consider bullying unacceptable and we will also take racial harassment very seriously.  Our personal, social and health education program includes work on self-esteem, assertiveness, respect for self and others, and teaches that differences should be accepted. We have trained staff who can help children with low self-esteem who may be more likely to be bullied than other children.

 We encourage children to tell someone if they are being bullied – Inclusion Manager, a friend, a class friend, a teacher or other staff members, a parent or other adults – so that intervention can take place.  Each class has a worry box so that children can report any issues.  There is a school anti-bullying protocol available.

 Good behaviour in school, like so many other things, is not automatic and has to be worked at by all staff in school.  We appreciate the good support that we receive in this respect from parents.  We believe that positive behaviour is best achieved when parents and staff work closely together.

**Racial Incidents [see separate protocol]**

Any racial incidents are automatically recorded by the Principal.  The perpetrator and victim have incidents recorded on file.  The first incident is classed as an opportunity to educate the child about how their behaviour is unacceptable and affects the victim.  If there is a second incident the parents are involved and if there is a third incident, there would be a temporary exclusion.

In the staff room there are bullying and racist incident reporting forms that are passed onto the Head immediately there is a problem.