



**Committee
Responsible :**

Community &
Welfare

**Approved by
Governors :**

October 2023

Next Review Date :

April 2024 (as
per SIP)

Fetcham Village Infant School Behaviour Policy

STATEMENT OF INTENT

The safety and welfare of all children at Fetcham Village Infant School is our highest priority. We provide a secure and caring environment so that every child can learn in safety. In all matters, relating to child protection the school will follow the procedures laid down by Surrey Children's Safeguarding Partnership together with the DfE guidance contained in Working Together to Safeguard Children updated July 2022, and Keeping Children Safe in Education September 2023

Our behaviour policy reflects our school aim:

‘Our Values-based education empowers individuals to be the best they can be.’

Values Education is a long-term educational philosophy, which develops a positive ethos, supporting and promoting good teaching, effective learning and appropriate behaviour. The rules of our school are an implicit part of the Values philosophy we follow.

Our core Values are:	Friendship	Trust
	Co-operation	Courage
	Caring	Responsibility
	Happiness	Respect
	Honesty	Tolerance
	Love	

These Values are introduced explicitly during every school year in assemblies and class lessons. They are implicit in every aspect of school life and are continually reinforced and referred to.

Our Values logo shows how we relate to people and our environment and how, when pieced together, we have a set of principles for life.

There is a direct correlation between Values Education and behaviour:

- developing qualities that are pre-dispositions for learning
- creating a calm and purposeful environment in which everyone feels valued
- supporting the development of good quality relationships between all who are part of the school
- helping children to be in touch with their inner thoughts, feelings and emotions
- encouraging children to develop positive dispositions and attitudes

- developing emotional intelligence by: talking about their feelings, controlling their behaviour and empathising with others
- developing thinking skills, language skills, active listening and reflective thinking

In this way children gain a greater sense of purpose have high self-esteem are more responsible for their behaviour, developing as responsible citizens.

To achieve the behaviour we want:

At Fetcham Village Infant School we follow a 'Green and Red card System' for behaviour.

All children are 'Green', they are following our school Values. If they are not following our school Values they have to spend time with the headteacher and receive a sanction and 'Red Card'.

All staff have high expectations of children's behaviour. Good behaviour is encouraged, rewarded and related to relevant Values. To associate the desired behaviour with a rewarding experience is a good strategy for all staff. When giving rewards to children we must make clear why we are rewarding them. This makes the child concerned properly aware and sends signals to other children. Effective praise helps the child appreciate how his/her achievement is helped by his/her attitude; it acknowledges effort, focuses attention on relevant Values.

Ways we give rewards:

- Approving look, nod, smile, thumbs up
- Private praise
- Public praise – in class and in assemblies
- Stickers
- Displays
- Informing parents
- Class incentives

To discourage behaviour we do not want:

A child is given a 'Red card' if they are not following our school Values. They spend time with the Headteacher or assistant headteacher discussing our Values and how they can become 'Green' again. The sanction for their behaviour is losing some of their free time. The unacceptable behaviour is dealt with quickly and quietly with reference to relevant Values. To have a lot of attention for unacceptable behaviour often has the undesired effect of reinforcing that behaviour and draws other children off task. Staff must always be consistent, not ignoring a behaviour on one day and applying sanctions on another.

Children must know why they are receiving a 'Red Card' and the consequence of time out with the head teacher and how they could have acted differently to avoid it.

Children must be given opportunity to make amends; this can often go a long way towards stimulating the motivation for changing behaviour.

The child should:

- Feel sorry
- Solve the problem in order to put it right
- Act effectively
- Learn for the future

If difficult behaviour persists:

Inform Headteacher and rest of the staff.

Inform parents and implement the 'Red and Green card system' at home as well as at school.

Sometimes a behaviour modification programme is put in place, working with the parents throughout as well as external agencies such as Surrey's Behaviour Support Service when necessary.

Behaviour off the school site

An expectation for positive behaviour extends to activities off site arranged by the school. For example:

- educational visits
- behaviour on the way to and from school
- behaviour when wearing uniform in a public place

We use our Values - based education to support positive behaviour beyond the school site and we encourage feedback from the community.

Confiscation and searching pupils

Any confiscation of property would follow government guidelines and parents would be informed as appropriate. It would occur if the item:

- poses a threat to others
- poses a threat to good order for learning
- is against school uniform rules
- poses a health and safety threat
- is illegal for a child to have
- when not owned by the child

Staff will always ask children to hand over items that fall into any of the criteria above and children will only be searched if they do not co-operate. In this case another member of staff would always be present. Please see our Child Protection and Safeguarding Policy and Internet Safety Policy.

Restrictive physical contact/reasonable force

The use of restrictive physical contact will be avoided whenever possible. It is considered as a last resort to prevent:

- injury to the child, other children or adults
- serious damage to property

WE expect staff to use positive behaviour strategies detailed in this policy to deescalate incidents.

Reasonable force means using the minimum force necessary and will only be used to prevent injury and maintain safety. For example:

- holding a child to prevent them from hurting themselves and others
- leading a child to a separate space where they can be observed and supported.

Staff will follow government and Local Authority guidelines.

We want every child and adult in school to be valued and hold a position of mutual respect for each other, understanding within themselves the need and desire for good behaviour and positive attitudes amongst themselves.

Respect is not automatic but has to be earned therefore we have to allow every member of our community to be given a voice that is genuinely listened to. Opportunities have to be given for everyone to make and implement decisions and take responsibility for them. In this way there are good relationships throughout the school enabling everyone to want to be part of the school community.

Related policies and guidelines:

Anti- bullying policy

Child Protection and Safeguarding policy

E-safety policy

Use of reasonable force DfE guidelines

Dealing with allegations of abuse against teachers and other staff DfE guidelines Appendix 1 details the Exclusion Procedure.

Approvals

Mrs Cath Garel
Chair of Governors

Mr Simon Sharp
Headteacher

Appendix 1

Exclusion Procedure

The school is committed to using exclusion as an absolute last resort after all other sanctions have been exhausted. If exclusion ever needed to be used the school would conform to the Local Authority and DfE Guidance. If it became necessary to consider exclusion, the Head teacher would follow the most recent guidance from Surrey County Council which is available on www.surreycc.gov.uk/schools-andlearning/schools/at-school/exclusion-from-school

If pupils are excluded for a period of less than 5 days, the school will provide work – it is the parent/carers responsibility to ensure the pupil completes the work and returns it to the school for marking. From day 6 of exclusion, pupils will be expected to attend an alternative provision and in the event of a permanent exclusion, the Local Authority will contact parents with details of the day 6 provision. Exclusions can only be determined by the Head teacher or, in their absence, a member of the Senior Leadership Team.

Reintegration interviews are vital to providing the pupil and school staff with the opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupils' successful integration.