Reviewed July 2025
To be reviewed: July 2026

FLANSHAW BEHAVIOUR POLICY

"Education in mind, Community in heart, Success in life"

We believe every child at Flanshaw School has a right to learn, teachers have a right to teach and this will only happen if there is an ethos of positive behaviour.

The Governors, Head Teacher and Senior Leadership Team work with all teaching and support staff, to develop and implement behaviour support strategies to promote positive behaviours throughout school providing excellent continuity of care. By involving all our staff, this ensures a consistent approach throughout, which they can take ownership of and have the confidence in our behaviour policy by being a great role model to our pupils.

We have high expectations of our children's behaviour. We believe that every child can make the right choice about their own behaviour and learn to take responsibility for their own actions.

In School, rewards are given for demonstrating our eight "**Characteristics of Effective Learning"** (COELs) throughout the school day and following our **Golden Rules. We feel it is crucial that our pupils are recognised for showing outstanding behaviour and for displaying positive learning behaviours.**

Golden Rules	**Our Learning Characters**
Listen to others Always try your best Work and play safely Show respect	Proud Peacock Creative Chameleon Articulate Alligator Enquiring Elephant Resilient Robin Memory Mole Active Ant

House points

Every pupil is allocated a house place upon entry to our school which they will belong to until they leave Flanshaw. We hope that this will generate lots of excitement and that these houses can be used for a variety of events across the year. By following the golden rules and the COELs throughout school, house points can be earned throughout the school day.

The points gained by the children will be tracked throughout the year and the children will aim to receive the following certificates to recognise their achievements:

Bronze: 100 House points

Silver: 200 House points

Gold: 300 House points

Platinum: 400 House points

Diamond: 500 House points

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Each academic year the house points will reset, so the children will personally aim to beat their previous year's total. The house captains from each house will be responsible for collating the totals for each house in every class across school so that the trophy can be awarded at the end of the year to the winning house.

When the pupils receive a silver, gold, platinum or diamond certificate, they are invited to the **School Stationary Store.** Here they can choose writing and drawing equipment to use at home. There will also be a range of books for them to choose from that can be used to enrich their home reading choices.

What are we going to give house points out for?

* Good listening in lesson, giving good answers.

* Following instructions and classroom rules promptly.

* Producing high quality work / maximising their potential.

* Excellent presentation in books.

*Politeness, being helpful and supporting others.

* Meeting the COELs and following our golden rules

* Being a good, kind, caring friend and role model.

Playtimes

Lunchtime and playtime positive behaviours are rewarded using the same system of house points by staff on duty. Lunchtime/playtimes end when the whistle is blown. Our first whistle is to encourage children to work together to tidy up numerous activities and a second whistle alerts the children to line up in their classrooms designated place. Each year group is called in order to ensure that pupils line up in a calm and orderly manner. Teachers will meet the class at 12.55pm so that the pupils are ready to begin work at 1pm.

Consistent Learning Behaviours

In order to create a more consistent approach through school, we have an agreed set of learning behaviours that are followed throughout school. These behaviour instructions can be used by any member of staff and the pupils will understand the response that is needed.

Stopping strategies:

-When the pupils are working in larger groups or in an assembly situation, the 'Flanshaw clap' will be used to gain the attention of the group.

-In lessons, to stop the class and gain the attention of pupils, staff will use the 'Team Stop' hand signal. At the start of the academic year, staff may need to say 'team stop,' however we will expect the pupils to respond to the silent signal once they have learnt the strategy.

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High engagement:

-To ensure that all pupils are showing good concentration and high engagement, the term 'magnet eyes' will be used to encourage all children to look carefully at the teacher or smart board.

-To help the children to listen attentively, the 'Flanshaw fold' may be used so that the pupils are not being distracted by equipment on their table.

PROUD ASSEMBLY

Proud Assembly is on Friday afternoons every fortnight. These assemblies are a celebration of excellent pupil progress and achievements. The pupils are also recognised for their positive behaviour and for displaying the attributes of our learning characters.

A peacock feather will be presented to the child with their name on and giving the reason of their achievement to go on display on our proud peacock upon the wall of the hall to celebrate their success. These are placed on the peacock by the child during the assembly taking pride in the recognition of their efforts.

Each year in July, there will be a Presentation Evening where children will be rewarded for their personal, academic and sporting achievement held in July

Each half term children will be chosen to display excellent examples of work on the Head Teacher's 'Proud Peacock' display board.

Head Teacher Tea Party

Every other Friday, the Head Teacher will host a tea-party to celebrate the behaviour and achievements of pupils across school. Each teacher will nominate a pupil that has:

-Followed the golden rules consistently

-Produced outstanding work or shown excellent effort levels

-Demonstrated the attributes of our learning characters.

Each pupil will take home a certificate and their parents will be notified on Parent Hub that they are invited to the tea party.

Consistent good behaviour

We celebrate the pupils that always show good behaviour in school. Each half term, any pupil that has displayed consistently good behaviour over the course of a half term (no red sanctions) will receive an '**outstanding behaviour**' certificate and a parent hub message home to parents to notify them of our pride in their child's behaviour.

For Children with specific educational needs or SEMH concerns, the SENCO will send outstanding behaviour certificates and parent hub messages for consistent or improved behaviour following consultation with the class teacher.

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In the final half term, any pupils that have shown consistent, excellent behaviour (no reds over the year) will be invited by the head teacher to a **special behaviour assembly** where they will be recognised for their efforts.

Addressing Negative Behaviours

Our staff will:

-Stay calm and address the behaviours being displayed.

-Avoid shouting, a firm, serious voice will make the point.

-Find the underlying reasons for the poor behaviour. Poor behaviours are often the result of a child not being able to communicate their feelings and emotions, leading to dysregulated behaviour.

Use the following de-escalation strategies to address the behaviour before going through the traffic light system:

- Offer the pupil a time out so that they can calm down away from a potential trigger.
- Distract the pupil if appropriate.
- Explain what will happen if they continue to display poor behaviour- explain that the warning is given to stop them getting an amber or red.

Traffic Light System

If negative behaviour is witnessed a child will receive a warning (first warning). If the behaviour continues, a second warning will be given before moving to amber on the traffic lights. If behaviour continues to escalate or a serious incident has occurred, a red may be given.

If a child is not following the school rules, we implement the 'Steps to better behaviour':

• First 'Statement of reality – describe the behaviour'

• Next 'Language of choice' - If you continue, you will go on amber.

• Continued behaviour -children move their name on to red and have 15 minutes inclusion at their next available play time with the behaviour leader or a senior leader. This is a time to discuss and reflect on their actions and implement **restorative practice** to help avoid similar situations in the future. **If a pupil receives a red but continues to disrupt a lesson or show dangerous behaviour, a senior leader/member of the pastoral team will be called to take the pupil out of the lesson for immediate inclusion.**

Every red a child receives – a Parent Hub message will be sent home to advise parents of the incident on the same day. If the incident is more severe, a phone call will be made home prior to the child going home on that day. If negative behaviour continues, the Behaviour Manager will arrange a meeting with parents to discuss ways of helping.

Sometimes a child may just require a calmer, quieter area to think about their actions and this is a safe space within their classroom to have time out.

All incidents are recorded on our Arbor (School Management and Information System) and C-POMS to help staff identify any triggers to enable us to put strategies in place to help the child succeed at

certain times/areas/lessons of the day. An inclusion slip will be completed by staff and given to the Behaviour Manager.

Children will place their name straight on to red if they:

- Physically assault a child or adult including deliberate pushing – may also be excluded fixed term
- Lie
- Swear
- Hurting or intimidating another individual
- Call someone an offensive name including racism, homophobia, discrimination against gender or disability.
- Steal
- Damage property- parents may incur a charge if school property is broken and irreparable
- Cheat in a test
- Behave dangerously including leaving a room without permission

Bullying/Homophobic/Racist incidents must be clearly marked on the incident form with detail to record on Arbor and C-POMS (including victims/by standers names etc.) Parents will be immediately informed. Senior Staff will meet parents/carers to discuss next steps.

If a child receives a red, the following escalation will be followed:

1st red – Miss 15 mins of next playtime/lunchtime.
(Pupil complete restorative session with a member of the pastoral team)

2nd red – **Miss 15 mins of next playtime/lunchtime and Parents meet with class teacher after school** (Teacher responsible for arranging the meeting-behaviour Leader to notify teacher)

3rd red – Meeting with Phase Leader after school
(Phase Leader responsible for arranging the meeting- Behaviour Lead to notify PL)

3 week IBP so that the behaviour can be closely monitored. If at the end of the three-week period, the pupil has received no reds, they will come off the IBP and return to the start of the escalation process. (Total reds will still be tracked over the academic year)

4th red - Meeting with Deputy Head after school
(DHT responsible for arranging the meeting- Behaviour Lead to notify DHT)

5th red – Meeting with Head Teacher after school
(HT responsible for arranging the meeting- Behaviour Lead to notify HT)

If your child continues to receive further reds, they may receive an internal exclusion or a possible fixed term suspension.

Reasonable adjustment will be made for children who are on the SEND register.

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Valuing homework

At Flanshaw School we recognise the importance of collaboration between parents and school staff so that the completion of homework can consolidate learning in the classroom. We encourage pupils to take responsibility for completing their own homework and we expect parents and carers to support this. If a child does not complete their homework, the teacher will remind them to complete it for the next day. If not completed, the class teacher will make a log and the child will be asked to complete it at break time or lunchtime. If the pupil regularly forgets to complete their homework, the teacher will invite parents in for an after-school meeting to offer support. 3 missed homework tasks will result in the behaviour leader contacting parents and organising a meeting.

Suspensions

If a child shows consistently poor behaviour or is involved in a very serious incident, the Head Teacher may choose to suspend your child for a fixed period of time, following the Local Authority guidelines. For exclusions that are over one day, the child may be visited by our Parent Support Advisor. The Parent will be required to attend a re-integration meeting to discuss how to avoid future exclusions and support their child in their return to school.

If a child receives repeated reds over the lunchtime period, the Head Teacher may choose to excluded the pupil over this time frame. You will be required to collect your child at 12pm and return them for 1pm to gain their afternoon register mark.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

• Physical assault against a pupil

• Physical assault against an adult

• Verbal abuse or threatening behaviour against a pupil

• Verbal abuse or threatening behaviour against an adult

• Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy

• Bullying

• Racist abuse

• Abuse against sexual orientation or gender reassignment

• Abuse relating to disability

Positive Handling

Staff at this school are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy.

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of

force to control or restrain a pupil. The term 'physical restraint' is used when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in national Guidance (DfES/DoH 2002). A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Headteacher may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

• in response to a serious breach or persistent breaches of the school's behaviour policy; and

• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, the school will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Only the Headteacher can make the decision to permanently exclude a pupil.

The headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the pupil should be reinstated.

If the headteacher suspends or permanently excludes a pupil they must, without delay, notify parents or the excluded pupil (if they are 18 years or older) of the period of the suspension or permanent exclusion and the reason(s) for it.

They must also, without delay, after their decision, provide parents with the following information in writing:

• the reason(s) for the suspension or permanent exclusion;

• the period of a suspension or, for a permanent exclusion, the fact that it is permanent.

• parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this.

Searches for Prohibited Items

Searching without consent can be carried out for prohibited items within the parameters of the guidelines. 'Prohibited items' are defined in the Education Act 1996 and the Schools Regulations 2012 as:

1. Knives or weapons, alcohol, illegal drugs and stolen items

2. Tobacco and cigarette papers, vapes, fireworks and pornographic images

3. Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property

4. Items banned by the school which may be searched for:

• Mobile phones and devices or any internet ready device

• Sweets and drinks not including drinks in packed lunches

• General search of lockers, trays, bags and coats to prevent stolen goods leaving premises

• Money not for payment of school trips etc.

• Toys

Social Media – Allegations – Slander and Libel – Threatening Behaviour

Where children or parents/carers make malicious allegations, insult, slander or label the school or staff at the school (once clear evidence is available) the Local Authority Legal Team will be consulted to determine further action. This includes malicious and upsetting Facebook/Social Media posts. Where the child or parent refuses to remove/withdraw comments the school will pursue the matter legally.

DATA

Data is stored securely on Arbor and C-POMS

Prepared by (member of staff): Mike Woodburn	**Date:**
Approved by Governing Body Sub-Committee: Full governors	**Date:** **July 2025**
Ratified by Full Governing Body:	**Date:** **July 2025**
Signed off by Chair of Governing Body:	

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