



George Fentham Endowed School

Fentham Road, Hampton In Arden,
Solihull. West Midlands. B92 0AY
Telephone: 01675 442800 Fax: 01675 443936
Email: office@george-fentham.solihull.sch.uk
www.georgefenthamschool.co.uk
Mrs J Gaughan Head Teacher

George Fentham Endowed School Behaviour Policy

The School's Aims are:

- To serve its pupils by providing an education of the highest quality within the context of Christian belief and practice.
- To create a learning community where pupils are encouraged to learn in a creative, innovative and challenging way.
- To provide a rich and varied curriculum that enables all pupils to acquire, develop and apply a broad range of knowledge, understanding and skills.
- To create a positive school community where everyone is respected and valued.
- To make learning fun.
- To work with parents and the local community to strengthen the partnerships of learning.

Values and beliefs underlying our behaviour policy

- The expectation for all children at George Fentham Endowed School is that they will behave in a considerate way towards others at all times.
- It is essential that within our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose Christian values are built on mutual trust, tolerance, forgiveness and respect for all. Our school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure (see appendix 3).
- Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting and rewarding good relationships and positive behaviour choices so that people can work together with the common purpose of helping everyone to learn in an effective and considerate way.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- SEAL (Social and Emotional Aspects of Learning) sessions enable staff to teach children about behaviour skills. Children are encouraged to explore and understand their feelings and those of others. SEAL also supports the children in finding solutions to any issues, both in the classroom and on the playground, and resolving them peacefully and sensibly.
- BLP (Building Learning Power) gives the children the skills to learn and play collaboratively and to use empathy to resolve any conflicts that may arise.
- Children are supported in the key transition points from EYFS to Year 1, Year 2 to Year 3 and Year 6 to secondary school through a programme of transition activities. School liaises with secondary schools to arrange pupil/staff visits and meetings.





George Fentham Endowed School

Fentham Road, Hampton In Arden,
Solihull. West Midlands. B92 0AY
Telephone: 01675 442800 Fax: 01675 443936
Email: office@george-fentham.solihull.sch.uk
www.georgefenthamschool.co.uk
Mrs J Gaughan Head Teacher

- Through the implementation of this policy we hope to promote equality of opportunity and inclusion for all learners of different backgrounds including ethnicity, religious belief, culture or socio-economic circumstances. The school has a legal duty, under the 2010 Equality Act, to safeguard and promote the welfare of all pupils.

Rewards

We strive to encourage children to make good behaviour choices through a range of positive behaviour management strategies. For example:

- Verbal praise
- Sticker rewards (FKST/KS1)
- Teachers may award a 'teddy' to individual children, a group of children or to the whole class. The class with the most teddy rewards at the end of the week is presented with the school bear during whole school 'celebration assembly'.
- Key Stage 2 children may be awarded a sticker for their reward card
- Sending the child and their work to the Head Teacher or other staff members for reward or praise
- Each week, class teachers nominate a child from each class for a 'Head Teacher's award'. Children who receive a Head Teacher's award are presented with a certificate (KS2) or badge (FKST and KS1) during whole school 'celebration assembly'
- The school acknowledges all of the efforts and achievements of children, both in and out of school. Children are encouraged to share out of school achievements (e.g. music or swimming certificates) during whole school 'celebration assembly'
- Verbal feedback to parents
- Class teachers may also devise their own reward systems, for example goldentime charts, BLP tokens, star of the day, worker of the week, or some class rules or charter (for example a charter to support the SEAL unit 'New Beginnings')
- Rewards can also be agreed as part of Individual Behaviour Plans (IBPs)

Consequences of inappropriate behaviour

We do not have lists of rules at George Fentham Endowed School as the expectation for all children is that they will behave in a considerate way towards others at all times. However, we recognise that some consequences for unacceptable behaviour are required in order to enforce the schools' values, and to





George Fentham Endowed School

Fentham Road, Hampton In Arden,
Solihull. West Midlands. B92 0AY
Telephone: 01675 442800 Fax: 01675 443936
Email: office@george-fentham.solihull.sch.uk
www.georgefenthamschool.co.uk
Mrs J Gaughan Head Teacher

ensure a safe and positive learning environment. Children are encouraged to make sensible choices, however they must understand that unacceptable behaviour will have consequences. There is early intervention with regard to unacceptable behaviour. This is fair and appropriate to the situation, is dealt with discretely by members of staff and is consistently applied (see appendix 1).

- If a child is disruptive in class, the teacher reminds him/her what is expected of them. If such behaviour continues, they may be given some reflection time in a quiet part of the classroom or be sent to another classroom to complete their work. See appendix 1 for our agreed consistent approach to managing incidents of unacceptable behaviour.
- The safety of all children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. "Members of staff have the power to use reasonable force to prevent pupils injuring themselves or others, damaging property and to maintain good order and discipline in the classroom." (DfE Behaviour and discipline in schools July 2013). In addition, staff can "use reasonable force" in a situation where the pupil may "risk their safety." (Use of Reasonable Force - advice for school leaders, staff and governing bodies July 2013). See also appendix 3.
- Class teachers may discuss incidents with the whole class or with a group of children during circle time (planned or when appropriate to the situation/incident occurring). Simple playground rules were devised, at the children's request, by our School Council. These are displayed in class and referred to by class teachers.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please see separate anti-bullying policy.

The role of the class teacher and learning support assistants

- Teachers and learning support assistants (LSAs) in our school have excellent classroom management skills and high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- Teachers and learning support assistants treat all children in their classes with respect and understanding. They act as positive role models at all times.
- The class teacher keeps a record of any serious or repeated incidents of unacceptable behaviour (see appendix 2). In the first instance, the class teacher deals with incidents him/herself in the normal manner (see appendix 1). However, if misbehaviour continues, parents will be informed and the class teacher may seek help and advice from the phase leader, inclusion co-ordinator, Child Mentor, Deputy Head Teacher or Head Teacher.
- The class teacher liaises with the child mentor, school inclusion co-ordinator and external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA's behaviour support service.





George Fentham Endowed School

Fentham Road, Hampton In Arden,
Solihull. West Midlands. B92 0AY
Telephone: 01675 442800 Fax: 01675 443936
Email: office@george-fentham.solihull.sch.uk
www.georgefenthamschool.co.uk
Mrs J Gaughan Head Teacher

The role of lunchtime supervisors

- Lunchtime supervisors support this behaviour policy to ensure that our high expectations related to children's behaviour are adhered to.
- If disputes arise, all children involved will be given a chance to explain their case and will be encouraged and supported to find a solution.
- Lunchtime supervisors inform class teachers if there have been any incidents of unacceptable behaviour at lunchtime, and how it has been dealt with. Serious and/or repeated incidents of unacceptable behaviour are recorded on the lunchtime behaviour log.
- Children are provided with fun playground activities/equipment to reduce the risk of boredom which could lead to unacceptable behaviour.
- Lunchtime supervisors are made aware of any children with specific behavioural needs. They support the class teacher with any specific behaviour management strategies, rewards and consequences that are appropriate to individual children.
- Our senior lunchtime supervisor will carry out high level monitoring for any children who display unacceptable behaviour.

The role of the Head Teacher

- It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.
- The Head Teacher supports staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.
- The Head Teacher keeps a record of all incidents of notable misbehaviour. See appendix 2 for example proforma used.
- The Head Teacher has the responsibility for giving fixed-term suspensions to individual children. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

- Our Home-School Agreement outlines parent/carer responsibilities in creating a shared goal for behaviour. Please also see our Attendance Policy.
- We aim to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- We explain the school values in the school prospectus, and we expect parents to read them and support them.
- Parents should contact their child's class teacher if they have any concerns about their child's attitude or behaviour, or about any problems that their child is facing. Communication with parents related to their child's behaviour is recorded on a class parent log.





George Fentham Endowed School

Fentham Road, Hampton In Arden,
Solihull. West Midlands. B92 0AY
Telephone: 01675 442800 Fax: 01675 443936
Email: office@george-fentham.solihull.sch.uk
www.georgefenthamschool.co.uk
Mrs J Gaughan Head Teacher

The role of pupils

- We have an expectation that children behave well, make sensible and responsible behaviour choices and show respect and thoughtfulness towards their peers/adults in the school.
- Our Home-School Agreement outlines pupil responsibilities in creating a shared goal for behaviour.
- Class teachers review these goals with children.
- Information on managing allegations against other children can be seen in appendix 3.

The role of governors

- 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 Head Teacher in adhering to these guidelines.
- The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard guidance, called 'Exclusion from maintained schools, Academies and pupil referral units in England (2012)'. We refer to this guidance in any decision to exclude a child from school. In addition, advice is taken from the LA Exclusion Officer (Amanda Knight).
- Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently.
- If the Head Teacher excludes a child, he/she must inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.
- The governing body has a discipline committee which considers any exclusion appeals on behalf of the governors.





George Fentham Endowed School

Fentham Road, Hampton In Arden,
Solihull. West Midlands. B92 0AY

Telephone: 01675 442800 Fax: 01675 443936

Email: office@george-fentham.solihull.sch.uk

www.georgefenthamschool.co.uk

Mrs J Gaughan Head Teacher

- When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

Allegations against a member of staff

- We use the "Dealing with allegations of abuse against teachers and other staff" April 2013 statutory guidance from the DfE.
- All allegations should be reported immediately to the Head Teacher, or in the case of the Head Teacher being the subject of concern, the Chair of Governors. The Local Authority Designated Officer (Simon Stubbs) will also be informed for advice and monitoring of cases.
- In the case of a malicious allegation "the school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion." (Dealing with allegations of abuse against teachers and other staff April 2013)
- Please see DfE guidance for further detail.

Use of reasonable force

- Please see appendix 4 which summaries the DfE 2013 'Use of reasonable force. Advice for headteachers, staff and governing bodies' document.

Inclusion and Equal Opportunities

The school has a legal duty under the Equality Act 2010 in respect of safeguarding all pupils and providing equal opportunities for pupils with Special Educational Needs and/or disabilities (SEND).

Each child is valued and respected regardless of ability, race, gender, religion, social background, culture or disability and is offered a child-centred curriculum, opportunities to develop to their full potential, the means to develop physically, intellectually, emotionally and socially and the chance to develop good behaviour and responsible attitudes for life.

Staff ensure their approach to all children is non-discriminatory, that all groups have equal access to the full range of educational opportunities provided by the school and that diversity is celebrated.

Monitoring and review

- The Head Teacher monitors the effectiveness of this policy on a regular basis. The Head Teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.





George Fentham Endowed School

Fentham Road, Hampton In Arden,
Solihull. West Midlands. B92 0AY

Telephone: 01675 442800 Fax: 01675 443936

Email: office@george-fentham.solihull.sch.uk

www.georgefenthamschool.co.uk

Mrs J Gaughan Head Teacher

- The school keeps records concerning incidents of unacceptable behaviour using the agreed proforma (see appendix 2).
- The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.
- The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Updated: June 2016

Approved by Governors: June 2016





George Fentham Endowed School

Fentham Road, Hampton In Arden,
Solihull. West Midlands. B92 0AY
Telephone: 01675 442800 Fax: 01675 443936
Email: office@george-fentham.solihull.sch.uk
www.georgefenthamschool.co.uk
Mrs J Gaughan Head Teacher

Appendix 1 - Process for dealing with unacceptable behaviour

Verbal warning and reason

For example

Please stop tapping your pen - it is distracting others.



Verbal warning and consequence

For example

I have asked you once - please stop tapping your pen. If you continue you will have to work elsewhere.



Time out to reflect on behaviour

This could be a quiet area of the classroom or in another class.



Discussion with class teacher following 'time out' once behaviour has been reflected on. *Children may be asked to complete any unfinished work during break/lunchtime.*

For more serious incidents of unacceptable behaviour, or unacceptable behaviour that is repeated, the child may be sent to the Head Teacher or Deputy Head Teacher.





George Fentham Endowed School

Fentham Road, Hampton In Arden,
Solihull. West Midlands. B92 0AY
Telephone: 01675 442800 Fax: 01675 443936
Email: office@george-fentham.solihull.sch.uk
www.georgefenthamschool.co.uk
Mrs J Gaughan Head Teacher

Appendix 2: Class Behaviour Log

Class:

Date	Child	Incident	Action taken





George Fentham Endowed School

Fentham Road, Hampton In Arden,
Solihull. West Midlands. B92 0AY
Telephone: 01675 442800 Fax: 01675 443936
Email: office@george-fentham.solihull.sch.uk
www.georgefenthamschool.co.uk
Mrs J Gaughan Head Teacher

Appendix 3

Managing Allegations against other Children:

At George Fentham Endowed School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Safeguarding allegations

Occasionally, allegations may be made against children by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a child could include:

Physical Abuse

- violence/aggression, particularly pre-planned
- forcing others to do something

Emotional Abuse

- blackmail
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or sexual assault
- forcing others to watch inappropriate material





George Fentham Endowed School

Fentham Road, Hampton In Arden,
Solihull. West Midlands. B92 0AY
Telephone: 01675 442800 Fax: 01675 443936
Email: office@george-fentham.solihull.sch.uk
www.georgefenthamschool.co.uk
Mrs J Gaughan Head Teacher

Minimising the risk of safeguarding concerns towards pupils from other students

On occasion, some children will present a safeguarding risk to other children. The school should be informed that the young person raises safeguarding concerns.

These students will need an individual risk assessment to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. . There is a need to balance the tension between privacy and safeguarding. The risk assessment will be written in consultation with external agency support e.g. Educational Welfare Officer and will be monitored and reviewed.

What to do

When an allegation is made by a pupil against another student, concerns should be raised immediately with HT, DHT & DMS. A factual record should be made of the allegation. If the concern is of a Child Protection nature, the school will follow the Child Protection Policy, which may include seeking advice from DART (Duty and Referral Team). If the concern is of a behavioural nature, the school will follow the Behaviour Policy. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.





George Fentham Endowed School

Fentham Road, Hampton In Arden,
Solihull. West Midlands. B92 0AY
Telephone: 01675 442800 Fax: 01675 443936
Email: office@george-fentham.solihull.sch.uk
www.georgefenthamschool.co.uk
Mrs J Gaughan Head Teacher

Appendix 4

Use of reasonable force

Key points taken from DfE 2013 'Use of reasonable force. Advice for headteachers, staff and governing bodies' document.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force².
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes - to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.





George Fentham Endowed School

Fentham Road, Hampton In Arden,
Solihull. West Midlands. B92 0AY
Telephone: 01675 442800 Fax: 01675 443936
Email: office@george-fentham.solihull.sch.uk
www.georgefenthamschool.co.uk
Mrs J Gaughan Head Teacher

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment.

Please see DfE 2013 'Use of reasonable force. Advice for headteachers, staff and governing bodies' document for more detail.

