

Fairfield First School



Behaviour Policy

Person responsible for policy: S.Smith

Date adopted by Governing Body: 30th September 2021

A small, square box containing a handwritten signature in black ink.

Signed: _____ (Chair of Governors)

Review date: Sept 2022

INTRODUCTION

In their document 'Behaviour and Discipline in Schools – advice for Headteachers and school staff,' the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, Governing Bodies, children and parents. Every school must have a Behaviour Policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools) / Education (Independent School Standards) (England) Regulations 2014 (Academies).

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs is available from the DfE (November 2014).

The Governing Body is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors of maintained schools are required to have a 'Statement of Behaviour Principles,' which is a statutory document (DfE – Policies and other Documents that Governing Bodies and Proprietors are required to have by Law). Headteachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the School Code of Conduct for Staff and Other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the "Teachers' Standards 2011 (updated 2013)" and in relation to this Code of Conduct, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

The procedures which support the Whole School Behaviour Policy must include measures to prevent all forms of bullying among pupils. This Policy and procedures should be read in conjunction with the following school policies and procedures:

- Safeguarding Policy and procedures (including Child Protection Policy)
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Whistle blowing procedures
- Supporting Pupils with Medical Needs Policy and Procedures
- Equal Opportunities Policy
- Special Educational Needs Information Report
- Admissions Arrangements
- Attendance procedures
- Missing Child procedures
- Complaints Procedure
- Positive Handling Support and Intervention Policy and Procedures
- Code of Conduct for Staff and other Adults
- Educational Visits Policy and Procedures (including procedures for assessing risk)
- Risk Assessments (including Behaviour Management Plans)
- Home School Agreement (voluntary)

AIMS

We continually strive to achieve our Vision Statement, "Aim High, Work Hard, Have Fun and Care for Others" by aiming

- To provide a positive, safe and happy learning environment in which everyone is inspired and empowered to achieve the highest standard of which they are capable in all aspects of their life.
 - To recognise, accommodate and support the needs of all individuals.
 - To help everyone to make appropriate choices through praise, encouragement and by leading through example.
 - To treat everyone with respect, encourage self-respect, listen to and value everybody's opinions, contributions and ideas.

- To provide a broad, balanced, stimulating curriculum in which all progress is recognised, developed and celebrated.
- To provide an open school that promotes health and wellbeing and continually develops effective partnerships with parents and the wider community.
- To ensure that effective leadership and management enables us to continually improve all aspects of our school through systematic, rigorous self-evaluation.
- To make school fun for everybody.

This document aims to set out the expectations of pupil behaviour at Fairfield First School and to give an explanation of the agreed methods to be used by the staff in order to achieve this standard of acceptable behaviour. The purpose of this document is to give a clear explanation to parents and new staff of our expectations and agreed methods.

Through a positive approach towards behaviour management, we aim to create a calm learning environment in which pupils can learn and teachers can teach;

- operate with increasing independence;
- develop a sense of responsibility for their own behaviour and a greater sense of consideration for others;
- grow in confidence and self-esteem;
- feel safe and supported;
- develop a wide range of knowledge and skills.

OBJECTIVES

At this School, we think of the child and their behaviour as separate things. We may talk about behaviours which are unacceptable or unkind but we do not talk about “unkind children” or “naughty children.”

Teachers and all other adults involved in the life of the school will endeavour to act as good role models for the children at all times. Every member of staff will engage with the children in a spirit of openness and trust, encouraging our pupils to ask questions, share their successes and failures and air their concerns so that appropriate, supportive responses can be made. All children will be treated fairly and consistently, although expectations may need to be differentiated, within reason, to accommodate children with disabilities or special educational needs e.g. children with autism, adhd, attachment issues, etc. (See also the related school policies on SEN, Equal Opportunities, etc.).

Staff realise that they have to understand the reasons behind poor behaviour and make reasonable adjustments (including establishing Individual Behaviour Plans / Pastoral Support Plans) for children with additional needs to help them to behave appropriately. However, when poor behaviour occurs, it still needs to be managed consistently (See Rewards and Sanctions below).

In the classroom every teacher will set aside time to listen to the children and will also be available before school and informally, at various points during the day, to listen to individual children.

Our formal curriculum, particularly in the areas of RE and PSHE (Jigsaw Curriculum) and Citizenship, will be used to help children develop a sense of respect for themselves and others.

All adults in the school should expect the children to treat them courteously and to respond to their reasonable requests. All pupils should expect staff to respond courteously, to listen to their concerns and to offer support where appropriate.

Pupils will be encouraged to treat each other with consideration and respect. Each year the staff and pupils, in each class, will compile a set of rules, which specify how people should behave in our school.

One important rule for all at school is:

‘Encouraging a friendly, caring attitude which values understanding and respect for each other, the school and the wider community.’

It is our policy to encourage children to take responsibility for their own actions and to encourage independent learning strategies. Whilst children in the school are in areas where supervision is less rigid, it is the responsibility







of the class teacher to establish appropriate strategies to ensure that the behaviour of the pupils meets our expectations.

PLAYTIME AND LUNCHTIME

Each teacher is responsible for the children in their own class. Teachers will ensure that the staff supervising the play and lunchtime periods are aware of any children who have experienced behavioural difficulties during the previous session. Likewise supervising staff will inform teachers of any children who have experienced problems during break times.

Staff are aware that these periods are a "high-risk" time, when problems may arise, and will check areas, which may allow pupils to go out of sight. They will also encourage appropriate games to be played. To ensure that children are occupied at these times, a wide variety of appropriate play equipment is provided. Markings, which encourage cooperative playground games, are also available on the playground. At lunchtime, Lunchtime Supervisors are expected to assist our Play Leaders and work with "targeted" children who have been identified as children who experience problems with sharing, turn-taking, social skills, etc. Together they will organise games, etc. and help to improve these skills and characteristics.

To assist members of staff on duty at break and lunch times, who witness unacceptable behaviour, they use a simple system as follows:

-  Warning – chance to correct unacceptable behaviour. This may be repeated, depending on the type of poor behaviour.
-  Ask the child to sit on an outside bench for a period of 5 minutes
-  Bring child into school area to complete an appropriate task to make up for poor behaviour e.g. letter of apology/Picture, What I did / What I should have done (dependent on age of child and seriousness of poor behaviour);
-  Report child to Class Teacher / Assistant Head Teacher / Head Teacher if poor behaviour continues.
-  Ensure Class teacher has been informed about child's behaviour before the child returns to the Class.
-  Class teacher will move child on Class Zone board as appropriate and will consider informing the child's parents, depending on the child's circumstances and the seriousness of the poor behaviour.

Staff on duty may also provide children, who demonstrate examples of particularly good behaviour, with stickers and House Points, as rewards.

The movement of children from the classroom to the outside play areas and subsequent return is the combined responsibility of class teachers, staff on duty and lunch-time supervisors. Class teachers should be ready to receive children at the end of break sessions.

BULLYING

We have identified the times when pupils are outside the classroom as the most likely time for bullying to occur. It is not our aim to directly supervise all pupils for 100% of their time in school but all members of staff have specific responsibilities for the well-being of pupils at various times of the day. This also includes responsibility for pupils as they transfer from one teaching session to another, as they prepare for lunch and at the end of the school day (See also the School's Anti-Bullying policy).

Once it has been established that incidents of bullying have occurred, all members of the teaching staff and lunchtime and playtime supervisors should be informed as appropriate. When incidents of bullying (as defined in the School's Anti-bullying Policy) occur, the class teacher should arrange to meet with the parents of the perpetrator and of the victim(s) as soon as possible.

RECORDING OF POOR BEHAVIOUR AND INCIDENTS OF BULLYING

All reports of bullying will be recorded in the Incidents of Bullying Book, which is stored in the Headteacher's office. All such incidents such also be recorded within the ScholarPack system. The Headteacher will be responsible for monitoring entries in the Incidents of Bullying Book and the behaviour log's within ScholarPack and will report to the Governors on an annual basis.

REWARDS AND SANCTIONS

The development of self-esteem is vital for the overall development of children. Thus, we endeavour to create a positive working environment and an atmosphere where effort is praised and achievement rewarded, for pupils and staff alike.

Praise, positive responses and rewards form the underlying principle of our approach, but sanctions will be made use of when appropriate. Any difficulties that arise, including those caused by challenging behaviour, need to be dealt with as they arise.





Whenever possible, when dealing with the whole class, all staff will publicly praise children for good behaviour before quietly condemning inappropriate behaviour. We feel that it is important that the praise should substantially outweigh the criticism.

Children also receive praise and commendation in other ways such as:

Informal - verbal praise, being asked to show work to the class, other staff, etc. Being provided with stickers / Headteacher's Awards / House points - for good work, effort, participation, doing "the right thing", politeness, etc.

Formal – Work being displayed on display boards in class rooms or corridors around School; Being provided with Certificates, Awards, Merits, etc. in our Star of the Week or daily assemblies.

Each Monday we hold a whole school Star of the Week assembly, to which the relevant parents are invited, in which children show examples of work and in which we celebrate achievement and give out certificates, stickers and other awards covering areas such as:

-  academic (individual subject) work,
-  personal achievement,
-  notable application to a task,
-  significantly kindly acts co-operative work.

By rewarding and praising good behaviour, we believe that such behaviour is promoted and encouraged. Throughout the school, teachers and other staff will maintain high expectations of the behaviour of pupils and will intervene whenever it is appropriate to do so in order to maintain these high standards. All staff share a collective responsibility for the maintenance of good behaviour.

As part of this policy, all classes make use of a **Class Zone Board**.

Gold	Class reward given, visit to Headteacher for sticker and praise.
Silver	Visual encouragement of good behaviour
Green	Neutral. All pupils start here every day.
Orange	Visual reminder of inappropriate behaviour/actions. Miss 5 mins playtime
Purple	Sanction (miss playtime). Member of staff to discuss incident with parents and logged within ScholarPack

The Class Reward Chart consists of a central Green Zone, where all children start each day. Children will be rewarded for good behaviour and work effort by being moved up to the Silver Zone and, if this good attitude / behaviour / work effort is sustained, by being moved up into the Gold Zone. All children moving to Gold visit the Headteacher for a sticker and verbal praise.

Children are also rewarded in other ways, during the School week, if they are in the Gold or Silver Zone. For example, a wider range of activities might be made available to them during wet breaks or they might be dismissed from the classroom ahead of other children before play time or lunch time.

Throughout the school year, teachers may use a variety of different reward systems to complement and support the main Class Zone Board. Such alternatives are particularly effective when supporting children who may be experiencing difficulties with the management of their behaviour as they can help to maintain the pupils' interest and motivation. For example, Individual Behaviour Reward Charts are used to focus children on improving certain aspects of their behaviour.

Within our school, we also try to build a positive team spirit within classes and houses. House points may be awarded to children who have produced an excellent piece of work, who have made a good effort, behaved in an exemplary manner or have made any other worthy contribution. At the end of each week, the number of points earned by each house are counted and the team with the highest number goes into the top position of our display board during the Star of the Week assembly.




Where appropriate, a system of class rewards may also be used so that the whole class can benefit from the achievements of individual class members. For example, every time a sticker is awarded a marble is placed in a marble pot and a class "treat" is triggered when the pot is full of marbles.

In all year groups, if children fail to have the correct equipment, mis-behave or display poor work effort/attitude and have not responded appropriately when other children are praised, they will be moved down the board. Below the Green Zone is an Orange Zone, which acts as a warning. At this point, the teacher will talk to the child/ren involved and calmly but clearly warn them that their transgression has been noted and must stop. Warnings will not be given just on the hearsay evidence of other children or when there is any doubt in the mind of the member of staff. Whilst we see it to be important that the rules are applied as evenly as possible, consideration will also be given to individual children's special circumstances. When a child fails to heed the warning given, a second warning and an explanation / clarification of the teacher's expectations may be provided, depending on the nature and severity of the behaviour exhibited.

Should the poor behaviour continue, or in the case of a single incident in which a pupil demonstrates particularly poor behaviour, a child may be moved into the Purple Zone. In such a case, the child will be sent to the Headteacher. The incident will be logged, by the appropriate member of staff, in ScholarPack. The child's parents must be informed on the same day, where practicably possible. The child will miss 10 minutes of the next playtime by sitting on the bench.

If a child is moved into Purple on three separate occasions, during one term, the parents will receive a letter from the Headteacher regarding the inappropriate behaviour and a meeting to discuss future conduct will be made as soon as possible. The child misses a whole day of playtimes. An Individual Behaviour Plan may be discussed at this point.

Whenever possible we wish all adults in the wider school community to patiently help the children understand the reciprocal need for trust and responsibility. As a matter of policy we do not support the use of the following sanctions by adults in our school:

-  Shouting in an attempt to intimidate children
-  The scapegoating of individuals or groups of individuals
-  Over-use of blanket punishments

At times, a teacher may feel that a child needs to work away from the other children. This may be because of a particularly serious incident or because a child has not corrected his / her behaviour despite repeated warnings. In such cases, the child will be moved into the Purple Zone and, during lesson time, pupils will be isolated within the

class or in another area of the school, away from their own peers and under the supervision of another member of staff.

Particularly poor behaviour such as violent conduct or abusive language may result in children being isolated in another area of the school immediately, without going through the earlier stages. At all times, teachers and teaching assistants will use their professional judgement and discretion when making decisions about whether children should move up or down the Class Zone Board. Staff will always take into account the individual circumstances of each child (e.g. Children with SEND, LAC or issues that may affect their emotional well-being either within or outside of School).

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others or, if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances, staff will follow the school's policy for dealing with such situations (See Positive Handling Policy).

In most cases, if a child's behaviour results in him / her being isolated away from their peers, they will be located in the main entrance area where they can be supervised either directly or indirectly by the Headteacher or the Assistant Headteacher.

If a child's behaviour becomes a concern, because they are having to be warned about their behaviour repeatedly or because of a single serious incident, his /her parents will be contacted and the matter will be discussed with them. Where parents need to be contacted more regularly, then the Headteacher will consider what further action is required to modify a child's behaviour. This may involve the use of an Individual Behaviour Target Sheet to focus the child's mind on improving certain aspects of their behaviour and to provide a record of the frequency and any patterns of behaviour that may form.

Children with Additional Needs

As an inclusive school, we actively demonstrate a supportive approach to children with identified special educational needs. We also recognise that some children may find it difficult to maintain appropriate behaviour due to their individual needs. In cases such as this, we exercise a flexible approach whilst broadly following the standards outlined in this policy. Identification of children exhibiting emotional or behavioural difficulties is through discussions between teachers and SLT, parental concerns and nurture processes. Our SENDCo works collaboratively with teachers, parents and the child to put in place an appropriate programme of support. This may be recorded on an individual support/behaviour plan.

If difficulties persist, the support of outside agencies will be sought. This can include:

- Educational Psychologist
- Behaviour Support Service
- Family Support Worker (through Early Intervention Family Support)
- School Health
- CAMHS
- Speech and Language Therapy

In extreme circumstances or where the anti-social behaviour is affecting the education or welfare of other children, the Headteacher has the power to exclude a pupil. DfE / LA Guidance will be followed should this action be required. However, the school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried over time and have failed. For example, physical assault against a pupil, physical assault against an adult or persistent disruption of lessons that affects the learning of other pupils.

During the Headteacher's absence, the responsibility for managing fixed term exclusions is delegated to the Assistant Headteacher.