

Statutory/HCC Recommended	Developed by:	Approved by:	Date Approved/Reviewed	Next review date:
Statutory	HT/Curriculum Comm	Curriculum Committee	September 2016	Sept 2017

# FAIRFIELDS PRIMARY SCHOOL

## Behaviour Policy

### *Our Philosophy – ‘above the norm’*

At Fairfields Primary School, we will praise exceptional effort, behaviour, determination and other positive qualities linked to the Rights Respecting Schools philosophy. We encourage children to make good choices and to be the best version of themselves each day. The management of behaviour is a partnership between all adults and children in the school. At Fairfields we encourage everyone to do their best at all times and celebrate success. This positive ethos underpins our behaviour management policy.

### **Aims**

- To create a happy and caring atmosphere for staff and pupils alike so that everyone enjoys being at school.
- To ensure that children are well behaved in school, through motivation and interest in their work.
- To train and encourage children to work well without close supervision, individually or in a group situation, in order to raise self-esteem, confidence and independence.
- Pupils will be encouraged to increase their level of concentration as they progress through the school in order to tackle more challenging tasks.
- Broadly Christian philosophies, British Values and Rights and Respect will be taught, in order to develop an understanding and tolerance of others and society as a whole.
- The individual circumstances of any pupil will be taken into account before discipline in any form is administered and strategies will be put in place to make our school as inclusive as possible in order to promote tolerance and understanding across the school.

### **Objectives**

- To promote a happy, caring and safe environment.
- To develop a consistent approach to behaviour throughout the school.
- To identify what is acceptable and unacceptable behaviour through exploring children’s rights and encouraging respect.
- To be aware of the consequences of unacceptable behaviour and the breaking of rules.
- To develop self-discipline, with pupils accepting responsibility for their own behaviour.

### **Organisation**

- Regular discussions will be held with children on acceptable and unacceptable behaviour in school and in life in general. Children will learn that they have certain rights (through exploring the articles of the United Nations Convention on the Rights of the Child) and that those rights have corresponding responsibilities. They will learn to respect the rights of others.
- Children will be encouraged to look and listen when others are communicating with them. Only purposeful movement is acceptable in the classroom.

- Children will be encouraged to raise their hand when appropriate to communicate and to develop a need to share talking time. Where possible, response partner work should enable each child to have their ideas heard by at least one other person, thus avoiding frustration and including all children in purposeful talk sessions.
- Consideration for others will be expected from pupils as they walk around the school. Children walking around the inside of the school in a group should do so in single file. On the staircases, children and adults should keep to the left hand side and walk quietly. Children will be encouraged to display sensitivity to the needs of others and to treat others, as they would wish to be treated themselves.
- Children will be made aware of the need for controlled noise within the school environment.
- Children are expected to be well mannered and polite to both adults and other children.
- Pupils will be expected to be on task during lesson times.
- Children are expected to tidy all areas they have worked in and return items loaned to their proper places.
- Children will be taught to respect and care for other people's property as well as their own.
- Children will be encouraged and rewarded for good learning, effort and good behaviour.

### In Class

At the beginning of the school year, each class creates a class charter which outlines their rights and responsibilities and refers to the articles from the United Nations Convention on the Rights of the Child. This charter is signed by all those who work in the classroom to affirm their intention to respect what is written in the charter and should be displayed prominently in the classroom. Circle time is regularly used throughout the year as a vehicle to remind everyone of their rights and responsibilities and to discuss the problems that occur when we forget these.

### Whole school Rewards

#### House point system

Children at Fairfields will receive tokens through a house point system to praise exceptional effort, behaviour, determination and other positive qualities in the classroom and around the school. A token will be given to a child by a member of staff and the child will put the house point into the central tubes displayed in the school hall, during break times, for the whole school to be able to see how well each house is doing.

House points cannot be removed from a child if they have earned it. See Sanctions section below.

There will be 4 houses, the names of which will be chosen by families in the school who will make suggestions which we will vote on. In the classrooms, the children will be split into the four house groups so that the children in the class can compete against each other. The tokens they receive will feed into the whole school house system where the whole school will compete together. The winning house group each week will receive a 'block' on the chart in the hall, and the children will be able to see these blocks increase to help to motivate them. The house group with the most blocks at the end of the half term will have a non-school uniform day for their house team only. Children who have siblings in school will all be put into the same house team. This way, families can encourage their children to work together to receive house points. Parents will also be able to receive house points for their children by attending workshops at school for example.

The house point system will replace any current reward systems in place across the whole school (pride points, respect points, merits, wristbands, eco-points). Individual classes however may choose to have other reward systems in place as appropriate for their children, and the class

'effortometer' will continue to be used but will feed into the house system, with the children receiving tokens each time they reach '1' on the 'effortometer'. The children will start each day on '3' and the 'effortometer' will also help to warn children about any negative behaviour which could lead to Lost Learning Time as they move down towards '5'.

Class teachers will keep a tally of house points each individual child receives to report to parents if and when necessary e.g. report writing, parents evenings, informal updates on behaviour etc. The children could be responsible for keeping this individual tally for themselves if appropriate.

### **Golden Time**

At some point on Friday afternoons each week, children will have the opportunity to take part in 'Golden Time'. This will be for 15 minutes each week and will be a chance for the children to play board games, use the computers, complete art activities or another appropriate activity choice as guided by the teacher. Children may miss part of their Golden Time if their behaviour in school has not be acceptable (see sanctions sheet) and they will wait in the classroom for their Golden Time to begin when the teacher tells them. Children who need to miss the whole of Golden Time will be sent to Miss Dillon or Mrs Hopkins. Here they will write a letter to their teacher to reflect on their behaviour.

### **Class Management Guidelines**

In order to minimise the possibility of inappropriate behaviour by children, each teacher must ensure that the learning opportunities offered to children are sufficiently stimulating and challenging to encourage children to want to partake in the session. Each member of staff will implement his/her own positive behaviour management strategies, such as:

- eye contact
- praising good behaviour and reinforcing school rules (referring to the class charter)
- expressing disappointment
- move child away to sit on own
- all to raise hand to signal need for quietness
- speak to child who is causing a problem
- set positive targets with child
- remind child/class of expectations and responsibilities
- issue reward tokens, stickers etc.
- discuss behaviour with whole class
- name written on white board
- time out in another classroom

Some children may still demonstrate inappropriate behaviour despite good teaching and behaviour management strategies in which case, the following progressive measures may be taken and parents made aware that their child is breaking class/school charters. However, we do not expect the measures set out below to have to be put into operation with many children.

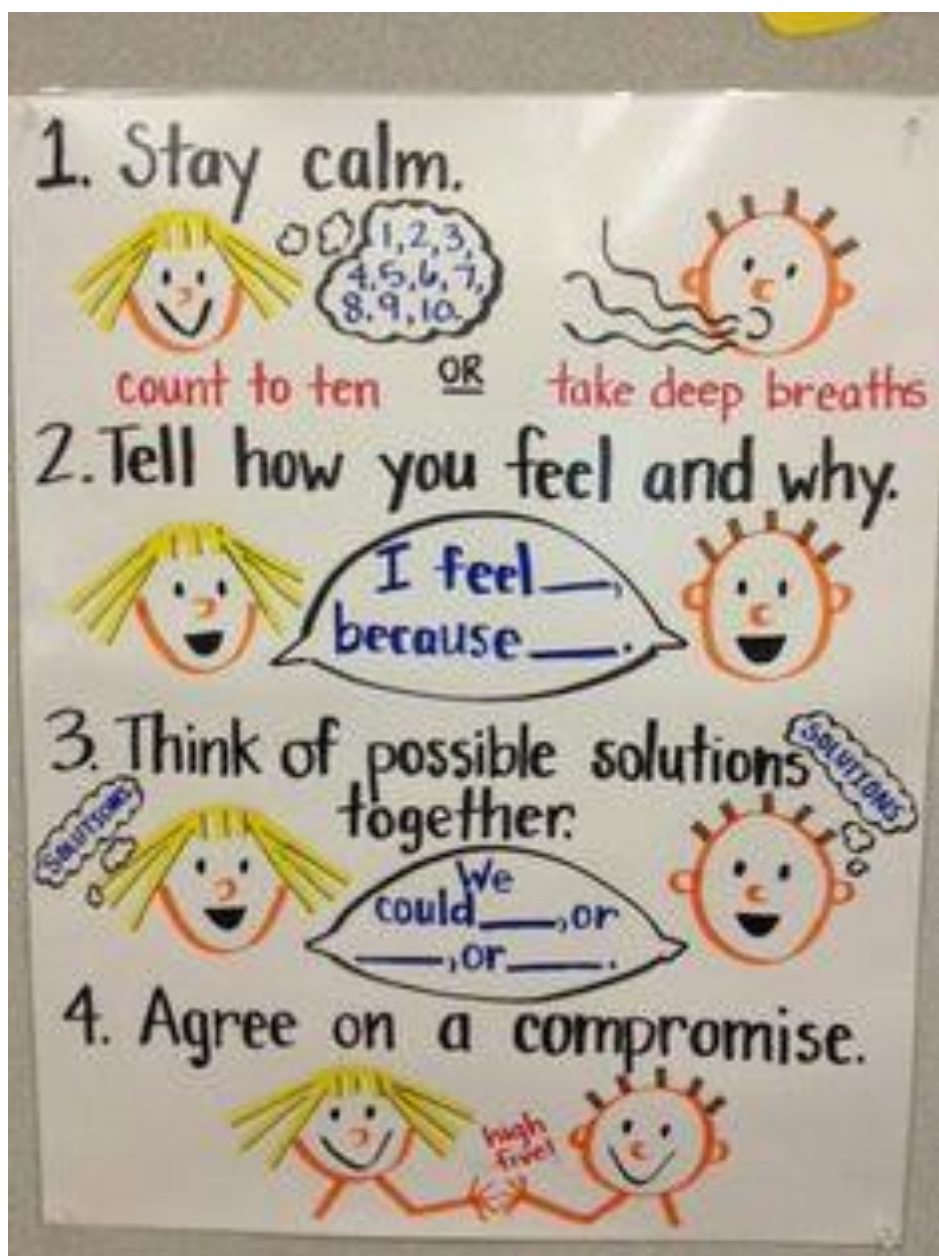
In the very rare situation where a child behaves violently in class and poses a risk to themselves or to others, the adult should send for a member of the leadership team and take the rest of the children out of the classroom. The red and yellow disk system can be used to get SLT support when another adult is not in the classroom to support the teacher (see below).

Where a pupil leaves the classroom, the teacher will stay in the room with the other students and the LSA will follow the pupil, at a distance to ensure their safety, but will not interact with them unless it is to say 'I can see that you are upset about something. Go back to the classroom and talk to your teacher'. A red disk can be sent to the office at this time to alert Miss Dillon or Mrs Hopkins that a child has left the classroom. They will walk around the school to monitor the situation, intervening if necessary. Any adult walking around the school who sees a child who has left the classroom must use the 'planned ignoring' technique and not interact with the child, unless it is to say the phrase mentioned above.

If a child has not left the room but is becoming disruptive and the class teacher feels that their behaviour may escalate, a yellow disk is sent to the office for Miss Dillon or Mrs Hopkins. They will visit the classroom to check how everyone is doing and to assess the situation, and help to diffuse it if necessary.

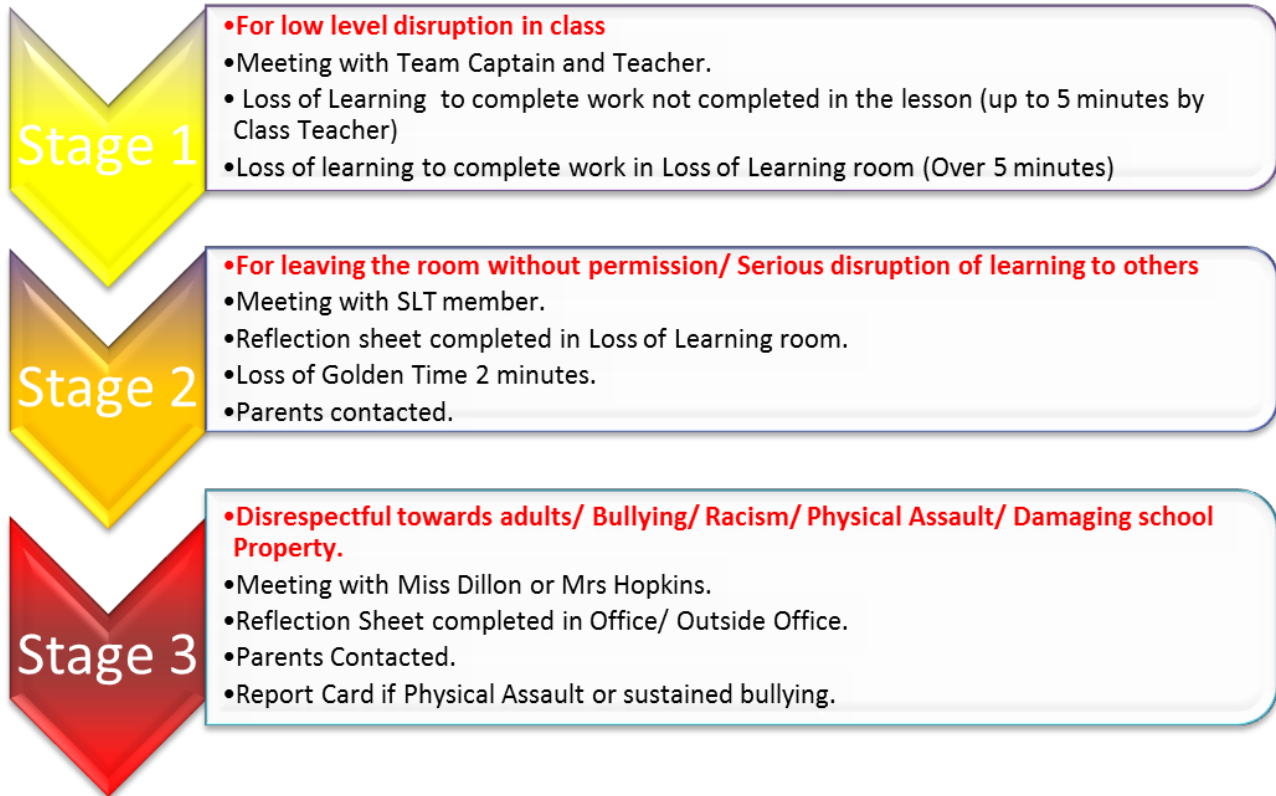
### Conflict Resolution

We believe that Pupils should be able to resolve conflict (other than physical assault) prior to involving an adult.



## Sanctions

The sanctions will be displayed in each classroom in child speak (See appendix)



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### Arrangements for Lost Learning Room

Pupils who have missed learning due to their behaviour will be escorted up to the Lost Learning Room. On arrival they will be met by an adult and the teacher will explain how much work they need to catch up on. Expectations about the quality of work should also be explained. The use of the Lost Learning Room will be recorded on a record card for monitoring. These will be monitored each half term by the Senior Leadership Team.

### Physical Assault

If a child intentionally harms another child or adult in the school they will be put onto a report card for the week. The report card (see appendix) will monitor whether the child has been safe in school for one week. Parents will be contacted by the class teacher if their child is on report and a copy will be sent home once completed at the end of the week period.

Only Mrs Hopkins or Miss Dillon can put a child on report. The child should be brought to them at breaktime or lunchtime and they will discuss what has happened and how they could have chosen another strategy for resolving the problem.

The report card will be signed each day by a member of SLT. Once completed, the report card must be shown to Miss Dillon or Mrs Hopkins who will decide on the next steps for the child. These are likely to be:

- The child will be off the report card.
- The child will stay on the report card for another week.
- The child needs further support through a Behaviour Plan.

If Miss Dillon and Mrs Hopkins are absent from school, the report card will be looked and/or signed at by them at the earliest next opportunity.

All report cards are photocopied and filed in Miss Dillon's Office and a log is kept of pupils who have received a card over the term.

### **Consequences for persistent mistakes in behaviour.**

If a child is persistently losing Golden Time or on report, a plan will be created depending on the risk presented by the behaviour. A Behaviour Plan will be initially written and agreed by all adults working with the child including, where appropriate, external agencies. This plan will be reviewed regularly with both the child and their parents/carers.

If the behaviour means that the child is at risk of exclusion and where a behaviour plan has not been effective in keeping a child safe a PSP (Pastoral Support Plan) will be established. This will involve clear targets and may involve a part-time timetable for a short period (up to six weeks) to provide a focus on the targets identified. Parents need to agree to the plan and are equally responsible for the plan's effectiveness.

### **Child restraint**

Restraint is never a substitute for good behaviour management. Other methods of managing the incident must be tried first unless this would be impractical.

Restraint is mainly used to keep people safe. Restraint may be justified to prevent a pupil:

- injuring themselves or others (e.g. attacking staff or other pupils)
- when a criminal offence is being committed
- damaging property (e.g. deliberate vandalism)
- to maintain or restore good order

Teachers and other adults who are authorised by the Headteacher are the only people who may use restraint. Team Teach techniques are used and only trained members of staff are authorised to do so. Everyone has the right to use reasonable force to prevent an attack against themselves. Restraint may be used off the school premises. We have a duty of care to children and we must not allow a child to place themselves or others at risk.

In the case of pupils absconding from the premises, staff should only use restraint if the pupils are placing themselves at risk by doing so. The restraint should involve the minimum necessary force to achieve the desired effect. Reasonable force should be in proportion to the circumstances and consistent with the age, gender and understanding of the pupil. It may include:

- physically standing between pupils
- leading a pupil by the hand or arm, or by gentle pressure on the centre of the back
- standing in the way of the pupil

Restraint must facilitate good order. In many cases, restraint is likely to exacerbate the problem. Staff should remain calm and communicate with the pupil throughout an incident including warning them that physical restraint may be necessary, summoning help if possible. Unreasonable force would include:

- holding children face down on the ground
- holding by the hair
- holding round the neck
- any hold that might restrict breathing
- kicking, slapping or punching
- tripping
- forcing limbs against joints

The Headteacher or a senior member of staff must be notified as soon after an incident as possible. The Headteacher will then inform the parents. All incidents must be recorded. The child should be given the opportunity to record their views when they have calmed down. The member of staff involved should also have access to an internal debriefing.

### **Behaviour at lunchtime**

If a child is not showing respectful behaviour at lunchtime, the lunchtime staff will give them two separate warnings to help them to change their behaviour. If it continues, the lunchtime staff will give the child the option of spending time in Miss Dillon or Mrs Hopkins' office, completing a self-reflection sheet to think about their behaviour, or to spend some time working with the lunchtime staff to help them with their job, as they have wasted some of their time in trying to get their work completed. If a child however is physically aggressive on the playground, the child will immediately be taken to Miss Dillon or Mrs Hopkins and the procedures for physical violence will be followed.

## Reflection Sheet

Name:		Date:	
What did I choose to do?			
Why did I choose to do it?			
What problem did I cause (including rights)?			
How did it make the person feel?			
How can I repair the problem? What can I do to make things better?			
Two things I could have done instead?			
Signed by adult:	Signed by the Child:		



## Stage 1

- **For chatting or playing during lessons**
- Meeting with House Captain and Teacher.
- Lost learning time during breaktime in the classroom- up to 5 minutes
- Lost learning time in lost learning room at lunchtime- more than 5 minutes

## Stage 2

- **For a big disruption of learning for the class**
- Meeting with Miss Smith, Miss Warwick, Miss Harper, Mrs White or Miss Cox.
- Reflection sheet completed in Lost Learning room at lunchtime.
- Loss of Golden Time- 2 minutes.
- Mum or dad told.

## Stage 3

- **For being disrespectful towards others or property (bullying, racism, swearing, hurting others or damaging school property)**
- Meeting with Miss Dillon or Mrs Hopkins.
- Reflection Sheet to be completed in Miss Dillon or Mrs Hopkins' office.
- Lose 5 minutes of Golden Time.
- Mum or dad told.
- Report Card if someone has been hurt or someone has been bullied for a long period of time.

SCHOOL: <b>Fairfields Primary School</b>	PSP START DATE:				
<b>Copies to:</b>					
Pupil <input type="checkbox"/>	Parents/Carers <input type="checkbox"/>	Class Teacher <input type="checkbox"/>	SENCo <input type="checkbox"/>	BSS <input type="checkbox"/>	<input type="checkbox"/>
Social & Community Services <input type="checkbox"/>	Educational Psychologist <input type="checkbox"/>	Other... <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name	DOB	Address	SEN Stage
			SEN SEMH EHCP
TEL No:			
Key Adults:		Previous IBP or PSPs with dates:	

<p>GENERAL INFORMATION FROM SCHOOL (Date significant developments/changes)</p> <p>How does the child present him/herself in school?</p> <p>How does the child communicate with peers and adults?</p> <p>When he/she is not in a good frame of mind:</p>
<p>KEY SKILLS (Including interests and motivators)</p> <p>Skills:</p> <p>Interests:</p>

ATTITUDE AND APPROACH TO LEARNING Maths: English: Science and Technology: Hands on/Physical Learning: Creative Learning:
GENERAL CONDUCT •
BEHAVIOURAL •
EMOTIONAL •
SOCIAL •

## Setting Targets

- Additional and different, proactive provision
- Effective monitoring and tracking
- Student to experiences success

### **TARGET 1**

**To make good choices and follow instructions.**

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**Baseline scale: /10**

**Target: /10**

**Review: /10**

**Reward at Home (at end of 2 weeks):**

**Reward in School (weekly):**

**Sanction:**

**Target achieved date:**

### **TARGET 2**

**To be safe**

- 

**Baseline scale: /10**

**Target: /10**

**Review: /10**

**Reward at Home (at end of 2 weeks):**

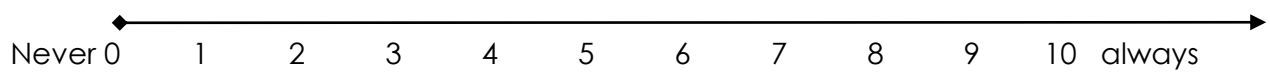
**Reward in School (weekly):**

**Sanction:**

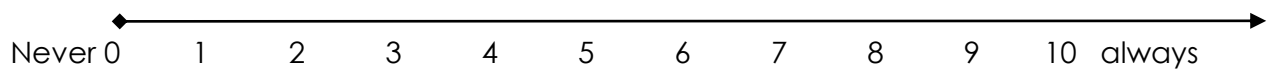
**Target achieved date:**

## How would you score yourself?

Target 1: To make good choices and follow instructions



Target 2: To be safe



## Future Planning

This plan should be completed by all adults involved with the child, and the child themselves if appropriate. It should be reviewed regularly and any additions or changes recorded and dated.

This plan should include support for the key areas: Curriculum, Pastoral, SEN and Outside Agencies

PREVENTATIVE STRATEGIES (May relate to whole school & classroom matters, e.g. curriculum differentiation, groupings, playground strategies etc.)			
Date	Strategy	Impact	Date
REACTIVE STRATEGIES (Other staff / professionals involvement likely)			
Date	Strategy	Impact	Date
PROACTIVE STRATEGIES (May include 1:1 or small group work)			
Date	Strategy – when, where, who, aims, skills, content	Impact – agreed targets/rewards, outcomes	Date

### Support Arrangements – Outside Agencies – Names and Action

EP	
BSS	
Social and Community Services (S&CS)	
Health	
Police	
Other	



## Pupil's Behaviour Risk Assessment

This plan should be completed by all adults involved with the child, and the child themselves if appropriate. It should be reviewed regularly and any additions or changes recorded and dated.

KNOWN BEHAVIOURS OF CONCERN	
RISKS TO CHILD HIM/HERSELF	
RISKS TO ALL OTHERS	
RISKS TO PROPERTY	
TRIGGERS TO BEHAVIOUR	
EARLY WARNING SIGNS	
CURRENT STRATEGIES USED BY SCHOOL TO DEAL WITH THIS BEHAVIOUR	
Name:	Signed:
Name:	Signed:
Name:	Signed:
Name:	Signed:
Name:	Signed:



## PSP Review

Name	Review Date	Present

### Notes from meeting

AREAS OF SUCCESS

AREAS OF CONCERN

ACTIONS

**Notes written by:**

**Date of next review meeting:**

## Positive Handling Plan

PREFERRED SUPPORTIVE STRATEGIES: (Underline/Describe strategies which, when and where possible, should be attempted before positive handling techniques are used).

VERBAL ADVICE/SUPPORT:

PLANNED POSITIVE DISTRACTIONS:

REASSURANCE:

TIME OUT OFFERED/DIRECTED:

CHOICES/LIMITS/CONSEQUENCES:

PREFERRED HANDLING STRATEGY: **(Described the preferred staff responses/holds)**

Technique	Standing/Sitting	Number of staff	Staff authorised to use this technique:
T wrap	Adult kneeling. Child sitting	1 physical 1 present for him to go to/ensure safety for all  1 on call if restraining adult tires.	
<b>Staff authorised to use this technique:</b>			

REPAIR AND REBUILD PROCESSES FOLLOWING THE INCIDENT (What care is to be provided? What learning opportunities exist for the child? How will the child be reintegrated back into school?)

RECORDING AND NOTIFICATION REQUIRED

**Online form completed Y/ N**

SIGNATURES:

**Head Teacher:** ..... **Date** .....

**Parent / Carer** ..... **Date** .....

**Do you wish to be informed on each occasion that the Positive Handling Plan has been implemented**  
Please delete                      Yes /No