

Behaviour Policy



Approved by: Fairstead Governing Body **Date:** 14th January 2020

Last reviewed on: 14th January 2020

Next review due by: See policy review checklist

Aims

It is a primary aim of Fairstead Primary and Nursery School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Behaviour in this policy is defined as any actions demonstrated by children and adults which includes conduct in classrooms and all communal areas; how adults and children work, communicate, relax and interact; how children learn (learning behaviours); how adults and children greet each other; how they arrive at school, transition from one activity to the other; how they use social media, and many other areas of their conduct. Behaviour does not merely refer to how children do or do not act antisocially.

Roles and Responsibilities

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents are expected to:

- Support their child in adhering to this behavior policy
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly

Promoting Positive Behaviour

At Fairstead Primary School we work hard to ensure we get to know our pupils, so that we can consider the things that affect children’s behaviour and determine what we can do to address these. It is essential that throughout this policy everyone understands that **good relationships matter** and upholds the belief that **all children will achieve and improve**.

This policy details three strategies that should be employed throughout the school.

Proactive Strategies

Firstly, all staff should employ **proactive strategies** which are deployed at classroom level to reduce the chance of misbehaviour occurring.

Promoting positive behaviour:

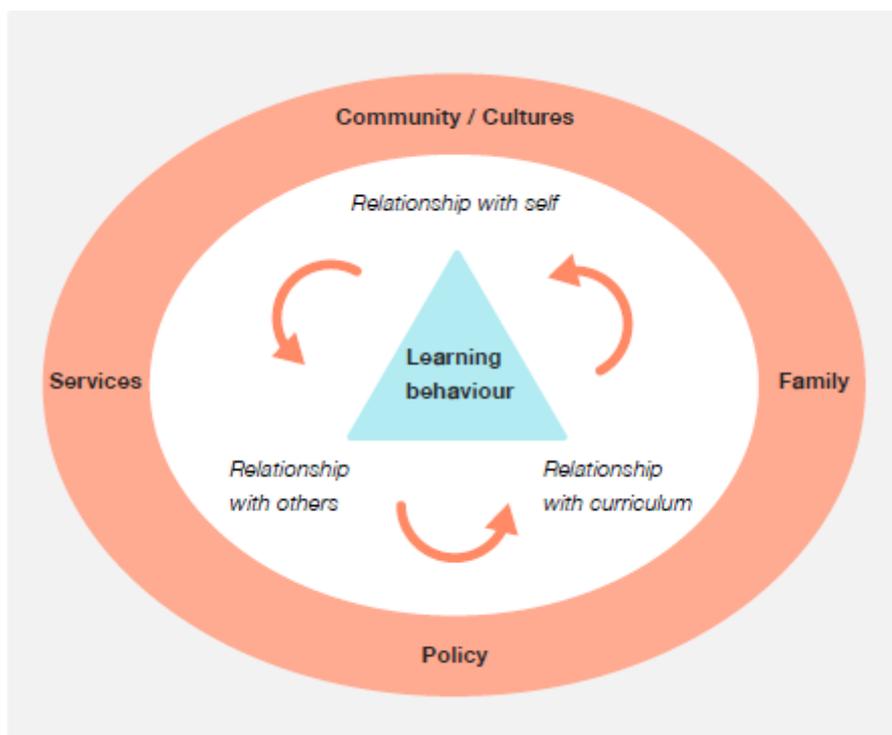
1. Effective communication between key adults. Information must be proactively sought between all adults working with children and willingly shared by children and adults including parents.
2. Class teachers and TA’s should regularly and intentionally focus small amounts of time working on relationships. This can be as simple as asking about their weekend, asking how their football team is performing or finding a talent so that they are encouraged to form or join a school group.

Staff should use the Establish-Maintain-Restore (EMR) method focussing on the child who is most difficult to connect with and who may be most in need of a consistent, positive relationship. This method should take no more than 30 minutes per week and can be completed during periods the adult already spends with children so that it represents an efficient use of time.

	Establish	Maintain	Restore (R3)
Definition	Intentional practices to cultivate a positive relationship with each child (i.e. build trust, connection & understanding)	Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)	Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with child)
Practical Strategies	Set aside window of time to spend with child Inquire about children’s interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference child info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet children at the door Relationship check-in Random, special activities	R3 = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the child Engaging in mutual problem solving

By becoming aware of events before their effects become extreme, there is more chance of mitigating any negative change. By becoming aware of a negative change in circumstance staff should act to increase the number of positive influences or reduce the negative through utilising the support systems in school in partnership with our inclusion lead.

Another **proactive strategy** staff should employ to improve the general climate for learning is the explicit teaching of learning behaviours. A learning behaviour is any behaviour that supports learning, such as paying attention to the teacher or persevering with a difficult task. The factors influencing learning behaviours are addressed through the three relationships experienced by the child in the class as outlined in the diagram below:



The behaviour of learning conceptual framework adapted from Powell and Tod 2004.

All staff should improve resilience by:

- **increasing engagement (relationship with self)** — discussing a time the pupil has given up when experiencing a setback and challenging them to stick with the next task, listening to any concerns the pupil has about being able to achieve or issues with self-motivation;
- **improving access (relationship with curriculum)** — ensuring the pupil has appropriately levelled work that will lead to the experience of success as long as they stick with it; praising the pupil for achieving and highlighting that their perseverance got them through it; and
- **ensuring participation (relationship with others)** — set a classroom culture where pupils are proud to say they found a task difficult at first and are not afraid to get things wrong.

Motivation

At Fairstead Community Nursery and Primary School we will use extrinsic motivation in the form of rewards and praise to address some minor misbehaviours and to encourage positive behaviour. This is done on the understanding that it is intrinsic motivation, or self motivation, that is crucial to improving resilience, achieving goals, and ultimately is the key determiner to success. Children who are intrinsically motivated achieve better and are less likely to misbehave.

We praise and reward children for good behaviour in a variety of ways but will avoid using fixed mindset labelling that praises intelligence or talent (you're so clever; you're so talented').

We praise children's effort rather than the person, the end piece of work or results ('you have worked so hard on this'; 'you're persevering brilliantly through tough new concepts').

At Fairstead Primary School we will use a clear reward system to improve pupil behaviour as part of the broader teacher classroom management strategy.

Individual rewards may be used with children who require a tailored approach to behaviour management. This will form part of our Wave 2 support as set out in our whole school provision map

Class Dojo

Protocols for the use of Class Dojo are included in the appendix along with an agreed usage policy.

Dojo points will be awarded to children by all members of staff that follow our core behaviour values:

<p>Being Safe</p> 	<p>Being responsible</p> 
<p>Being respectful</p> 	<p>Being a learner</p> 

The aim of the core set of values is to ensure all children understand what is expected of them inside and outside school and to give them a visual reminder of what they can do to make Fairstead Community Primary and Nursery School a happy, safe and positive place to learn.

The core values will be displayed in all classrooms and in other communal learning spaces. Should disruptive behaviour occur, the core values can be used as a discussion point between staff and child.

Dojo points are a clear way for the school to communicate with parents and carers and share positive praise.

Progression and recognition of age related behaviour expectations

Every class from Reception to Year 6 will have a display of what each core value means for their year group so that the values are relevant to all pupils across the school at an age specific level.

Educational and protective consequences

Not to be recorded in front of the child – after completion the recording form will go to the office to be updated on to the whole school monitoring log. All conversations with parents about behaviour must be recorded on the Communications log and kept in the SEND file in the classroom.

Any time spent in 'reflection' during dinner time is for a period of 20 minutes:

- KS1 – have their dinner first in the main hall and then go to the meeting room to complete work that has been missed or their reflection form.
- KS2 – 12.10 – 12.30, children will go straight to the meeting room

Any loss of playtime is managed by the class teacher and must be for a period of no more than 10 minutes. The EMR relationship process must be followed allowing time to repair the relationship.

All completed reflection sheets will go back to the class teacher so that they can be used to maintain the child/teacher relationship. They can also be used during parents evening and to demonstrate the progress an individual has made.

After giving the first warning give the child every chance to reflect and change their behaviour remembering to use EMR.

Disruptive behaviour	Educational consequence	Protective consequence	Staff Responsible	Parents informed <small>(use professional judgement at times when contact is not dictated by policy)</small>	Recorded on school form
Non-completion of work	Loss playtime/Dinner time to complete work missed EMR		Class teacher/TA	No	No
Shouting out Disturbing others learning Leaving seat without permission	EMR Remind children of the core behaviour values.	1 st verbal warning – reminding children of the value that is not being followed 2 nd verbal warning –	Class teacher/TA		No

Not showing you are ready to learn Refusal		reminding children of the consequence if they do not correct their behaviour			
Behaviour continues after two warnings	The child will complete a reflection sheet. The reflection sheet will then be discussed with an appropriate adult during the child's playtime, before they are allowed to go out. EMR	The child will move to a partner class, escorted by the TA.	Class teacher/TA	Parents are informed with a phone call at the end of the day by the class teacher	Yes
If the behaviour continues in the partner class		Increasing time to be spent in 'reflection' in 5 minutes increments: 1 st warning – 5 minutes 2 nd warning – 10 minutes 3 rd warning – 15 minutes	Class teacher/TA	Parents are informed with a phone call by a member of the SLT	Yes

Serious incidents – all incidents must be recorded on a school form

Parents must be informed about all serious incidents:

- With a phone call by the class teacher in the first instance.
- By a meeting with the class teacher if there is a successive incident.
- Repeated incidents are escalated to a member of SLT who will then meet with parents/Carers.

Behaviour displayed	Educational consequence	Protective consequence	Staff responsible
Violent behaviour	Restorative process followed with a letter of apology written	Internal exclusion managed by a member of SLT	Referred to member of the SLT by class teacher/TA. The referral should include the lesson(s) to be missed and suggested work to be completed
Leaving the classroom without permission	Reflection form completed – impact of behaviour discussed	Automatic 20 minutes in 'reflection'	Teacher
Swearing	Reflection form completed – impact of behaviour discussed Restorative process followed	Automatic 20 minutes in 'reflection'	Teacher
Continued refusal after initial warning process	Reflection form completed – impact of behaviour discussed Restorative process followed	Automatic 20 minutes in 'reflection'	Teacher
Verbal abuse to staff	Reflection form completed – impact of behaviour discussed Restorative process followed	Internal exclusion managed by a member of SLT	Referred to member of the SLT by class teacher/TA. The referral should include the lesson(s) to be missed and suggested work to be completed

Issuing a consequence should be characterised by:

- Being clear why the consequence is being applied
- Being clear what changes need to be made to avoid future consequences
- A clear distinction between minor and more serious offences
- The consequence is for the behaviour not the child

Children must **NEVER** be sent out of the room as a consequence.

Playground Expectations

- Expectations for playground behaviour are very clear to all staff and children.
- Children are reminded about how to use each playground area and the equipment. Adults warn children verbally if their behaviour is inappropriate.
- If the child receives a second warning then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues timeout inside for 5 minutes. The adult may decide that they have to play in a certain area as a consequence.
- Any more serious incidents such as aggressive behaviour both physical or verbal are dealt with by the Headteacher or the Deputy Headteacher and recorded on SIMS.
- Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan. TA's on duty at lunchtime share concerns regarding particular children with the child's class teacher. If necessary these concerns will be shared with all staff at our weekly staff briefing.

Exclusions

On rare occasions pupils may be excluded from the school on either a temporary or permanent basis. This may happen after a range of support strategies have failed to modify a pupil's behaviour, or it may be an instant response, without warning, if the misdemeanor is serious and puts the safety of others or themselves at risk. Consequences are in place for unacceptable behaviour. For the large majority of pupils, this will never come into effect but it is important that poor behaviour is quickly dealt with to ensure that progression in learning and the children's enjoyment on the playground is not affected. Therefore, any violent conduct towards another pupils or adult will follow a three warning system:

1st time = Internal exclusion for part of the day and Parents/Carers contacted

2nd time = internal exclusion (the day will be spent in another class) and Parents/Carers contacted

3rd time = fixed term external exclusion.

- Fixed Term Exclusion – Pupil removed from school for a set number of days dependent on the severity of the misdemeanor. Fixed term exclusions are recorded on a pupil's permanent school record.
- Internal Exclusion (INTEX) – Pupil removed from participating in all time tabled activities; alternative learning and supervision arranged. Repeatedly ignoring teacher instructions or disrupting other pupils' learning will result in an internal exclusion (INTEX).

Internal exclusion is an internal process within the school and is used when the objective is to remove the pupil from class, not from the school site, for serious incidents of disruptive behavior in school.

Internal exclusion at Fairstead Primary School offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted.

Any referral for an internal exclusion should have a structured approach to the work that is being missed and a reflective process that the impact of the behaviour has been discussed.

The room for the internal exclusion will be managed by SLT and will be in their office or appropriate classroom.

Resources will be made available in the room the internal exclusion is being completed so that the child can continue their work.

In relation to exclusion from school, decisions will be made on a case by case basis. The decision to exclude will be proportionate to the behaviour and it will be lawful and procedurally fair. It will also take into consideration any contributing factors e.g. bereavement, mental health, special educational needs and disabilities etc.

In all cases of exclusion we will:

- Notify parents verbally
- Confirm verbal conversations with parents in writing
- Record details on SIMS
- Complete appropriate County paperwork

National standard list for exclusions

- a) Physical assault against a pupil
- b) Physical assault against an adult
- c) Verbal abuse/threatening behaviour against a pupil
- d) Verbal abuse/threatening behaviour against an adult
- e) Bullying
- f) Sexual misconduct
- g) Racist abuse
- h) Theft
- i) Drug & alcohol related
- j) Damage
- k) Persistent disruptive behaviour
- l) Other

Permanent exclusion will be used if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy

Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

Monitoring behaviour

The following systems are in place to monitor behaviour:

- Disruptive behaviour will be recorded on the Behaviour Incident Recording form found in the appendix.
- The form will be sent to the office at the end of the day where it will be recorded on a centralised system.

- A record of parental contact is maintained by the class teacher
- Non-class based teachers should follow all the procedures in place and should communicate action taken to all relevant staff.

Positive Handling

NORFOLK STEPS

All school staff have been trained in Norfolk Steps' 'Step On' approach to behaviour management. It is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covers a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques. In line with the approach, the school follows a number of principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example.
- Staff's job is to help children and always try to reduce conflict, not do anything that may escalate it
- The importance of using a calm stance and de-escalation script* in a conflict situation
- 'Recovery time' should be given for the child to calm down after an incident, after which time there should be a de-brief, usually carried out by someone not involved in the incident.
- A risk management plan should be completed for any child for whom there is a 'foreseeable risk' that they may behave in a way that will cause harm to themselves, others or property
- The importance of handling children in a safe way (see appendix)
- The importance of being proactive in managing children's behaviour i .e. trying to avoid situations which may cause conflict.
- The importance of recording incidents and the harm caused by them.

A De-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict. The script is:

1. Child's name
2. I can see something has happened
3. I'm here to help
4. Talk and I'll listen
5. Come with me and...

It is important that all staff use the same script, although it can be in a different order. The de-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and calm down.

The Use of Physical Restraint

'Every child and young person has a right to be treated with respect and dignity, and deserves to have their needs recognised and be given the right support.'

Very occasionally incidents may occur where a child needs to be positively handled to prevent themselves or others from serious harm. Staff are trained in these interventions using 'Step Up' training on a needs only basis, and it is only these staff - as long as they have been authorised by the Headteacher – who can perform such actions. If a child presents a foreseeable risk, school should prepare a risk assessment for them and seek advice from the Norfolk Steps Team.

For staff who have not received this training, there may be occasions where they need to use restraint, e.g. to stop a child running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgement and ensure that all actions are **reasonable, proportionate and necessary**.

Physical restraint occurs whenever a member of staff uses intentional force to restrict a child's movements against his or her will. Physical restraint is non-punitive measure and solely used to prevent harm to themselves or others. Physical restraint is one of many possible options and should be used as a last resort. It must not be used as a form of punishment. It must not be used when a less severe response might have been effective.

When should we use physical restraint?

We should only use physical restraint when there are good grounds for believing that

- the child is placing him/herself in immediate danger
- the child is placing other people in immediate danger
- there is imminent danger of significant damage to property
- other attempts to manage the child's behaviour have failed or are judged inappropriate.

We should always consider first whether there is an effective alternative to using physical restraint e.g. the use of assertiveness skills such as:

- the broken record in which an instruction is repeated until the pupil complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other consequences consistent with the School's policy on behaviour.

Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the leadership team should be informed verbally of any incident as soon as possible and all interventions should be recorded on the appropriate recording form. The senior leadership team will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of an individual behaviour plan, which may include an anger management programme, emotional wellbeing support or other strategies agreed by the SENCO. Any behaviour plan should always be discussed and agreed with the parent and child.

Audit of need

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate