

# Behaviour Policy



Fairholme Primary School

Updated: October 2018  
Ratified by Governors  
Review: October 2020

The Fairholme motto, “**We believe we can achieve!**” and the **Fairholme Family Values** are a central part of everything we do. At Fairholme Primary School we encourage all our pupils to have aspirations, to become motivated to learn and to be the best that they can be. We are committed to developing each individual and reward children for their efforts and achievements. In order for this Behaviour Policy to be effective it is imperative that children, parents, all staff and governors are equally committed to its success. We believe that good behaviour needs to be carefully developed and not left to chance.

### **Fairholme Primary School Values**

Respect  
Honesty  
Responsibility  
Kindness  
Self-belief  
Aspiration

To support our values we follow a whole school code of conduct:

### **Fairholme Primary School Code Of Conduct**

*For everyone – children, staff, parents, governors and visitors*

- We show respect and good manners at all times;
- We work hard, try our best, and are proud of our learning;
- We are honest, kind and fair so that our school is a safe and happy place for everyone;
- We show care for our school environment and everything in it;
- We listen carefully, and we follow instructions sensibly and thoughtfully.

### **Our Aims**

- To create a harmonious and happy atmosphere within which individuals develop mutual respect, self-belief and aspire to achieve their full potential in their learning.
- To encourage respectful, kind and caring attitudes towards everyone.
- To encourage in all children increasing independence and responsibility for their own actions.
- To raise awareness of appropriate behaviour, right and wrong and tolerance towards others.
- To ensure the safety of all children by making boundaries of acceptable behaviour clear.
- To ensure consistency in approach to acceptable behaviour throughout the school.

### **Responsibility of all staff**

We will:

- Recognise each pupil as an individual with his/her own individual needs. We understand that these needs may impact on children’s behaviour. For example, a child with special needs may require a behaviour support plan, a child who is a young carer may need additional understanding of their circumstances and a looked after child, who transfers to a new placement, may display challenging behaviour during a period of uncertainty.
- Treat all children with respect and raise their self-esteem and self-confidence, thereby helping them to develop their full potential.

- Promote the school values and code of conduct throughout the curriculum, and whenever dealing with children's behaviour (both positive and negative).
- Provide an engaging, stimulating, relevant and challenging curriculum.
- Plan and teach differentiated learning opportunities, that meet the needs of all children, and which ensure they are all engaged and interested in their learning.
- Create a safe and pleasant environment.
- Reward and sanction children fairly and consistently.
- Form good relationships with parents and work with them to achieve these aims.
- Keep parents informed about their child(ren)'s behaviour on a formal basis at parent consultations and informally on a day to day basis when necessary.
- Make behaviour a high priority, not only with our own class but with all children we come into contact with in school, thus ensuring that children understand that good behaviour and attitudes are important to everyone.

### **Responsibility of children**

We will:

- Follow the school code of conduct.
- Treat others with respect.
- Work to the best of our ability and allow others to do the same.
- Set ourselves aspirational targets.
- Follow the instructions of all staff and visitors to the school.
- Look after our own, other people's and school property.
- Be honest and take responsibility for our own behaviour.

### **Responsibility of parents/carers**

We will:

- Support the school values and code of conduct, and the implementation of this policy.
- Set a good example of appropriate behaviour.
- Have high expectations of our children's behaviour.
- Encourage our children to become independent.
- Show a keen interest in what our children do at school.
- Ensure our children attend school regularly and punctually.
- Make the school aware of any concerns about our child's or another child's behaviour.
- Raise any concerns with the school in a calm and appropriate manner, and trust the school to address these; we expect parents/carers to speak respectfully to school adults, to respect confidentiality, and to avoid posting any comments about school on social media sites (such as Facebook, Twitter, etc.).

### **Code of conduct and rules**

- Everyone teaches and follows the agreed whole-school code of conduct which provides a framework for any discussion about positive or negative behaviour. (See Appendices)
- Each class creates it's own set of class rules, which are underpinned by the code of conduct. These are generated by the class, with the teacher, in September, and are displayed in the classroom, and referred to throughout the year. Wherever possible, these rules focus on positive statements (for example, "We put our hand up" rather than "We don't interrupt", etc.).

- Each class creates a code of conduct for wet play time, which outlines expected behaviour when break times are held indoors due to the weather. Children are not allowed to use scissors, glue, art equipment or computers during wet breaks. Wherever possible, these rules focus on positive statements (for example, “We talk quietly” rather than “We don’t shout”, etc.).

### **Expectations of behaviour around school**

We have consistent expectations of routines and behaviour around our school site. These include:

- Children and adults are quiet in the corridors.
- All members of our school family walk quietly and calmly down corridors on the left-hand side.
- Children line up quietly in classrooms before moving around the school (e.g. to go to assembly, out to play, to PE lessons, at the end of the school day, etc.)  
Teachers always escort children to the playground at play times, to ensure they are moving around school safely, and to confirm that there is a member of staff on duty to supervise the children in the playground. (At lunchtime, SMSAs will collect the children from the classrooms.)
- At the end of playtime and lunchtime, children line up in an orderly manner in the playground, and are collected promptly by their teacher. Teachers (together with SMSAs at lunchtime) insist their class is lined up (in a straight line) and quiet, before bringing them into the school building through their allocated door.
- All children who leave the classroom or playground (e.g. to go to the toilet, etc.) must gain permission from their teacher (or SMSA at lunchtime) and wear a purple lanyard.
- At the beginning of the school day, EYFS and lower phase (Y1-3) children are collected from the playground by their class teacher promptly. Upper phase (Y4-6) children come into school independently when the whistle is blown. Teaching assistants from each year group monitor the external doors to ensure children come into school safely and to take messages from parents/carers.
- At the end of the school day, school adults supervise children to collect their belongings quietly and quickly from their coat pegs and trays, line up quietly in the classroom, and escort all children into the playground. Teachers greet parents and wait with their children until their year group has been collected. One teacher escorts any children that are late being collected to the Glass Room.
- All adults in school are expected to promote this consistent approach to behaviour with all children, whether they are in their class or not, including at lunch time and break times.

### **How to encourage and recognise good behaviour**

- We ensure that all children are aware of our high expectations, our values and our code of conduct (e.g. through constant reminders in assemblies, through classroom activities and discussions etc.).
- We celebrate good learning, good or improving behaviour and other achievements by sharing this with another school adult/parent.
- We place more emphasis on rewards than reprimands; therefore positive behaviour is encouraged at all times with the help of praise and rewards.
- We model and discuss desirable behaviour throughout the school day such as through circle time, the way we treat each other, assemblies etc.
- We establish clear routines based on the school code of conduct and display class rules.

- We award Learning Star Badges and Learning Hero of the Week certificates in Friday assembly to celebrate and encourage fantastic learning, positive attitudes and good behaviour.
- Children understand when their behaviour and learning is good because these are actively acknowledged in a variety of ways for example:
  - Verbal praise and encouragement.
  - Every year group/class has a reward system allowing for whole class and individual rewards (these systems may be different across the school, but are decided by each year group/class)
  - Displays in the classroom (e.g. traffic lights, gold, rainbow clouds, Mr Happy etc.).
  - Positive body language (e.g. smiles, thumbs up, high five and shaking hands etc.).
  - Stickers, stars, stamps in children's books or on clothing and give prizes.
  - Positive feedback and marking.
  - Certificates for success or effort in various aspects of school life.
  - Positions of responsibility within the class or school (e.g. school council, classroom monitors, Head Boy/Girl etc.).

(See appendix for behaviour pyramid and strategies for rewarding positive behaviour which teachers and children refer to and should be on display in all classrooms.)

### **Dealing with inappropriate behaviour**

- It should be clear from the staff's action that it is the behaviour that is unacceptable and not the child.
- The aim of any staff action is to discourage future inappropriate behaviour.
- Whole class punishments should be avoided and only used when there is clear justification.
- For some children with Special Educational Needs (or other needs e.g. Young Carers, Looked After Children etc.) the sanctions and stages may not be appropriate and a personalised programme may be agreed, such as time out or cool down cards, quiet/safe spaces, indoor lunchtime club, behaviour charts, mentoring etc.
- We do not use a shouting voice when addressing children.

### **Dealing with inappropriate behaviour on the playground**

Staff should give:

1. Warning - give for minor misdemeanours.
2. Time Out - use if warnings do not work. This can be standing by the wall or walking with an adult on duty and usually lasts for 5 minutes.
3. Red Card – use for extreme or repeated behaviour. Staff member completes a red card and informs the class teacher. If the incident happens at the beginning of lunch time, a senior member of staff may need to be called. Appropriate consequences will be decided upon.

In Key Stage 1 and Key Stage 2, SMSAs have a red folder which contains copies of blank red cards, and a time-out log sheet, which SMSAs complete at lunchtimes.

(See appendix for code of conduct, red card format and behaviour pyramid which teachers and children refer to and should be on display in all classrooms.)

## Dealing with Inappropriate Behaviour at Fairholme Primary School

The school has expectations of good behaviour which are communicated to pupils clearly and regularly. However, it is important to have strategies for when things do not go well. The grid below is to be used as a guideline to behaviour procedures and the professional judgements of all staff will be used.

Unwanted behaviour	Stage	Staff Action	Follow up action
Low level e.g. calling out, avoiding work, out of seat, running down a corridor, fidgeting.	0	Ignore if appropriate. Signal disapproval (Frown, shake head, hand gesture). State wanted behaviour. Positive reinforcement of good behaviour nearby. Stop & think & make a good choice. No improvement – move to Stage 1.	None unless persistent/on-going in which case discuss with parent/carer
Medium level E.g. Cheekiness, unruliness, lack of concern for others.	1	<b>WARNING</b> Firm reprimand. 1:1 chat including discussion of school code of conduct. Move child to separate place within the classroom where they cannot distract others. Remove object. Ask child to apologise. See behaviour pyramid for consequences which include verbal warnings and time out in class and in another class.	None unless persistent/on-going in which case discuss with parent/carer
Concerning level E.g. Direct disobedience, verbal abuse, rudeness, swearing, damaging property,	2	<b>CONSEQUENCE</b> Removal of privileges (e.g. minutes of play/lunch/golden time) in increasing amounts. Removal from class for a maximum of 10 minutes to a place where the child is in direct view of an adult (e.g. Year Group Leader's or Phase Leader's classroom). No improvement – move to Stage 3.	Discuss with parent/carer
Serious level E.g. Racism, physical aggression, persistent and on-going disruption to the learning of other children	3	<b>Move up chain of command.</b> Issue a <b>RED CARD</b> . See behaviour pyramid for stages of red cards. Reflection needed. Letter of apology/written account or similar task. Child to be separated from peers for agreed amount of time according to severity, for example missing break time and/or lunch time. Consequence depends on severity of behaviour. Parent/carer always informed when a red card is issued. Record incident and outcome on red card, including discussion with parent. Brief log on CPOMS. Give red card to member of CLT. (Generally red cards are not used in EYFS). No improvement – move to Stage 4.	Discuss with parent/carer CPOMS.
	4	<b>Formal Parent/Carer Meeting – Class teacher &amp; another member of staff (YGL/SLT)</b> Personalised behaviour chart with review date. Regular feedback from class teacher to parent/carer e.g. weekly or daily. Provide Mentor if child does not already have one. Seek advice from YGL/SLT if needed. No improvement – move to Stage 5.	Discuss with parent/carer, consider discussing with SENCO and/or member of SLT. CPOMS.
	5	<b>Further Formal Parent/Carer Meeting – Member of SLT</b> Implement more formal behaviour management strategies to support an improvement e.g. formal Behaviour Support Plan (BSP), report book, referral to outside agency (e.g. Play Therapist and/or Nurture Group and/or Parenting Support, behaviour support team). Senior staff to be informed. Headteacher involvement where appropriate.	Discuss with parent/carer SLT involvement. CPOMS.
Extremely serious or persistent behaviour.	6	<b>Internal Exclusion (within school and out of playground)</b> Agreed with a member of CLT. Child spends half day or full day in another classroom, usually with Phase Leader. Headteacher informed.	Discuss with parent/carer CLT involvement. CPOMS.
	7	<b>Fixed Term External Exclusion</b>	Discuss with parent/carer Headteacher. CPOMS.
	8	<b>Permanent Exclusion</b>	Discuss with parent/carer Headteacher. CPOMS.

CPOMS is the school's online record keeping system where behaviour incidents are logged. Persistent and concerning incidents of behaviour, and any conversations with parents/carers must be logged on CPO

### **Resolving conflict**

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. For example, we always show children how to ask another child to stop doing something they do not like. We mediate between children who have a disagreement and we encourage apologies.

Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

### **Suggested strategy for resolving conflict**

1. Each child should listen to the other with no interruptions.
2. They are encouraged to maintain eye – contact.
3. Each child has a turn to say:
  - What the other(s) has/have done to upset them.
  - How they feel about it.
  - How they would like them to behave in future.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action. Any consequence needed will be explained to the children by the adult.

### **Dealing with extreme or persistent behaviour**

Decisions on internal and external exclusion will be based on each individual case at the discretion of the core leadership team and the Headteacher.

### **Bullying**

At Fairholme Primary School we recognise that bullying may occur and the efforts of all adults within the school are directed towards eliminating such behaviour. We are often asked to define bullying:

Bullying can be the same person repeatedly subjecting others to the following behaviours:

- **Physical** – punching, kicking, hitting, pinching or any use of violence
- **Verbal** – name calling, spreading rumours, teasing
- **Emotional** – name calling, sarcasm, spreading rumours, teasing
- **Racist** – racist taunts, graffiti, gestures
- **Cyber** – mobile phones, emails, chat rooms, social websites

Bullying is considered a very serious issue and will not be tolerated under any circumstances. If bullying does occur all pupils should be confident that incidents will be dealt with quickly and effectively. Support will be given to all those involved including victim(s) and perpetrator(s). Everyone involved in the incident, will be informed of the action taken, including parents/carers. We recognise that some groups are more vulnerable to bullying and stigmatisation, such as asylum seekers, young carers, refugees, looked after children, gay children, transgender children and children from ethnic minorities etc. The school has a separate anti-bullying policy.

### **Racism**

Racist incidents will be investigated and logged by the school. In accordance with Borough Policy the frequency of racist incidents will be reported to the borough.

### **Running away**

- Staff will not run after a pupil – the safety of all pupils is paramount.
- The staff member will inform a senior member of staff who will support with the situation.
- The staff member will assess the situation and ‘watch’ over the pupil.
- Telephone contact with parent/carer will be undertaken, explaining the incident/situation and requiring them to attend school.
- If parent/carer cannot be contacted, police will be contacted if the child has left the premises.

### **The use of reasonable force**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- Positive handling and physical restraint may be used as a last resort but, where possible, will be avoided.
- Staff should always seek to prevent and de-escalate situations verbally according to usual good practice.
- Positive handling and physical restraint should use the minimum force necessary for the minimum amount of time and should be proportionate to the behaviour, age and size of the child.
- Consideration for the safety and dignity of all concerned should be given: Staff should use recommended procedures and avoid holds that could be misconstrued as abusive or improper.
- A Behaviour Support Plan (BSP) should be in place for any child where physical restraint is likely.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction;
- prevent a pupil behaving in a way that disrupts a school event or a school trip/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;
- restrain a pupil at risk of harming themselves through physical outbursts.

All incidents of positive handling and physical restraint must be recorded in the book which is locked in the Headteacher’s office. Parents/carers are always informed.

### **Discipline beyond the school gate**

Fairholme Primary School expects its children to maintain an excellent standard of behaviour outside the school gates. We will take seriously any incidents of inappropriate behaviour which are reported to the school that:

- could have repercussions for the orderly running of the school, or
- pose a threat to another pupil or member of the public, or
- could adversely affect the reputation of the school.

### **Early Years Foundation Stage**

Pupils in Early Years will be introduced to the behaviour policy gradually during their first half-term in school. In the Early Years Setting children are at the very beginning of their education and need careful nurturing when they leave their parents for the first time.

The children are still developing their personal, social and emotional skills and it is the responsibility of the staff to become role models and teach the children right from wrong.

Staff affirm and praise positive behaviours and explain to children why certain behaviours are unacceptable.

Children are involved in agreeing codes of behaviour and boundaries for their classes. Children need time to learn what is acceptable and what is not. At this stage in their development each child is unique and develops at their own rate, it is therefore important to understand that for some children the understanding of what is acceptable behaviour is not yet embedded.

# APPENDICES

Fairholme Family Values

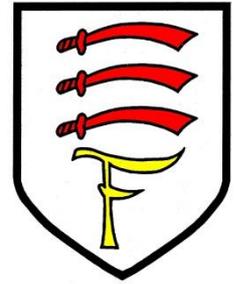
Fairholme Code of Conduct

Red Card (format)

Behaviour pyramid (rewards and sanctions)



Fairholme Primary School



## **Values**

Respect

Honesty

Responsibility

Kindness

Self-belief

Aspiration

## **Code Of Conduct**

*For everyone – children, staff, parents, governors and visitors*

- We show respect and good manners at all times;
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## Red Card

**First Name:** \_\_\_\_\_ **Family Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_ **Year group:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Section 1: Extreme or repeated behaviour?			
Extreme behaviour		Repeated behaviour	
Section 2: Type of behaviour?			
Physical: pushing, kicking, hitting, tripping up etc.		Verbal towards another child e.g. shouting, name calling, threatening to hurt etc.	Verbal towards an adult e.g. shouting, answering back etc.
Spitting		Refusing to follow instructions or ignoring an adult	Damaging property
Racist remark		Swearing	E-safety concern
Other (please state): _____			
Section 3: Location / Time?			
Before school		Morning play time	Lunch time (playground)
Before play time lessons		After play time lessons	Lunch time (dinner hall)
After school		Afternoon lessons	
Other (please state): _____			
Section 4: Which member of staff reported the incident?			
Section 5: Record of incident			
What happened?			
Discussion with parent:			
Consequence for the child:			
Other relevant information:			
Other staff to be informed/circulate information to:			
Form completed by:			
Tick when recorded on CPOMS			

**FORM COMPLETED** by \_\_\_\_\_

*Complete this sheet. The completed record should be given to the school office and a member of the admin team will scan, upload and circulate via CPOMS, and file the paper copy.*



## DEALING WITH INAPPROPRIATE BEHAVIOUR

## REWARDING POSITIVE BEHAVIOUR



4<sup>th</sup> RED CARD

Deputy or Assistant Head discuss red card with parent/carer.

4

3<sup>rd</sup> RED CARD

Phase Leader or SENCO discuss red card with parent/carer.

3

2<sup>nd</sup> RED CARD

Year Group Leader discuss red card with parent/carer.

2

1<sup>st</sup> RED CARD

Class teacher discuss red card with parent/carer.

1

**SENT TO ANOTHER CLASS**

We discuss their behaviour and always praise them when they make good choices.

TIME OUT

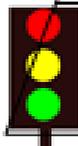


**TIME OUT IN CLASS**

We always praise when they make good choices.

**3 VERBAL WARNINGS**

We always try to offer positive praise between warnings and praise a child for making good choices.



**HEAD TEACHER'S AWARD**

Show your learning to the Headteacher.



**SHARING YOUR LEARNING**

Show your learning to a Senior Leader or share it with another class.



**CERTIFICATES**

One child from each class receives either a learning hero certificate or star badge during assembly. Other certificates are given in assembly e.g. attendance, reading etc.



**CLASSROOM REWARDS**

Children receive positive feedback in the form of some of the following: marking, stickers, points system, golden time, class rewards etc.



**VERBAL PRAISE**

Adults use positive verbal praise to recognise something good that a child has done.

