

Fairfields Primary School and Nursery Behaviour Policy

Person/s Responsible: Mr. G. Gaidoni

Introduction

Fairfields School, through its Behaviour Policy, aims to provide a calm, well-disciplined, friendly and supportive atmosphere where children feel happy, secure and confident irrespective of their gender, disability, ethnicity, social, cultural or religious background. This in turn, enables children to develop high self-esteem and a positive attitude to learning. Good relationships are fostered and children learn to take responsibility for their own behaviour and learning.

By stating through our school policy the expectations that we have for the way in which each member of our school community should conduct themselves, a common understanding is promoted that helps to ensure our school is a safe and orderly community of learners. A common understanding of, and approach to, agreed principles of behaviour and discipline, brings the advantages of:

- benefits to the pupils;
- guidance to staff;
- clearly informing parents;

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

The Role of Governors

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Governors have endorsed this policy and, with the Head Teacher, will review its effectiveness annually. Together, they will ensure that the policy is administered fairly and consistently. The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

Good behaviour creates a better climate for learning.

By reinforcing good behaviour and discouraging poor behaviour we aim to foster in each child the ability to:

- determine right from wrong;
- grow in independent thought and judgment;
- take responsibility for their own actions.

We aim to:

- create a community where all its members feel valued and respected and where the building of positive relationships is paramount.
- help children grow, live and work in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- create an environment that is stimulating and enriching and in which effective learning and teaching can take place.
- teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others, property and the world around us.
- treat all children fairly and apply this policy in a consistent way.

Codes of Behaviour

These are enshrined in the Golden Rules. These are the moral values which inform and develop the ethos of the school. They are non-negotiable. Rights & Responsibilities are also dealt with in the Home School Agreement.

The Golden Rules

I will be respectful and polite and I won't hurt anyone deliberately.

I will be kind and helpful. I won't hurt people's feelings.

I will be honest. I won't cover up the truth and tell lies.

I will work hard. I won't waste time or disturb anyone.

I will look after property. I won't waste or damage things on purpose.

I will listen, wait for my turn and won't interrupt.

Under no circumstances will I bully other pupils

Guidance for staff

At Fairfields we feel that positive reinforcement of good behaviour is more effective than negative punishments. Although there are agreed sanctions for children who misbehave, it is encouragement of good behaviour which is far more important. Staff praise children who behave in a polite, helpful, considerate and sensible manner. Good behaviour and positive attitudes are regularly discussed in P.S.H.C.E. lessons, Circle Time and assemblies.

There are a variety of ways that staff acknowledge and reinforce positive behaviour and other pupil achievements. For example through:

- verbal praise
- stickers
- certificates
- letters
- reward charts
- informing parents.

Teaching and Learning

A well managed and well planned environment not only stimulates the learner but reduces the prospect of potential problems. All teaching staff should ensure that learning activities are well planned, organised and resourced making sure that expectations are explicit. We need to teach behaviour as we need to teach other aspects of the curriculum. Classes that have well-organised lessons that are well prepared and that take into account the full range of the learning abilities, tend to have few discipline problems. A calm, controlled, learning environment is conducive to positive learning and helps to give the child a feeling of security and confidence. The climate for learning, in or out of the classroom, can promote good behaviour.

Dealing with poor behaviour:

All children should be treated with sensitivity to maintain and raise self-esteem. Comments made to a child should focus on the positive and be made positively and constructively. Where disapproval is used, it should focus on the behaviour rather than the child.

Staff should, where practicable, take time to explain the reasons for a child being asked to do something. Every care should be taken to demonstrate respect and care for people and property. The child should be listened to and spoken to calmly. There should never be the intention to belittle or demean. Every effort should be made to diffuse potential problems before they arise. This may be done by discussion, good organisation, consultation and similar strategies.

Certain behaviour such as bullying, rudeness, fighting, swearing, is never acceptable and should be dealt with when encountered. It is not normally necessary to shout. The use of physical punishments will not be supported under any circumstances.

The school will work with the child's parents/carers to help modify poor behaviour through approaches that are applied consistently at home and school.

The Head Teacher reserves the right to inform a parent/carer of her/his child's unacceptable behaviour, which may under extreme circumstances lead to exclusion.

Staff should consult with the Head Teacher when behaviour becomes a concern. Any behaviour that requires an investigation will be recorded on an incident form which will be shared with relevant staff and filed with class records.

We encourage good behaviour in the following ways:

- Organising and differentiating teaching and learning activities.
- Giving extra adult or peer support.
- Staff modelling appropriate behaviour through their consistency of approach to pupils and colleagues, in line with the requirements of the school's Equality Policy.
- Actively teaching strategies to resolve difficulties through PSHCE, whole school and unit assemblies and RE.
- Providing opportunities for pupils to have control/responsibility over their learning and environment through independent work wherever possible.
- Ensuring that good behaviour and efforts are systematically acknowledged.
- Minimising attention given to bad behaviour yet, being alert to and dealing promptly and sensitively with bullying, racial harassment and any other undesirable behaviour.
- Communicating to pupils that they are valued whatever their background or abilities.
- Creating a safe and predictable environment with consistent Rewards and Sanctions

Affirmation, praise and rewards

It is the responsibility of all adults in the school to encourage positive behaviour through praise, rewards and positive reinforcement. Each teacher will reward positive behaviour in a number of ways including: Merit points /certificates /special award /citizenship points / weekly superstars/ praise / positive feedback.

Positive behaviour is a required attribute if pupils wish to become members of either:

- the student council,
- the Eco team in Year 4
- the Buddies team in Year 5
- the Playleaders team in Year 6, or any other job within school that requires a level of responsibility.

Inappropriate behaviour and sanctions

Sanctions are activated for anything that goes against the Golden rules which are the moral values that help to shape the ethos of the school.

Staff should read the Staff Induction Booklet for the list of unacceptable behaviours.

The sanction used depends upon the level/frequency and type of unacceptable behaviour. The following are sanctions that **may be applied**. **The list is not exhaustive.**

- Child made aware of her/his unacceptable behaviour.
- Child's name is put on the board.
- Play time to be taken away in small units of time.
- Warning for repeated inappropriate behaviour and place moved.
- If behaviour continues pupil will be sent out of class to another teacher – parents will then be contacted by the teacher.
- If the other sanctions have not worked or for more serious offences a child can be sent directly to either the Headteacher or the Deputy Head. This is for serious and repeated offences and is used when there is a major concern.

The child may then receive either:

1. A warning, parents will then be contacted and will receive a written warning about their child's behaviour. OR
2. A warning, parents will then be contacted and their child's name will be written in the 'Code Amber' book. OR
3. A warning, parents will then be contacted and told that their child is at a high risk of exclusion and their child's name will be written in the 'Code Red' book. OR
4. A fixed-term exclusion (sent home from school), when in the headteacher's / teacher in charge's judgement, serious offences have occurred and warrant time out of school.

(Exclusion is a complex process and it is detailed in the 'Schools Exclusion Guidance' document).

In addition children who do not behave appropriately may not be allowed to take part in school day visits, residential trips and workshops. This also includes children not being allowed to attend school social events in the evening or at weekends.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

Any prohibited items (listed in appendix 2) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Rules and procedures related to safety and playtimes

It is the responsibility of all members of staff to ensure that all pupils behave responsibly and safely when accessing areas outside their immediate classrooms.

Playground Rules:

I will be kind. I won't be rough or say or do hurtful things.

I will play games that other children can share. I won't leave anyone out.

I will respect the grown-ups on duty. I won't answer back but wait for my turn to be listened to.

I will try to sort out my own problems but if I can't I will ask the grown-ups on duty to help me.

Safety Rules

I will move about the school quietly and sensibly – I won't run or push.

I will only leave the premises at home time or with permission.

I will remain in school if my parent/guardian is not there to collect me.

I will not play ball games before or after school on the playground or field.

I will not play on the Adventure Trail before or after school.

For bullying and harassment – please see separate policy.

Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body every two years.

Appendix 2: Prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)