



## Behaviour Policy

### 1. Introduction

At North Fawdon Primary School all adults are responsible for the behaviour of **all** children and not only those that they have been assigned to. Adults and children should always act as good role models. Whole school rules are displayed and referred to. These rules, along with the whole school traffic light system, are a permanent feature of display in all classrooms and around the school. This policy should also be read in conjunction with

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour and Discipline in Schools - A guide for Head Teachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_Head_Teachers_and_School_Staff.pdf)

Our Golden rules are as follows:

1. **We are Honest** - we do not cover up the truth
2. **We Work Hard** - we do not stop others learning
3. **We Listen to Others** - we do not interrupt or stop listening
4. **We Look after Property** - we do not waste or damage things
5. **We are Kind, Gentle and Helpful** - we do not hurt people or their feelings

Classes may have their own additional rules devised by the children and the teachers, which complement our Golden Rules.

### 2. Aims and Objectives

1. To promote good behaviour, self-discipline and respect.
2. To ensure that school expectations, rewards and sanctions are clear to staff, parents, visitors and pupils.
3. To ensure that systems of sanctions and rewards are consistently applied to all.
4. To encourage good behaviour rather than simply to sanction negative behaviour.
5. To be alert to signs of negative behaviour which includes bullying, racial harassment and sexual harassment; and to deal firmly with all such behaviour.
6. To monitor poor behaviour and apply appropriate strategies; take action which will protect and support the aggrieved.
7. To ensure all vulnerable children are supported effectively.
8. To implement the Code of Practice for children with Special Educational Needs, including those with emotional and behavioural difficulties.
9. To ensure pupils complete assigned work and achieve to the best of their abilities.

### 3. The Role of Parents/Carers

We require your support in promoting and maintaining high standards of behaviour. Clear communication and transparency within school and between home and school is vital. We give high priority to a positive partnership with parents/carers. We have an open door policy where staff are readily available and respond quickly. A positive partnership with parents is crucial to build trust and to develop a common approach to behaviour expectations and strategies for dealing with problems.

We ask parents to keep us informed of any behaviour difficulties, problems or events experienced outside of school, which may affect their child's behaviour at school. The class teacher will report this to the Leadership Team who will ensure all of the adults who may come into contact with your child are fully aware of the situation. This ensures that all staff can deal with the behaviour of particular children in a consistent way.

We will also communicate concerns about behaviour to parents. In the first instance class teachers will approach parents and in the case of repeated or more serious behaviour incidents, the headteacher will become involved and parents will be contacted by telephone or a meeting will be arranged, whichever is appropriate. We will always want to work in partnership with families to improve a child's behaviour.

If you would like an A3 copy of our behaviour system poster for home below, please contact the school office or your child's class teacher. If you are unhappy with a decision made regarding your child's behaviour or you want to query a behaviour reward/sanction please ensure you bring it to the attention of school staff.

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Behaviour choices are **OUTSTANDING!**  
Star slip home.

Name moved here when child makes outstanding behaviour choices.

Everyone starts here every day—  
Everyone is green for go!

Name moved here if behaviour choices are impacting on learning to indicate child needs to improve behaviour choices.

Name moved back when child makes better behaviour choices.

Behaviour choices mean child needs to **STOP & THINK—**  
a chance to change!

The line we do not want to cross

Regular Orange cards need a Behaviour Tracker to identify when & why poor behaviour choices happen.

Name moved here if behaviour choices continue to impact on learning.

Behaviour choices carry a sanction—  
5 minutes lost at next break time or club.  
Orange slip home

Regular Red cards need a Behaviour Report & loss of privileges. These need to be earned back.

Name moved here if behaviour choices impact seriously on others:  
\*Refusal to follow adult instructions  
\*Swearing  
\*Aggressive behaviour  
\*Destroying property

Behaviour choices carry a serious sanction  
\*5 min of Golden Time lost  
\*Senior Leader

## 4. Rewards

We value children's efforts, interests and purposes as instrumental to successful learning. We are careful with rewards and praise, always being specific.

We support children's Personal, Social and Emotional Development (PSED) through a rich curriculum where children have regular opportunities in small groups and in whole class circle time to learn how to manage their feelings and become aware of how their own actions affect others.

We believe that children who follow the Golden Rules should be rewarded for their behaviour choices. We have Golden Time (30 minutes) on a Friday afternoon across the whole school with a range of interesting and exciting activities on offer. We take it in turn every week for classes to be the first to choose.

We tell families when children's behaviour is Outstanding by sending home a 'Shining Star' slip. We love to give stickers & certificates as rewards too.

We award House points when children demonstrate our Core Values and hardworking House teams get special treats.

We encourage classes to work hard to earn Golden Points and to win one of our coveted Golden Awards— the Golden Calculator, the Golden Pen, the Golden Broom, etc in Golden Assembly every Friday.

Other rewards may include:

1. Praise – when children reach or surpass their own and adults' expectations
2. Written comments on work
3. Stickers / stamps to stick on work or to wear
4. Recognition in front of the group or class show and tell or whole-school assembly
5. Certificates to reward work or behaviour
6. Attendance certificates/ badges for sport, swimming and other achievements
7. Telling parents (verbally )
8. Positive postcards or letters e.g. Head Teacher Awards
9. Book prizes from Nursery for good attendance and end of year Gold and Silver Attendance Rewards.

## 5. Sanctions

Class teachers should record all behaviour incidents on CPOMS (the electronic safeguarding record keeping system that the school uses) where a consequence needs to be used. Where patterns of negative behaviour are identified, parents will be involved in creating an individual plan which will then be implemented in the classroom.

**Parents are informed when a child receives an orange or a red slip.**

We believe that there should be swift, certain consequences when children break the Golden Rules. We have a colour-coded system to support excellent behaviour in class with clear sanctions for those who make choose to break the Golden Rules (see diagram). When a child's behaviour is not good we send home an 'Orange' slip that says which rule was broken so their family knows and can help us support better behaviour choices next time.

We will not tolerate behaviour which impacts seriously on others. Getting to Red means a Senior Leader of the school will be involved and the child will lose some Golden Time. The family will be informed.

Regular Orange slips will result in a Behaviour Tracker to identify why & when poor behaviour occurs in order that we can support long-term change in behaviour.

Regular Red incidents will result in a Behaviour Report and loss of privileges which will need to be earned back. As

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behaviour choices swiftly improve.

### *Conflict resolution*

1. Approach calmly, stopping any hurtful verbal and/or physical actions - place yourself between the children, on their level. Use a calm voice and gentle touch if needed. Remain neutral rather than take sides. Set the limit and explain why this cannot continue e.g. "It's not okay to (label the behaviour). I am afraid someone will get hurt/they have been hurt."
2. Acknowledge children's feelings - "You look really upset."
3. Let children know you need to hold any object in question.
4. Gather information - "What's the problem?"
5. Restate the problem - "So the problem is..."
6. Ask for ideas for solutions and choose one together - "What can we do to solve this problem?" Encourage children to think of a solution.
7. Be prepared to give follow-up support - "You solved the problem!" Stay near the children.

### *Inappropriate language*

Set the limit saying "We use kind words."

### *Destructive behaviour*

Stop the destructive behaviour. Use calming strategies if needed. Explain why they can't continue. Talk about their feelings, what the problem is and how to solve it. The child will then be asked to tidy up and/or repair items if possible.

If a child continues to demonstrate 'challenging' behaviour, we will continue to use the above strategies in addition to recording the incident in the behaviour file.

A child who displays persistent unacceptable behaviour will lose their right to their class and will spend time with a senior leader.

In the case of extreme violence or persistent aggressive or persistent disruptive behaviour, the Deputy and/or Head teacher will be consulted and appropriate action will be taken, taking into account all the circumstances.

If negative behaviour continues, it may be appropriate for the child to have an individual plan where specific targets will be set with a clear action plan and review process in place.

### **Severe disruption or aggressive behaviour is likely to include but is not limited to :**

- Bullying (See anti-bullying policy)
- Racist/homophobic behaviour
- Repeated violence (any violent incident should be recorded)
- Repeated inappropriate language
- Damage to property
- Stealing
- Threatening behaviour towards an adult
- Any behaviours that constitute a health and safety risk to themselves or others
- Persistent low level disruption of lessons

All racist incidents are taken very seriously. They are recorded to the Local Authority. The Head Teacher reports racial incidents to the governing body in the termly Head Teacher's report.

### **Behaviour Tracker**

*Criteria for putting a child on a behaviour tracker to modify behaviour/include:*

- Repeated negative behaviour
- Any behaviour that puts themselves or others at risk of harm
- In danger of exclusion or has been excluded (potential) exclusion (See Section 8)

Parents are informed when and why a behaviour tracker or a plan may be appropriate for their child.

The targets on the plan are clear and understood by the child. The plan details overall targets which are broken down into smaller targets to be achieved. The targets are very specific, focusing on one or two expected

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behaviours at a time. The targets are phrased in a positive way using the child's name, e.g. *This week I am looking for Susie to put her hand up when she wants to share something with the class.*

The rewards and consequences have meaning for the child and they are shared with them. The consequences are phrased so that the child knows if they continue to behave/act in this way then it will lead to a loss of privileges/activities.

The rewards on the plan praise expected behaviour and should be such that the child feels that they have really achieved something. Parents are encouraged to be involved in partnership with the school. Rewards are given in line with the School policy as detailed above.

Other people may be involved in the plan e.g. CYPS, Family and Student Work Supporter, Lunchtime Staff and the Attendance Officer.

- Where there is an ongoing pattern of negative behaviour, disruption, anti-social behaviour and normal school rewards and sanctions have minimal or no impact the following stages need to be followed: Multiple entries in the behaviour file are often the trigger for Intervention strategies

Intervention Strategy:

- Leadership team made aware and a cause for concern raised with parents where targets and provision are discussed and agreed. During this discussion a follow up date will be set to review any progress and agree next steps
- Staff awareness – so that adults can observe and praise good behaviour as well as ensure that the approaches taken to address poor behaviour are consistent
- Circle of friends/circle time may be used to create a supportive environment and to increase self esteem
- Children may have an individual plan.
- Parents made aware if the child's behaviour requires further support
- Fixed term or permanent exclusion may be considered taking into account all the circumstances (see Section 8).

As well as the above, the school may need to draw upon specialist support and advice from external agencies e.g. Educational Psychologist, Social Care, referrals to G.P. or CYPS.

## **6. Social, Emotional and Mental Health Difficulties**

Our school recognises that we will have children with social, emotional and mental health difficulties as outlined in the Special Needs Code of Practice 2014.

We understand that in order to help our pupils to succeed we have a role to play in supporting them to be resilient and mentally healthy.

Ref:- DFE Mental health and Behaviour in schools March 2015.

## **7. Lunchtime and Playtime Behaviour**

### **On the Yard**

If a child breaks the Golden Rules on the yard they will be asked to take **TIME OUT** in the **Time Out Zone**.

The member of staff in the Time Out Zone will put their name in the book and write down why they needed Time Out. Teachers will check this book so they know what kind of choices children are making on the yard.

If a child's behaviour choices on the yard makes others unsafe, a Senior Leader will be involved and they will not be allowed on the yard. A child's behaviour makes others unsafe if they:

- Refuse to follow adult instructions
- Swear
- Show aggressive behaviour
- Destroy property

We will tell their family about this behaviour.

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## **In the Dining Hall**

If a child breaks the Golden rules in the Dining hall, they will be asked to sit at the **TIME OUT TABLE**.

The member of staff in the Dining Hall will put their name in the book and write down why they needed Time Out. Teachers will check this book so they know what kind of choices children are making in the Dining Hall.

If a child's behaviour choices in the Dining Hall make others unsafe, a Senior Leader will be involved. Their behaviour makes others unsafe if they:

- Refuse to follow adult instructions
- Swear
- Show aggressive behaviour
- Destroy property

We will tell their family about this behaviour.

Children modelling good citizenship (the school's core values) e.g. helping, caring, sharing and living up to behaviour expectations are rewarded with praise, stickers and house points.

Note: Dinner Supervisors play a key part in Health and Safety and need staff to share on a regular basis the playground rules:

- To keep safe, children should stay in the play areas where they can be seen
- To keep safe, children should not swing or climb on bars or trees.
- **The only reason to be indoors is to use the toilet or if they need first aid administered** unless they are at a club or are performing a monitor job.

## **Play Leaders and Playground Buddies**

Year 6 Play leaders work under the direction of the Sports Coach. They work with children on both playgrounds, helping them to play together, and hence develop social skills; at the same time reinforcing the expectation for good behaviour at lunchtime. In Year 5 and 6 children have the opportunity to become a buddy and play leader working on both playgrounds (Early Years and Years 1-6), they are given the opportunity to help younger children solve problems under the supervision of adults. The Buddies and the Play Leaders wear a high visibility vest so that they can be easily identified.

## **8. Fixed Term and Permanent exclusions**

Only the Head Teacher (or the Acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. A fixed-term exclusion can be converted into a permanent exclusion if circumstances warrant this.

If the Head Teacher excludes a pupil he/she informs the parents/carers immediately, giving reasons for the exclusion. At the same time the Head Teacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school inform parents/carers how to make such an appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term. It is good practice to inform the LA of fixed-term exclusions of 1-4 days also. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

At North Fawdon Primary School, exclusion proceedings will be put into place if a child's behaviour is either extreme or has been persistently negative and does not show improvement. Guidance from:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

At North Fawdon Primary School, exclusions are likely to be triggered by behaviours such as:

- Violence to a teacher or other adult working with children
- Violence to other children
- Health and safety issues to pupil involved and / or other pupils
- Repetition of inappropriate behaviour or severe disruption
- Gross defiance to any adults within school including refusing to co-operate with senior staff, Deputy Head Teacher or Head Teacher

On return to North Fawdon Primary School after a fixed term exclusion, the child is always welcomed back by Head and / or Deputy and a reintegration meeting is held.

## **9. Equal Opportunities**

This policy adheres to the Equality Act 2010.

*At North Fawdon Primary School we are committed to providing equality of opportunity for all our children. The school has a range of high relevance policies and schemes relating to equality these include Equal Opportunities, Race Equality, Disability Equality, Special Educational Needs, Access and Inclusion and Teaching and Learning, which underpin our ethos and vision of equality. However we recognise that equality of opportunity is as an intrinsic part of everything we do and offer at our school.*

## **10. Monitoring and Review**

The Head Teacher monitors the effectiveness of this policy on a regular basis and reports on the effectiveness of the policy to the governing body, making recommendations for improvement if necessary.

The Head Teacher keeps a record of any pupil who is excluded for a fixed term or who is permanently excluded. The governing body will monitor the rate of exclusions and ensure the school policy is administered fairly and consistently.

This policy is reviewed every year. However, if new regulations are introduced or recommendations on how the policy might be improved are received, then the policy may be reviewed earlier.

**This policy has been written with reference to the following guidance and documents:**

- **Allegations Against Staff**
- **Anti-Bullying**
- **Exclusions**
- **Reasonable Force**

**Policy Reviewed**                      **July 2019**

**Next Review Date**                      **July 2019**

**Approved by Governors**              **16<sup>th</sup> July 2018**

**Please note: This policy will be reviewed by Staff and Children in 2019**