



Learning for Life

Fawbert & Barnard's Primary School

BEHAVIOUR POLICY

Staff Consulted

October 2018

Ratified by Governors:
Review Date:

January 2019
January 2022

FAWBERT AND BARNARD's PRIMARY SCHOOL

Behaviour Policy

This policy is to be read in conjunction with the Exclusion Policy.

Aims and Expectations

At Fawbert and Barnard's, staff have high expectations of the children and their behaviour. We recognise that the conduct of the children, their behaviour and school discipline, are intrinsic to their learning. As such we aim to:

- promote a caring and positive ethos and culture
- provide a safe, secure and supportive environment for all pupils to learn
- use positive behaviour management techniques such as proximal praise and non-verbal cues in order to encourage positive behaviour for learning and pro-social behaviour
- provide a consistent, clear and progressive system of rewards and sanctions to consistently reinforce the classroom and playground rules.

They should demonstrate all the values that we as a school learn about (value of the month) e.g. determination, tolerance, care, etc. This policy complies with Section 89 of the Education and Inspections Act 2006 and Sections 110 and 111 of the School Standards and Framework Act 1998.

Involving the children and parents

We recognise the importance of good communication and co-operation between the pupil, school and home to maintain our high standards of behaviour and discipline. Every effort is made to include all parties in discussions and continually find solutions and ways to move forward.

Opportunities are given throughout the year for staff to:

- share expectations with parents annually
- share expectations with pupils on a regular basis (at least termly)
- inform parents of rewards, excellence and achievement as well as negative behaviour
- work alongside parents to resolve behaviour issues
- involve and work alongside outside agencies where appropriate.

At the beginning of each new academic year, staff discuss school rules with their class and set up their own class rules. They may set up additional reward systems in response to the cohort's needs. Pupils also have the opportunity, termly; to re-read, discuss and sign their section of the Home School Agreement and behaviour is often discussed within the curriculum through subjects such as Personal, Social, Health and Citizenship Education.

Parents are invited to sign the Home School Agreement on entry to the school and are informed about their child's attitude and behaviour through termly parent meetings, an annual report and informal appointments throughout the year when required.

Role of Adults in School

Class teachers have high expectations of pupil behaviour and it is their responsibility to ensure that the school rules are adhered to in their classes. Teachers and other adults who work in the school are expected to be role models for children.

The class teacher uses the Home-School Communication Card to report to parents about any incident involving their child. In KS1 this is done using the reading record.

Role of the Parents

The school aims to work collaboratively with parents as much as possible. From talking informally to parents each day to the Home School Agreement, parents are in regular contact with the school.

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school.

Role of the Head Teacher

The Head Teacher has responsibility for implementing the school behaviour policy consistently throughout school and to report to governors about the behaviour of the school's pupils. The Head Teacher supports staff by implementing the policy and setting the standards for behaviour.

The Head Teacher is responsible for fixed term exclusions. They can be given to individual children for serious acts of misbehaviour. The Head Teacher may even permanently exclude a pupil for repeated or very serious incidents. Any exclusion that occurs will follow local authority and government guidelines.

Role of the Governors

The governing body has the responsibility of reviewing the school's policy and procedures and how consistently they are administered. They will also consider the needs of children on the SEN register for behavioural needs. They will convene appeal panels for exclusions, monitor the rate of exclusions and ensure that the policy was referred to throughout.

Reward Systems

We understand that pupils need praise and rewards for their achievements, and we do this in a variety of ways:

- the giving of house tokens - children are assigned a 'house' to which they belong and can earn tokens from all members of the school staff
- verbal or written praise, stickers or stamps
- the giving of team/class points (see above comment about additional reward systems)
- pegs up in Key Stage 1/ EYFS
- being awarded a green card, receiving it in Key Stage assembly and taking it home
- showing work to another adult in the school, including the Head Teacher
- receiving the Star of the Week certificate during Key Stage assembly and having this recorded on the website
- being awarded 'privileges' or 'special jobs' e.g. taking the register, being at the front of the line, taking a message
- for exceptional work, parents may receive a postcard sent home about their child's achievement.

We have introduced a house reward system each week where the house with the most tokens is announced in assembly on a Monday. This then culminates in a half-termly award where the house with the most tokens throughout the half term chooses their reward. This can include pupils enjoying a film afternoon, wearing their own clothes to school or having extra play. The houses, prior to finding out which house has won, make the decision about rewards.

Sanctions and Consequences

In the classroom and playground, if a child does not respond to positive encouragement, and the adult feels that sanctions are needed, then they refer to the TMAT Behaviour Sanctions – see appendix.

In an emergency situation on the playground, a member of the office staff should be contacted immediately using the walkie-talkies provided. The office staff will then inform the appropriate member of SLT who will deal with the incident accordingly.

Record Keeping

A record is kept of children who have been awarded Star of the Week and green cards in teachers' mark books. A behaviour file is kept for each class and all incidents scored 5 or above (see agreed sanctions below) are recorded in a separate electronic record. We use Integris to keep a log of the breaches of our rules and expectations to analyse patterns leading up to the incident. We use STAR (setting, trigger, action and response) analysis to look at the triggers for individual incidents.

Development and Support

The school's Personal, Social, Health and Citizenship Education curriculum supports children in their development. This includes regular discussion and reflection such as Circle Time and Philosophy for Children.

The school has a learning mentor and counsellor who are available to support children who may need additional help managing their behaviour.

The school can also access support through outside agencies.

Allegations of bullying

Please see our Anti-Bullying Policy.

Training and Development

Meetings are held weekly and any updates about particular children are given. Everyone who has responsibility for children knows about any issues regarding their behaviour. Staff are given training in how to use positive steps when dealing with behaviour issues. We also liaise with specialist teachers outside of school about those children who we interact with on a more regular basis.

School council meets fortnightly. They endeavour to listen to and act on ideas offered by the pupils regarding behaviour at break and lunch times.

Agreed Procedures for Sanctions

1. The child is given a **look**.
2. The child is given a **verbal reminder** of appropriate behaviour.
3. The child is told that the behaviour is not acceptable and **warned** that if they **choose** to continue there will be a consequence.
4. The child is given **Time Out** (this normally equates to the child's age) and encouraged to think about their behaviour.
5. The child is given Time Out in **another class** (normally a Senior Teacher). This may be reported to parents.

6. The child is taken to the **DHT** who will discuss their behaviour with them and give them a further opportunity to reflect. The child will be asked to complete a reflection sheet. The incident will be logged using the school system and reported to parents.
7. The child is reported/taken to the **HT**. This will be logged and reported to parents.
8. Formal Behaviour Contract.

A child may be sent to a higher sanction if their behaviour warrants this, without first being given the earlier sanctions.

If a child does not complete their work because of their behaviour they will be expected to complete it at play or lunchtime.

If a child reaches Sanction 4 three times in a week then parents will be informed, and **class based positive re-enforcement strategies** will be put into place until behaviour has improved.

If all steps above are still failing to have an impact upon the child's behaviour, an informal Support Plan will be agreed between the child, class teacher, SENCo and parent/s.

If this Support Plan does not have a positive impact, then a more formal **Behaviour Contract** will be agreed and signed which will also involve the Headteacher. This contract could result in a programme of internal leading to fixed-term exclusions. Continuous high levels of negative or dangerous behaviour could culminate in the child being permanently excluded.

Sanctions at Playtime

Incidents that occur on the playground should be dealt with immediately wherever possible. If an issue has not been dealt with outside it should be dealt with immediately using class sanctions or loss of play/lunchtime as appropriate.

1. **Rule Reminder**

Using positive statements, remind the child of the playground rules and expectations.

2. **Time out**

The child should be removed from play and sent to a specified location for 5 minutes.

3. **Removal from playground**

If the child continues to behave inappropriately then they should be removed from the playground and taken to the DHT or HT as appropriate. This will then be logged using the school system and reported to parents. The child/ren will be given time to reflect and supported to/complete their own record.

Unsafe behaviour (actions which may have an impact on the safety of themselves or others) will result in 5 minutes time out immediately.

Aggressive behaviour (actions where there is an intent to harm) will result in child/ren being sent to the DHT or HT as appropriate.

Exclusions

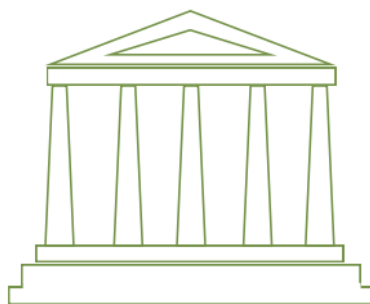
Failure to adhere to the agreed expected behaviour could result in the school carrying out an *Internal* or *Fixed Term Exclusion*, following guidelines set by the government and local authority.

“Permanent exclusions may only be in response to persistent breaches of Fawbert & Barnard’s

behaviour policy or for a ‘one-off’ serious breach of the behaviour policy, where allowing the student to remain in school will be detrimental to the education and welfare of the student and/or others at the school. This is laid out in a document entitled *Exclusion from maintained schools, academies and pupil referral units in England* dated September 2017 from the Department for Education.

Restraint

All staff are aware, through their contracts of employment, that TMAT does **not** have a policy of corporal punishment. Furthermore, if an adult has cause to restrain a child, because their behaviour is putting themselves or others at risk, then government guidelines must be followed at all times to ensure that unnecessary force is not used. Several staff are trained in the use of reasonable force and physical restraint.



TEMPLEFIELDS MULTI-ACADEMY TRUST (TMAT)

Each school promotes positive behaviour in their own unique way ~ please see Behaviour and Discipline policies for Fawbert & Barnard's, Harlowbury and Tany's Dell Primary Schools.

BEHAVIOUR SANCTIONS

Sanctions in class

1. The child is given '**The Look**' - silent rule reminder.
2. The child is given a **verbal reminder** of appropriate behaviour.
3. The child is told that the behaviour is not acceptable and **warned** that if they **choose** to continue there will be a consequence.
4. The child is sat on the **Thinking Chair** or given **Time Out** (depending on the school) and encouraged to think about their behaviour (the general rule is that this should be the number of minutes equivalent to their actual age).
5. The child is given Time Out in **another class** (normally a Senior Teacher). This may be reported to parents.
6. The child is taken to the **DHT** (or other senior member of staff if DHT not present) who will discuss their behaviour with them and give them a further opportunity to reflect. The child will be asked to complete a reflection sheet. The incident will be logged using the school system and reported to parents.
7. The child is reported/taken to the **HT**. This will be logged and reported to parents.
8. Formal Behaviour Support Plan (Contract)

A child will be sent straight to Sanction 4 if they:

- hurt another child
- tell lies
- are rude to an adult
- are heard swearing by an adult

A child will be sent straight to Sanction 5 if they:

- argue with an adult
- show no remorse for their behaviour

If a child does not complete their work because of their behaviour they will be expected to complete it at play or lunchtime.

If a child reaches Sanction 4 three times in a week then parents will be informed, and **class based positive re-enforcement strategies** will be put into place until behaviour has improved.

A child will be sent straight to the DHT (Sanction 6) if they demonstrate extreme aggression and/or spitefulness towards another child.

If all steps above are still failing to have an impact upon the child's behaviour, an informal Support Plan will be agreed between the child, class teacher, SENCo and parent/s.

If this Support Plan does not have a positive impact, then a more formal **Behaviour Support Plan (contract)** will be agreed and signed which will also involve the Headteacher. This contract could result in a programme of internal leading to fixed-term exclusions. Continuous high levels of negative or dangerous behaviour could culminate in the child being permanently excluded.

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Exclusions

Failure to adhere to the agreed expected behaviour could result in the school carrying out an *Internal* or *Fixed Term Exclusion*, following guidelines set by the government and local authority. If corrective measures are not successful and a child's behaviour continues to put him or herself, or others at risk, then the Headteacher may ask the Governing Body for support in carrying out the ultimate sanction: that of Permanent Exclusion. This is laid out in document entitled *Exclusion from maintained schools, academies and pupil referral units in England* dated September 2017 from the Department for Education.