

# **Fairburn View Primary School**

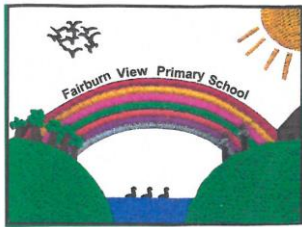
**Behaviour Policy**

**September 2020**

**Signed by: \_\_\_\_\_**

**Chair of Governors**

**Review Date: September 2022**



## Behaviour Policy

### **Introduction**

A consistent behaviour policy will provide security for pupils and enhance the self-esteem of everyone in the school, thus increasing the equal opportunities for personal development and effective learning. All staff will always be explicit about the school's expectations of behaviour.

Good behaviour will be taught, recognized, rewarded and modelled.

All staff will look to build and maintain positive relationships with all pupils.

### **Our Mission**

- An excellent education for all our pupils in partnership with parents and the community.
- A stimulating atmosphere in which each pupil is valued for their own unique contribution and can achieve his/her potential.
- A caring, friendly and well-disciplined environment where pupils can develop respect for themselves and others.
- Happy healthy, purposeful and independent pupils who enjoy and achieve with excellence.

### **Our Ethos**

In our school we celebrate good behaviour and a positive attitude to learning. We try to ensure an environment where care and respect for self and others underpin all aspects of school life. Each member of the school community has an individual responsibility in promoting this ethos. Assemblies play a key role in promoting the ethos of the school's approach to discipline. We believe in developing and promoting positive behaviour. We recognise consistent good behaviour and introduce other strategies to support and modify poor behaviour within the school environment so that pupils can receive the highest quality of learning.

### **Aims**

We aim to help pupils to be:

- Caring and considerate towards others
- Respectful to each other and adults
- Able to sustain an atmosphere of calm: sharing and valuing each other's contributions
- Able to move around the school safely
- Considerate of the building and of each other's belongings
- Pro-active in creating an effective learning environment so children can achieve their best in all areas of school life.

We believe these aims are best reached through a partnership with parents and carers.

## **Responsibilities of staff**

Staff should:

- Be fair, consistent and promote positive methods of behaviour management.
- Raise pupils' self-esteem, encourage them and develop their full potential.
- Provide a well-planned, relevant, challenging and stimulating curriculum with appropriate activities.
- Maintain a pleasant and safe environment both physically and emotionally. Ensure routines are conducive to promoting good behaviour and review room layouts. Supervise areas in school where there is potential for pupils to misbehave.
- Be good role models and use rules, rewards and sanctions consistently.
- Form good relationships with parents so that pupils can see that the key adults in their lives share a common aim.
- Recognise that each pupil is an individual and to be aware of, and respond to, their special needs, using individual strategies where required.
- Provide a framework for social education.
- Teach appropriate behaviours for school and praise good behaviour.
- At the beginning of each half term revise the school rules with their classes, explain the meanings and remind children of expectations.
- Maintain a firm but calm tone of voice in issues of discipline.
- Deal with poor behaviour initially themselves before involving senior management.
- Take responsibility for the supervision of pupils in any form of detention.
- Use solution focused methods where possible to resolve conflicts.

UPDATE: Due to COVID19 some familiar routines have changed. It is the responsibility of staff to ensure children are made aware of these new expectations to school life. Examples include, entering and exiting the building, movement around the classroom, break/dinner time designated playing areas and frequent hand washing/sanitation.

## **Responsibilities of pupils**

Pupils should:

- Treat other people and property with respect.
- Co-operate with staff and other pupils, so that no harm comes to anyone.
- Co-operate with and obey the instructions of all adults in school.
- Work to the best of their abilities and allow others to do the same without disruption.
- Behave properly, following the rules of the classroom and the school.
- School will expect all pupils to behave appropriately for their age and development.
- All pupils should respect the new systems in place and try their best to maintain social distancing where possible.

## **Responsibilities of parents**

Parents should:

- Support the implementation of the school's discipline policy and behaviour plans and ensure that their child does behave at school by supporting any necessary strategies.
- Be aware of the school rules and expectations.
- Take responsibility for their child's attitude towards behaviour in school.
- Have expectations that their child will behave.
- Make children aware of appropriate behaviour in all situations.
- Encourage self discipline and independence of their own child.

- Prepare children for learning at school by teaching their child how to behave.
- Show an interest in all that their child does in school.
- Foster good relationships with the school.
- Raise any concerns initially with the class teacher and maintain a calm polite manner in discussions.
- Refrain from approaching any child who is perceived by a parent to be misbehaving, during the school day, without the prior knowledge and consent of a member of staff and relevant parent.
- **Inform school immediately if their child is displaying symptoms of coronavirus.**

## **School Rules**

We will:

1. *Respect Learning*
2. *Respect Property*
3. *Respect Others*
4. *Respect Ourselves*

## **Positive Behaviour**

### **Rewards**

In order to promote the pupils self-esteem we will reward as much as possible. We recognise positive behaviour by rewarding:

#### **Attitudes**

Care for others  
Commitment to high standards  
Effort  
Fairness and honesty  
Good manners  
Helpfulness  
Initiative  
Service to others (Out of school)  
Prepared to compromise  
Reliability  
Respectfulness  
Self-discipline  
Supportive of others' achievements  
Thoughtfulness

#### **Work**

Accuracy  
Achievement  
Completion of work  
Consistency  
Determination  
Effort  
Independent Work  
Organization/punctuality  
Positive attitude and motivation  
Presentation of work  
Promptness of answer  
Study skills/research skills

### **Examples of Rewards:**

#### **Minor**

- Verbal praise within classroom on a one to one basis
- Pointing out good behaviour to other pupils
- Smile/nod/thumbs up/saying 'well done'
- Positive note to parents in School Planner
- Comments written in work books

#### **Medium**

- Merits to be displayed in classroom. 5 merits a week earn a Medal in the Pedal Bin during Praise Assembly.

- Showing good work to the class and other teachers
- Being given a responsible job
- Positive note to parents in School Planner

### **Major**

- Showing work to Head teacher and sharing it in Friday 'Praise assembly'
- Positive note to parents in School Planner
- Merits to be displayed in classroom

### **House Points**

We also have a House Point System to reward school citizenship. Details of this can be found in the House Point System Policy.

Merits and house points will also be awarded for any pupil showing a positive attitude to the safety measures implemented.

### **Unacceptable Behaviour**

Unfortunately, not all behaviour is good all of the time and Fairburn View Primary School, by upholding our School rules, ensures that negative and unacceptable behaviour is dealt with quickly and fairly.

The aim of sanctions is to discourage future misbehaviour.

It should always be clear by the member of staff that it is the BEHAVIOUR that is unacceptable not the pupil.

All classrooms have a traffic light system. Each day the children start on green. A verbal warning will be given for initial poor behaviour, the second incidence will receive yellow warning where the children are moved onto the yellow Light, further or serious incidences will result in being placed on the red Light, where a consequence will be put into place by the member of staff. Any further serious poor behaviour at this point will be dealt with by a member of the SLT.

There are different levels of incidents.

#### **LEVEL 1 – Verbal Warning**

- Pupil has stopped working and not engaging, but is not interfering with other pupils, they may just be distracted for personal reasons.

*An adult in the classroom or local area refocuses pupil's attention with positive techniques:*

- *quick early response*
- *go over to the pupil when rest of the class is working and ask to help*
- *eye contact*
- *say name*
- *surprised facial expression*
- *change of voice tone*

#### **LEVEL 2 – Yellow Traffic Light**

- Pupil has stopped working and disrupting the learning of others
- Pupil is not accepting reasonable reminders
- Poor standard of work due to lack of effort
- Low level disruptive behaviour

*An adult in the classroom or local area should address the behaviour quickly:*

- *Pupil is to move their picture on the classroom behaviour chart – to the yellow traffic light.*

*Other options the member of staff may use to help prevent the negative behaviour continuing:*

- *Move child closer to teacher*
- *Verbal intervention, "Are you OK? Do you need me to sort this out?"*
- *A quiet word of warning*
- *Give a choice or a consequence*
- *Give a detention to complete work which was unsatisfactory due to bad behaviour, during break or lunch time*
- *Take to one side and discuss the issue one to one*
- *Asking pupil, "What could make this situation better?", "How can we make this better?"*
- *Complete negative behaviour form*
- *Negative note in School Planner*

### **LEVEL 3 - Red Traffic Light**

- *Deliberately rude to staff*
- *Persistently disruptive behaviour*
- *Being involved in aggressive argument with other pupil which may be physical*
- *Deliberate bullying*
- *Persistently disrespectful to staff*

*An adult in the classroom or in the local area must address this immediately:*

- *Loss of privilege/playtime detention*
- *After school detention*
- *Remove pupil away from the situation eg. Outside classroom or another classroom )See Positive Handling Policy)*
- *Negative behaviour note in School Planner*
- *Phone call home to parent/carer*

### **LEVEL 4 – Repeated Negative Behaviour after a consequence:**

- *Refusal to co-operate*
- *Openly defiant to staff damage to property*
- *Deliberate untruths*
- *Swearing at staff*
- *Stealing*
- *Significant physical or verbal abuse to others*
- *Physically losing control*
- *Deliberate dangerous actions*

*An adult in the classroom or in the local area must address this immediately:*

- *Pupil should be removed from situation*
- *Pupil should be taken to member of SLT*
- *Incident should be investigated thoroughly and all staff and pupils involved given opportunity to say what happened from their point of view*
- *Withdrawal from privileges eg. Swimming or school trips*
- *Meeting with parents/carers*
- *Set up daily/weekly target sheets*
- *Exclusion from school for rest of the day*
- *Fixed term exclusion from school following LA guidelines*
- *Permanent exclusion behaviour form school*

- *Complete negative behaviour form*
- *As a LAST RESORT, physical restraint of pupil may be used by those with correct training (See Handling Policy)*

UPDATE – Due to restrictions in place, detentions will be held by the classroom teacher, in the year group bubble (to avoid mixing of bubbles) and reported to phase leader to monitor.

### **Playground Behaviour**

The playground should feel safe for everyone. Lunchtime supervisors and break time staff should patrol the whole playground, the cloakrooms and toilets.

We expect pupils and adults to treat each other with respect.

Pupils should avoid:

- Kicking games
- Play fighting
- Threatening behaviour
- Calling names

PLEASE NOTE - All year group bubbles will have a designated area on the playground, staff from within the bubble will accompany pupils at play/dinner time.

### **Exclusion**

The Head teacher has the right to exclude a pupil from school. This can be a fixed term exclusion from ½ day up to 15 days, at lunchtime only or a permanent exclusion. The Governing body reviews all exclusions. Exclusion is extremely rare.

UPDATE: Extreme behaviour is not something we experience at Fairburn View, however coughing or spitting directly towards another member of the school community will NOT be tolerated, especially in current climate.

### **Monitoring**

Each week the Deputy Head teacher is to monitor the number of incident slips recorded during the work and identify any recurring behaviours.

A pupil who has more than 3 negative behaviours in one week will receive an after school detention with a member of the SLT.

A pupil who does not turn up for 2 after school detentions with a member of staff will be given a detention with the Head teacher on a Friday afternoon.

A pupil will be placed on a behaviour report with their class teacher to monitor persistent unacceptable behaviour. If further support is required the pupil's behaviour will be monitored by a member of SLT.

A formal risk assessment of the pupil should be made and kept by the class teacher and in the main office.

An Individual Behaviour Plan should be drawn up to help give the pupil the appropriate support.

If the pupils behaviour continues to hinder the learning and safety of other pupils and the pupils learning and personal safety – the school SENCO may discuss the issue with the Educational Psychologist and the Behaviour Support Service to help the child modify their behaviour and prevent further issues.

### **Equal Opportunities**

All pupils will have equal access to success in behaviour. No pupil will be discriminated against because of gender, race, special educational needs, disability or social background. Each pupil will be recognised as an individual and any necessary adaptations to meet

individual needs will be implemented. Where EBD is part of a pupils special needs, specific targets for behaviour will be included in their individual programmes, so that they can still take part in whole school policies.

**At Fairburn View Primary School, we believe:**

**Each day is a new start and once the behaviour has been punished the pupil is accepted back into the class as any other pupil.**