



The Fairlawn and Haseltine Federation

Behaviour Policy

The Governing Body accepts that good behaviour is vital for effective teaching to take place and seeks to create an environment in the school, which encourages and reinforces good behaviour. Furthermore, we acknowledge that society expects good behaviour as an important outcome of the educational process.

Aims

- To define expected standards of behaviour
- To create an environment which encourages and reinforces good behaviour
- To provide a consistency of response to both positive and unexpected behaviour
- To promote positive relationships
- To ensure that the school's expectations, values and strategies are widely known and understood
- To promote a reflective school community where harm caused by unexpected behaviour is repaired.

Expectations

Pupils bring a wide variety of experiences and behaviour patterns based on differences in home values, attitudes and parenting skills. At school we work towards standards of behaviour based on the three core values of **friendship, responsibility and empathy**. It follows that expectations of behaviour are those which reflect these values supported by our three clear rules:

Ready, Respectful and Safe.

All adults in school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. We realise the importance of building positive relationships with all our pupils as a key determinant of behaviour in school

At Fairlawn, adults:

- At the start of the year, have a discussion with their class around our three core values of friendship, responsibility and empathy and the agreed whole school expectations (appendix 3- non-negotiables). Then, devise a set of positively stated class expectations and routines which will be underpinned by our three rules **ready, respectful and safe**. **These are then clearly displayed in class and regularly referred**

to and revisited.

- meet and greet pupils every morning in the playground and model good manners

- provide clear visual guidance around the structure of the day for pupils every morning and teach well planned lessons that engage and challenge.
- provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Contribute pupil names to the staffroom recognition board and acknowledge those pupils who have been recognised for going above and beyond
- reinforce positive behaviour and challenge unexpected behaviour through focusing on and noticing children when they are 'doing the right thing'. For example, if the expected behaviour is to walk then we focus on that behaviour so we say 'Good walking thank you' rather than 'No running'. Some classes may choose to introduce a system to support this positive reinforcement e.g. collecting marbles in a jar.
- Send postcards home, photocopy learning or make phone calls if there is something positive they would like to share with parents.
- Send children to the Head Teacher/Deputy Head Teacher at any time to celebrate learning and learning behaviours.
- Each Friday, choose one child to be star of the week. The teacher talks about the child in assembly. Their picture gets put in reception, their name in the newsletter and they get to sit at the Top Table for lunch the next week.
- Investigate incidents of unexpected behaviours, considering all sides of the story using restorative language and supporting the reparation of harm (appendix 4).
- When referring pupils to reflection zone complete a referral beforehand making clear the unexpected behaviour (appendix 1).
- Keep calm and use a script for difficult conversations (appendix 2).

Good to be Green scheme

Every child starts the day on green.

At the end of each half term, children who have been on green all half term receive a certificate. The class teacher keeps a track of pupils behaviour using a good to be green tick sheet.

There will be times when children behave unexpectedly. Children need to discover where the boundaries of behaviour lie, as this is part of growing up. If a pupil displays an unexpected behaviour we will:

- 1) Give a verbal warning describing the behaviour we expect to see.
- 2) Issue a yellow card if the child continues to display that behaviour
- 3) Refer to reflection zone if the child needs a further yellow card or if the unexpected behaviour is deemed to be level 2 (see below).

We divide unexpected behaviours into 2 categories (this list is not exclusive but is based on being ready, respectful and safe).

Level 1= yellow card	Level 2= reflection referral
<ul style="list-style-type: none"> • Unruly/dangerous behaviour on stairs, corridors or whilst going out/in from play • Low level disruption during a lesson – e.g. talking at an inappropriate time • Continuous task avoidance • Name calling • Throwing items • Littering • Being unkind 	<ul style="list-style-type: none"> • Physical violence • Swearing • Spitting • Bullying • Serious threats of violence • Stealing • Leaving class without permission • Rudeness/ignoring an adult • Deliberate damaging of property

Reflection Zone Procedures (appendix 1) and playtime arrangements

If during playtime/lunchtime the child exhibits a level 2 behaviour, they will need to see the SLT member who is on duty for that day and miss some of their play to reflect. If there is not enough time left children will go to reflection zone the following day; every effort will be made to ensure children do not miss any learning time.

During reflection zone pupils are encouraged to discuss their unexpected behaviour and to consider what they would do differently next time. If a pupil has three visits to reflection zone in one half term, their parent/carer will be invited in to discuss how we can support the pupil moving forward. In the Early Years reflection time is arranged within the setting.

Sanctions/Support may include:

- ☐ Removal of playground privileges
- ☐ A period of time learning in another classroom or with SLT
- ☐ Altered timetables and varied start and end times
- ☐ Agreement of targets with parents
- ☐ Support from the Learning Mentor
- ☐ Adult supervision at playtime
- ☐ Individual positive behaviour plans
- ☐ Home/school contact book
- ☐ Involvement of the Inclusion Outreach service
- ☐ Consideration given to involvement of other external agencies e.g. Paediatrician, Educational Psychologist
- ☐ Third party mediation
- ☐ Managed move
- ☐ **Exclusion**

Exclusion is a last resort that should be considered only after all other measures have been tried and have proven insufficient to effect lasting changes in extreme behaviours. It may also be considered for one-off, extreme events.

If the decision is made that a child should be excluded, the parents are contacted immediately. A letter will be sent home giving details of the exclusion and the date the exclusion ends.

In considering exclusion, the Head teacher will consider a) the gravity of the incident, or series of incidents and b) the effect that the student remaining in school would have on the education and welfare of other students and staff.

The Head teacher will call a Return to School with the pupil and family after a period of exclusion. At that meeting a reintegration plan will be agreed.

Provision from a sixth day of exclusion

If an exclusion of greater than five days is imposed, the Head teacher will make the necessary arrangements to fulfil the schools' duty to provide full-time education from day six of a fixed-period exclusion.

Anti Bullying (see the Anti-bullying policy)

At Fairlawn Primary, we are committed to ensuring that all children are safe, happy and able to learn in a supportive environment. To this end, we respond seriously to reports of bullying in all its forms.

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

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Appendix 1: reflection zone forms

Reflection zone referral

Name:
 Class:
 Date:
 Reason for referral;

Referred by:

Reflection zone outcome Name:
 Class:

Date:
 Today I reflected on my unexpected behaviour.
 Please can you help me to:
 ☐

Signed:

Think again sheet- Key Stage 1

<i>by...</i>		<i>on is ...</i>
<i>Our core values are;</i>	<i>empathy and</i>	<i>kindness; ready, respectful</i>

safe.

Think again sheet- Key Stage 2

<p><i>were you?</i></p>	<p><i>your behaviour? Were you being ready, respectful and safe?</i></p>	<p><i>time? What were you thinking?</i></p>
<p><i>another person? How do you think they were feeling?</i></p>	<p><i>better? What would you do differently next time?</i></p>	<p><i>need to work on? How will you do this?</i></p>
<p><i>Our core values are; Friendship, res</i></p>	<p><i>ponsibility and</i></p>	<p><i>es are; ready, respectful and safe</i></p>

Appendix 2: Fairlawn Script

I've noticed that you're having difficulty being

ready/respectful/safe

Do you remember last week when...? That is the child I expect to see today... Thank-you for listening.

Appendix 3: Non-negotiables- relentless routines

	Action
Pre-school duty 08:45	1 teacher to stand by the gate No ball games When bell rings children to walk to their line
Transitions	Outdoor voices off/ indoor =hush Children to respect the displays around school. Adults and Children to notice rubbish/belongings on the ground and to act upon it. Walk around the school in single file Enter and leave assembly quietly
Manners	Hold doors open for each other Say 'please' and 'thank you' and greet each other At 1:15 learning has started in KS 1 so KS 2 need to be mindful and walk in a hushed manner
Stairs	To the left- single file No sliding on the bannister- use one hand only
Clothing	Footwear- no flip flops and sliders PE Kit- all staff to send texts home (via office)/spare kit in the classroom Jewellery – only stud earrings Labelling clothes- lost property- mention in meet the teacher
Lunchtimes	Packed lunch rubbish to go home- SLT to help to police Adults and Children to notice rubbish and belongings on the ground and to act upon it Children should not enter empty classrooms at playtimes Don't loiter in toilets or corridor areas or classrooms Children to walk to lines when whistle is blown for lunches Walk to the dining hall
Garden Area	Everyone out at 1:15pm otherwise it disturbs KS1 learning
End of play behaviour/lining up KS1 & LKS2 10:30-45 UKS2 10:55- 11:10	Model 1 st bell stop and 2 nd bell children to walk to their line. Teacher to ensure that they have all their class. Create a line order as this avoids crowds and is an easy way to check your class Children to walk up the slope in single file and keep the line together Staff to ensure they see their classes all the way down to play and that they are prompt with timings Children not to use the water fountain after the bell has rung- they need to ensure they've had a drink and wee during playtime
Duties	Staff to ensure they organise cover for their duty when on a trip or course Time keeping – please collect children from the playground on time Adult on duty needs to ensure all classes have been collected before leaving the playground

Appendix 4: Restorative language

What happened?

What were you thinking at the time? What have you thought since?

How did this make people feel? Who has been affected?

How have they been affected?

What should we do to put things right?

How can we do things differently in the future?