

Fairfield Primary School Behaviour Policy September 2022

Aims

Our aim is that our school should function as a safe and orderly community with a positive ethos where all children and adults feel secure and valued and are able to learn effectively. In order to achieve this we should all work towards the common objectives.

Our main aim is to reward acceptable conduct and to change unacceptable behavior so that all pupils can learn in a safe and secure environment.

We have three simple school rules:

- Show good manners at all times
- Care for everyone and everything
- Follow instructions straight away.

Objectives

Our objectives all relate to skills required throughout life.

- ◆ All pupils should understand exactly what is expected of them and behave accordingly.
- ◆ Our pupils should have opportunities to develop self esteem and a positive attitude.
- ◆ All pupils should take responsibility for their own actions, appropriate to their age and stage of development.
- ◆ Our pupils should be developing self confidence, and show through their actions that they know what constitutes appropriate behaviour.
- ◆ Our pupils should be courteous to one another, visitors and staff.

- ◆ Our pupils should relate well to each other and to staff.
- ◆ All pupils should exhibit a high degree of self discipline and mutual support.
- ◆ Appropriate behaviour should contribute to effective learning and to the quality of school life.

Planning and Cross curricular links

All children will benefit from planned opportunities to develop their attitudes, behaviour and responses to a variety of situations. PSHE is a key aspect of our behaviour policy as it enables children to target, rehearse and be rewarded for good behaviour, attitudes and responsibility. Planned opportunities occur in PSHE as well as across the curriculum.

Equal opportunities

We have the same high expectations of behaviour for all children. We offer appropriate, individualised support to help all children develop good behaviour.

SEN

Children with SEN in relation to behaviour will be supported within school wherever possible. The SENCo will liaise with appropriate agencies such as specialist teachers, TAMHS counsellors and the Educational Psychologist. Appropriate adaptations are always made for individual children with specific needs and these will vary from child to child. We are proud of our inclusive approach to education and staff are experienced and well trained in a range of approaches to SEN.

Safeguarding

If school becomes aware of any behavior that may be deemed to be of a safeguarding nature, such as child-on-child abuse or sexual harassment/violence, we will follow our safeguarding principles that are based on 'Keeping Children Safe in Education' documentation. This may involve reporting incidents to the Children's Safeguarding Hub. Such incidents will always be investigated and will be treated as unacceptable. (Please see our Child Protection Policy for further detail)

Recording and reporting/Assessment

Staff will keep appropriate records if particular concerns develop about a child. These will help to ensure that any reports made to parents or other agencies are accurate and based on fact.

Children's evaluation

Children will be encouraged to tell us how they feel about behaviour and bullying in school through circle time, PSHE lessons and questionnaires. The SLT will also talk to a range of children on a regular basis to ensure that they are aware of children's learning, their perceptions and their learning.

Health and safety

All pupils and staff have a right to be safe in school and the Head Teacher and senior staff will take all reasonable actions to ensure that this is so. This includes banning certain items from school:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

PROMOTING GOOD BEHAVIOUR IN SCHOOL

THE ADULT AS A ROLE MODEL

The power of the adult as a role model in achieving high standards of behaviour, work and respect is undisputed. All have a powerful contribution to make.

When interacting with children all adults should show consistency in promoting socially acceptable behaviour.

RELATIONSHIPS

Good relationships are vital both in and outside the classroom. All adults should:-

- ◆ Endeavour to be friendly, caring and courteous towards the children and each other.
- ◆ Be prepared to greet children and acknowledge their greeting. The morning meet and greet as children enter school is an important part of the school day as it sets the tone for the day.
- ◆ Treat children as individuals, fairly, equally and with respect.
- ◆ Avoid stereotyping certain children as being “naughty”, be prepared to investigate and discover why the child is behaving as they are.

In the classroom:-

- ◆ Create and sustain a positive, happy secure working environment.
- ◆ Be friendly, fair and encouraging and be able to listen and to discuss.
- ◆ Give children responsibility.
- ◆ Have clear, concise guidelines for behaviour in the classroom and involve the children in creating rules.
- ◆ To make sure that children understand the school rules (code of conduct).
- ◆ To arrive early and to begin lessons on time.
- ◆ To be prepared for lessons.
- ◆ To ensure that all pupils are engaged by providing work which is interesting, stimulating, differentiated and appropriate set within achievable timescales.
- ◆ When planning, to build in opportunity for children to achieve success.
- ◆ To provide variety.
- ◆ To make sure that children know what is expected of them.
- ◆ To group children carefully and sensitively.
- ◆ To encourage co-operation and interaction by having projects for them to work on together as well as individual tasks.
- ◆ To make sure that the classroom is well organised and that the resources are easily available.
- ◆ To value the children, their work and hard effort.

RESPECTING THE SCHOOL ENVIRONMENT

- ◆ To teach and encourage tidiness.
- ◆ To insist on a clean and tidy room with nothing on the floor and the work surfaces left clear.
- ◆ To actively encourage tidy cloakrooms with no coats left on the floor.
- ◆ To report any damage and to remove or repair damaged items if the caretaker is not immediately available.
- ◆ To promote a litter-free environment.

- ◆ To keep displays fresh and attractive.
- ◆ To ensure that resources are well maintained and accessible to the children so that they can be used effectively.

Awareness

As in any school there are certain activities or times in the day during which behaviour can more easily deteriorate and staff awareness in these areas is vital.

Lining up - Don't leave children standing in a line for an undue length of time. The inevitable result will be mild disruption. Consider if at certain times there is a better alternative.

Assemblies - Be as prompt as possible so that we can all begin together at the set time.

Lunchtimes - If major problems arise during lunch-time there is always a member of staff on duty. This is usually the Head Teacher or the Deputy Head Teacher. If neither is available there will be another senior member of staff.

All staff are part of a team who need to share all relevant information

Supervisory assistants should be informed by the teacher if a certain child is being collected from school by a responsible adult during lunch time and a member of staff informed.

No child should be left in the classroom alone at lunch time/morning break to complete work. Such children should be supervised by the appropriate member of the teaching staff.

ACHIEVING HIGH STANDARDS OF DISCIPLINE HAS TO BE WORKED AT.

- ◆ Set and maintain high standards.
- ◆ Make sure that the children are aware of the rules.
- ◆ Apply the rules fairly and firmly. Always investigate thoroughly to make sure you understand what has really happened.
- ◆ Praise good behaviour and share examples of good behaviour with other children through Dojo points, table points, Circle Time and general classroom practice, etc.
- ◆ Where incidents or problems occur which can be discussed without causing undue embarrassment to the individuals concerned, involve the whole of the class in sorting the problem out and discussing the appropriate behaviour. This makes it a positive learning situation for all.

MAINTAINING DISCIPLINE AND SORTING OUT INCIDENTS

Problems and incidents normally occur because young children are continually learning and testing out the boundaries of acceptable behaviour. Dealing with them successfully demands skill and sensitivity.

TRY TO

- ◆ Separate the problem from the person - it is the behaviour that is unacceptable not the person.
- ◆ Always follow problems through to their conclusion.
- ◆ Only if you cannot resolve the problem refer it to one other person. Make sure that it is pursued to a satisfactory conclusion. - refer to Behaviour Policy Overview
- ◆ Establish your authority firmly and calmly.
- ◆ Control your anger and your irritation and be polite at all times, even though you may be inwardly seething.
- ◆ Don't over react. DON'T SHOUT (unless you need to do so for immediate impact to prevent a potential accident/injury from occurring).
- ◆ Remove the audience and isolate the children or child concerned as much as possible.
- ◆ Address the problem by establishing facts. Do not jump to conclusions.
- ◆ Avoid humiliating, patronising or sarcastic remarks.
- ◆ Try to put matters right by giving pupils the chance to take back what has been said or to apologise.
- ◆ Discuss appropriate behaviour. Stick to the point you wish to make, don't get drawn into side issues.
- ◆ If a punishment has to be given, use it in accordance with our policy. Avoid blanket punishment of large groups.
- ◆ Use the FRESH START approach whenever possible.

REWARDS AND SANCTIONS.

It is much more important to place emphasis on the positive aspects of praise and reward, to recognise children's achievements and efforts rather than to punish them.

Rewards

DoJo points

- ◆ Classes use DoJo points for rewards as they are a highly visual and instant way of giving positive praise. Each DoJo point equals one House point. DoJo points to reward aspects of behaviour can be awarded by all members of staff including ancillary staff and lunch time supervisors. Children should be encouraged to work towards gaining DoJo points and to verbalise what they have done to gain them. **It is also possible to remove DoJo points for specific reasons; it is essential to ensure children know exactly why this has happened.**
- ◆ DoJo points are re-set every week, but records of points awarded are automatically kept.
- ◆ Table points are used as the children get older – to promote team work.

Other rewards

- ◆ Verbal praise
- ◆ Stickers and stamps
- ◆ DoJo points are used to reward good work and behaviour.
- ◆ Table points for older children
- ◆ Positive comments to parents on Marvellous Me.
- ◆ Praise can be entered in exercise books, but be specific (see marking policy).
- ◆ Recognition can be given for successes of different kinds in assemblies. Good Work Assembly provides a perfect opportunity for this, including Star of the week, Reader of the week, etc
- ◆ Pupils' work should be displayed as attractively and as often as possible.
- ◆ The Head Teacher, the Deputy Head Teacher and Assistant Head Teacher and subject leaders welcome opportunities to praise individuals for good work or good behaviour if these are brought to their attention.

Disciplinary procedure and sanctions

This is the procedure adopted by the school in dealing with unacceptable behaviour and all staff, parents and children should be aware of it. **Please read this policy in conjunction with our Anti-bullying policy and our Behaviour Policy Overview.**

Parents are encouraged to come into school to discuss the problems and possible solutions whenever staff or parents feel concerned. It is almost always better to talk to parents informally sooner rather than later as this can help to defuse situations and keeps parents informed. It may also help us to understand the child's behaviour and working in partnership with parents will always help us to be more effective. This Behaviour Policy and a summary of it (Behaviour Policy Overview) are available on the school website.

The procedure is generally as follows, however it may be adjusted according to the circumstances and the child's need. **(Please see the Behaviour Policy Overview for the main steps that may lead towards sanctions being applied).**

The primary responsibility for discipline lies with the class teacher and in the first instance is to be dealt with by them. If the member of staff is unable to resolve the problem, then it is referred to another colleague or to the Team Leader.

Depending on the type of behaviour various classroom sanctions can be applied.

- ◆ Interruption of break or lunch time privileges. Children should remain where they can be supervised. Children could write or draw about the incident, how they feel about their behaviour and what they can do to put it right. Children can be asked to stay with a member of staff, or even hold their hand; this ensures that they do not get into trouble and enables children who often get into trouble at lunch time to experience a positive lunch hour.
- ◆ Interruption of lunch time privileges through the use of a lunch time detention.
- ◆ Sent to see the Head Teacher (or other member of the Senior Leadership Team).
- ◆ Extra work or repeating unsatisfactory work until it meets the required standard.
- ◆ The setting of written tasks as punishments, such as writing lines or an essay.
- ◆ Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
- ◆ School based community service or imposition of a task – tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- ◆ Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.

- ◆ Isolation/internal exclusion which allows children to remain in school but to have limited or no contact with their class.
- ◆ Temporary arrangements with other local schools whereby a member of our staff will supervise a child's education for all or part of a day at another school (this may be used as a last resort before exclusion).
- ◆ In more extreme cases schools may use temporary or permanent exclusion.

For most pupils, the greatest strategy is for the class teacher to see the parents informally in order to enlist their support. (It is useful to discuss incidents with the Head Teacher prior to talking to parents). A Home-School behaviour diary may be useful, where the class teacher records good and bad behaviour and both school and parents sign to say they have seen it. This helps avoid communication difficulties and lets the child know that home and school are working together.

If regular unacceptable behaviour occurs the situation must be discussed by the member of staff with the parents and Head Teacher.

Keeping a record of incidents will aid the teacher in having specific evidence to discuss with parents.

In the case of persistent unacceptable behaviour/bullying it is necessary to record incidents formally and the action taken to moderate the behaviour. This is especially important where parents are involved and support sought from outside agencies.

An Individual Behaviour Plan may be used to establish targets and identify strategies to improve behaviour. This should be discussed with both the child and parents and monitored regularly.

In the event of the behaviour recurring, the class teacher will keep a record for the Head Teacher and the SENCo who may enter the child on the Special Needs register.

Parents will be warned that any further incidents of unacceptable behaviour could result in the child being excluded from school and not being re-admitted until the parents have discussed the situation fully with the Head Teacher and a plan for improved behaviour is in place.

Further action will be discussed with the SENCo to see if additional support can be provided. The SENCo may also consult outside agencies, these could include:-

Referral to outside agencies e.g Alliance Psychological Services, Child and Adolescent Mental Health (CAMHS).

Lunch Time Behaviour

Supervisory assistants are employed to oversee the lunch hour, supervising the lunches, the playground and the buildings to ensure the safety of the children. As part of the whole school team, LSAs use the same system of rewards and sanctions as teachers, but adapted to the outdoors. Rewards by specific praise, house points and stickers should be used to promote positive behaviour.

Poor behaviour will be dealt with through the use of calm, clear warnings. Children know that, if after two warnings about their behaviour, they continue to misbehave then they may receive a lunchtime detention.

The class teacher will monitor children's lunch time behaviour by discussion with the LSAs/use of the behaviour logs kept by LSAs.

Use of reasonable force

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders will support their staff when they use this power.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In school, force may be used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

We may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

We have staff trained in de-escalation and restraint techniques and they are involved in working with pupils who may need restraint whenever reasonably possible. We will aim to use restraint rarely. When used it will always be formally reported to the Head Teacher who will ensure parents are informed.

We will never use force as a punishment.

We will tell parents when force has been used on their child

We will usually speak to parents about serious incidents involving the use of force and these will be recorded.

In deciding what is a serious incident, teachers will use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

What happens if a pupil complains when force is used on them?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. We will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

We will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, we will ensure that the teacher has access to a named contact who can provide support.

- The Governing body will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. We will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

Holding the hand of the child at the front/back of the line when going to assembly, for instance;

When comforting a distressed pupil;

When a pupil is being congratulated or praised;

To demonstrate how to use a musical instrument;

To demonstrate exercises or techniques during PE lessons or sports coaching; and

To give first aid.

Searching

School staff can search a pupil for any item if the pupil agrees.

In addition the Head Teacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).
- The Head Teacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Legislative links

[The Education Act 1996](#)

[Education and Inspections Act 2006](#)

[Education \(Independent School Standards\) \(England\) Regulations 2010](#)

[The Schools \(Specification and Disposal of Articles\) Regulations 2012](#)

[School Behaviour \(Determination and Publicising of Measures in Academies\) Regulations 2012](#)

Associated resources (external links)

[Use of Reasonable Force – advice for headteachers, staff and governing bodies
Behaviour and Discipline in Schools](#)

[Behaviour and Discipline in Schools – advice for head teachers and school staff](#)

[Information Commissioner for advice on the Data Protection Act](#)

Health and Safety at Work etc Act 1974

Behaviour outside school

Under DFE guidance, in certain circumstances, teachers do have the right to discipline children over behaviour outside of school.

This applies to any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all of these circumstances the Head Teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

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