

# **Fairhouse Primary School**



## **Behaviour Policy**

Updated: Autumn 2017

To be reviewed: Autumn 2019

## **Respect and Success for All**

At Fairhouse Primary School we want to ensure that all pupils feel safe and happy in the learning environment. Respect for the individual and the learning environment are at the heart of our school. Success is achieved when every individual feels valued and included in the school community. Our approach is inclusive and applies to all pupils.

Together we seek to develop children who are:

- co-operative and sensitive;
- confident, motivated and good communicators;
- independent and self-disciplined;
- able to use and apply a wide range of skills and knowledge; and
- have high self-esteem.

We aim to do the above through:

- the use of positive role models;
- our organisation and environment;
- the curriculum we plan for the children;
- increasing community and cultural awareness;
- encouraging respect for all; and
- the involvement of families in their children's education and the life of the school.

## General principles

- Positive rewards for good behaviour.
- A clear set of school rules agreed with the children which are consistently applied by all staff.
- A clear set of consequences for breaking these rules which are consistently applied by all staff.
- Consequences are non-negotiable on either side.
- Our expectation is that pupils will behave well every day in the classroom and the wider school environment.
- Our staff will maintain a positive attitude with every child regardless of previous behaviour.
- Families will be fully involved in the positive reward system and informed of their children's behaviour on a regular basis.

## Classroom Expectations

School rules have been agreed by the pupils.

- Remember to use our manners at all times.
- Treat everyone with respect and always respond to adult requests.
- Look after the equipment.
- Move around the school environment in a safe manner using self-control.
- Look after school property

## Whole school Reward and Sanction System

### Rewards

The school has a Code of Conduct which operates in every class. Rewards and sanctions are negotiated as a class and displayed to remind the pupils. Each pupil is put into a house group - Vulcan, Neptune, Ceres or Venti. House groups are of mixed ability and used to facilitate team work.

Pupils receive "house points" for showing good behaviour and attitude to learning. The points count towards a reward for the winning house at the end of term. In addition, pupils are rewarded for good work and behaviour using praise, certificates, house points and merit badges and are given opportunities to take on responsibilities.

The School Code of Conduct outlines the expectations of behaviour and the rewards. It also outlines what is regarded as unacceptable behaviour and the consequences. It is displayed in every class (Appendix 1).

## Sanctions

Pupils are reminded regularly of expected behaviour and of the consequences of inappropriate actions. When a pupil does not respond to reasonable requests and warnings, they may move through the zones.

If the pupil fails to respond to additional support in class, a member of the Inclusion Team may be called. The pupil may be asked to leave the class for a short period of time.

The involvement of the Inclusion Team may lead to further sanctions as displayed in the Code of Conduct.

## Physical Intervention

Physical intervention is used rarely according to specific guidelines. (Appendix 2)

## Playtimes and Lunchtimes

Fairhouse Primary School promotes good behaviour by using pupils as role models. Playtime is very important for pupils. It is also the time when bullying and fighting can take place. It is of the utmost importance that all staff take pupils' concerns seriously. Telling a pupil to 'go away and play somewhere else and don't worry' is not acceptable.

A member of staff **must** be in the playground **before** the pupils.

It is the responsibility of each class teacher to insure that their class is not in the playground unsupervised. Punctuality is important to the smooth running of lessons

## Playleaders

Playleaders are pupils who support other pupils on the playground to play games, resolve conflict peacefully and develop friendship skills as role models. The aim of a Playleader role is to improve behaviour on the playground, making it a safe and supportive environment for all the pupils. Being a Playleader gives our pupils confidence and responsibility.

## Peer Mediators

Peer Mediators are pupils who support other pupils with peer disputes. They try to resolve conflict by discussing the problem with the pupil involved. By not taking sides, they help other pupils to come up with their own suggestions of how to turn the situation around. They will not be asked to intervene with their own year group. In situations where a pupil complains about another pupil, the two pupils have the chance to talk together and to explain what has happened.

The following strategies apply in the playground:

- Pupils may be spoken to by a member of staff.
- Pupils may be asked to sit on a bench or in the corridor for up to 5 minutes.
- Pupils may be referred to the Inclusion Team. A signed, dated incident report is required during this process.
- The Inclusion Team may ask pupils to remain inside under supervision during break/lunchtime for a number of days to prevent further issues.

Pupils may be sent directly to the Inclusion Team for:

- Swearing.
- If they need to calm down.
- If they are not prepared to allow an adult to help them sort out their problem.

An incident report is written when:

- Pupils refuse to respond to adult requests.
- Pupils are involved in fighting.
- Pupils are using equipment in a dangerous manner.
- Pupils bully or use racist names or comments.
- Pupils use inappropriate language or gestures to a member of staff.

The pupil's class teacher should be informed at the end of playtime of any serious behaviour which is likely to impact on the classroom and the pupil may be moved the pupil through the zones. Parents will be informed as necessary.

Parents may be asked to support their child by agreeing to a short period of home lunches to prevent exclusion.

## Bullying

Bullying is the deliberate, persistent, intentional victimising of one person or group of people by another, in order to hurt, upset and control them, giving the bully a feeling of power.

- The school has a detailed policy in place.
- Bullies can torment and oppress physically, verbally and/or psychologically.
- Bullying is always taken seriously.
- All bullying should be reported to a member of the Inclusion Team who will use the 'Solution Focussed Approach'. Where alleged incidents of bullying cannot be resolved the school will raise a bullying referral.

## Pupils with a Consistent Management Plan

Pupils, whose behaviour is causing concern, should be discussed with the Behaviour Support Manager or Inclusion Manager. Following a discussion with the SENCO, their name may be placed on the SEN register under the category Social Emotion and Mental Health Difficulties (SEMH) if this is believed to be the primary cause of the pupil's difficulties.

A Consistent Management Plan will be written, with the support of the SENCO, for pupils on the SEND register for SEMH Behavioural Needs. The school may seek the

support of other professionals. A small number of pupils not on the SEN register may have a Consistent Management Plan. (Appendix 5.)

## Removal from class

Sometimes a pupil is removed from class to prevent disruptive behaviour. In the event of a pupil being removed from class due to inappropriate behaviour, the pupil will be placed with the Inclusion Team for a session of the school day. There are 3 sessions in one day which are:

### KS1

1. 08:40 – 10:50
2. 11:10 – 12:20
3. 13:20 – 03:00

### KS2

1. 08:40 – 10:50
2. 11:10 – 12:20
3. 13:20 – 03:10

It is unlikely the pupil will be permitted to return to class until the next session. Parents will be informed by the Inclusion Team at the end of the day.

Further inappropriate behaviour within one week would lead to a second session out of class. If the pupil is removed from class for a 3<sup>rd</sup> session in one week, the pupil will be removed from class and placed on an alternative timetable the following day. This would require the pupil to come into school from 07:30 – 12:30. They will receive supervised education with the Inclusion Team.

If, after the change of school day, the pupil continues to demonstrate inappropriate behaviour this may result in fixed term exclusion.

## Exclusion

As an alternative to exclusion, pupils may be offered a changed school day. This means they will be required to attend from 07:30 to 12:30 and educated in isolation for a period of 1-3 days.

The following behaviour could lead to fixed-term exclusion:

- Refusing to follow reasonable adult requests.
- Fighting in or around the school.
- Verbal, physical, sexual or emotional abuse of another person.
- Acting in a manner likely to cause danger to themselves or others.
- Acts of vandalism.
- Incidents that might continue if there was not a 'cooling off period'.
- Any other situation where the Head Teacher considers fixed-term exclusion appropriate.

After each fixed term exclusion, the Head Teacher will call a post exclusion meeting with the pupil and their family to discuss their child's return to school. In some circumstances a contract will be made between the family and the school with the intention of avoiding further exclusion. This may be in the form of a Pastoral Support Plan which may include part time attendance or Consistent Management Plan.

The exclusion process is used for three main purposes:

- To give clear warning to the pupil and their family that the behaviour is unacceptable and must change if the child is to remain in the school.
- To allow a cooling off period.
- To enable pupils to learn in a safe, calm environment.

Prior to exclusion, a range of strategies and, in the case of pupils with disabilities, reasonable adjustments will have normally been tried.

A pupil's first exclusion will normally be for two days.

A second exclusion will normally be for three days. Following the second exclusion, we will consider whether pupils should be on the SEND register.

A third exclusion will normally be for five days.

During each exclusion, the Head Teacher will consider whether:

- Further investigation of the incident is needed.
- The pupil should be permanently excluded.
- The pupil should have a managed change of school placement.
- Additional resources are available which may allow the pupil to remain in the school without further exclusions such as a referral to "Family Operations Hub

The following behaviour could lead to permanent exclusion:

- Serious incidents or assault including using threatening behaviour on another pupil, member of staff or visitor.
- Endangering lives.
- Persistent unacceptable behaviour, inducing frequent refusal to follow school Rules and Regulation as outlined above which has not been modified by fixed-term exclusion.
- Possession of drugs/drug paraphernalia and/or after alcohol – Appendix 3
- Possession of a weapon – Appendix 4

Supervised education is provided from the 6<sup>th</sup> day of exclusion.

Work will be provided from the 1<sup>st</sup> day of exclusion. It must be returned to school and marked. The child must not be in a public place during school hours for the period of the exclusion. Pupils must not return to school property without consent from the Head Teacher and cannot attend school events during this time.

## **The Governing Body**

The Head Teacher is required to report the Governing Body on the effectiveness of the policy. Exclusions must be reported and in certain circumstances a Pupil Discipline Committee may be convened to consider exclusion.

## Gold Star Learner

### Expected Behaviour

Attendance	Attend school every day that week.
Punctuality	Arrives at school by 8.50am every day.
Attitude to learning	Behaves well and responds to occasional reminders to change behaviour. No amber or red incidents that week. Always behaves appropriately and is a good role model to others. Is willing to take an active part in school responsibilities. Engages in lessons and works hard. Shows enthusiasm for lessons and has a passion for learning.
Playground behaviour	Using outdoor space appropriately. Using equipment appropriate. Responding to adult direction. Engaging appropriately with peers. Treat everyone with respect and kindness.
Uniform	Wears correct uniform most of the time, including hair accessories and footwear, this also includes PE/swimming kit. No nail varnish Earrings must be studs (this is Essex County Council rules). Extreme hairstyles (lengths are blended, roughly 3 to 4 grades difference, so no extreme difference in the lengths are noticeable, as a guide hair should be no shorter than a grade 3), shaved lines or patterns are not permitted.
Homework at Fairhouse <ul style="list-style-type: none"><li>• IXL maths</li><li>• IXL Grammar (not EYFS)</li><li>• Reading 5 times weekly</li><li>• Spelling</li></ul>	Completes homework. Allowances made for exceptional circumstances, notified by parents. All homework completed and additional tasks/challenges undertaken.
REWARDS	Representing the school Play Buddy Gold Star Learner badge Feedback sent home to parents End of term reward Entry into end of year prize draw for 100% attendance House Points Eligibility for; School Councillor

## Fairhouse Junior School

### Amber Zone

#### Actions

Refusal to follow adult instructions  
 Interrupting during lessons or assembly  
 Leaving the classroom/hall/learning area without permission  
 Deliberately not completing set tasks  
 Talking while the teacher/HLTA/TA is talking  
 Making inappropriate noises, gestures or actions  
 Unsafe movement around the school or classroom  
 Deliberate minor damage to another person's property  
 Swearing  
 Misuse of school property  
 Making fun of another child

#### Consequences

CT to communicate with parents regarding concerns  
 Session out with the Inclusion Team, parents informed via Red Slip/telephone call  
 Pupil reminded to think about how they can return to the Green Zone  
 Non-verbal and discrete verbal warnings  
 Reminder of class/school rules  
 Move pupil to another area of the classroom  
 If behaviour persists, possible meeting with HT  
 Loss of play time or 30 mins lunchtime detention  
 Possible suspension of privileges and responsibilities such as clubs, taking registers, Peer Mediator/Play Leader duty & year 3 buddy  
 CMP  
**Incident for completed**

### Red Zone

#### Actions

Verbal threats of violence Turning over furniture  
 Anti-social behaviour, such as;  
 Physical aggression or violence  
 Verbal abuse, stealing, spitting  
 Targeted swearing  
 Significant and deliberate damage to another person's or the school's property  
 Racist or targeted remarks or behaviour  
 Inappropriate touching  
 Continual refusal to follow instructions  
 Leaving the school grounds  
 Lying to get another person into trouble

#### Consequences

**Inclusion Team to be informed via Incident Report**  
 IT/DHT/HT to interview pupil  
 Red slip sent home  
 Letter sent to parents or a formal letter to parents requesting attendance at a meeting to discuss the pupil's behaviour depending on the incident  
 Time sampling  
 Loss of the following;  
 Playtime or 30 minutes of dinnertime/detention  
 Loss of privileges and responsibilities such as clubs, taking registers, Peer Mediator, Play Leader duty & year 3 buddy  
 Parents can be called to calm the pupil and the pupil can return when calm  
 CMP/PSP  
 Possible change of school day to prevent exclusion  
 Possible police intervention  
 Parents to support pupil in school

### Red Zone

#### Actions

**Persistent Red Zone behaviour**  
**Physical violence resulting in physical harm**  
**Sexual or emotional abuse of another person**  
**Acting in a manner likely to cause danger to themselves or others.**  
**Unprovoked physical attack**  
**Vandalism**  
**Aggressively threatening another person**

#### Consequences

**Immediate Time Out with a member of the Inclusion Team**  
**HT/SMT meeting with parents and pupil to discuss strategies to improve behaviour and possible consequences of further unacceptable behaviour**  
**Pastoral Support Plan**  
**Managed Move**  
**Fixed term or permanent exclusion**  
**Possible police intervention**  
**Positive referral to CSS**

## Use of Physical Intervention Statement

There may be times during the course of our work when a member of staff has to physically intervene or restrain a child. Such intervention should only be used as a last resort, and only if the child is likely to harm themselves or others.

- The degree of force used when restraining a child will take into account the child's age, size and ability and must be seen to be reasonable in the particular circumstances. Being reasonable will include using minimum amount of force.
- Physical restraint or intervention is NEVER to be used as any form of punishment or related intention.
- If restraint or physical intervention is necessary, a calm and measured approach will be adopted.
- Whilst restraining a child, a member of staff will ensure that they attempt to calm the child by talking to and explaining why the child is being restrained; that the physical restraint will cease when the child has calmed down and is no longer likely to harm himself/herself or someone else.
- The use of restraint may only include:
  - Physically intervening between children.
  - Blocking a child's path (only where the child has an exit).
  - Holding a child.
  - Shepherding a child by placing a hand on their shoulder blades.
  - Using more restrictive holds in extreme circumstances.
- The following will NEVER be used when restraining or physically intervening:
  - Holding a child around the neck.
  - Restricting the child's ability to breathe.
  - Holding a child face down on the ground.
  - Slapping, punching, hitting, kicking or any other violent act.
  - Twisting an arm or forcing a limb.
  - Holding any joints, including wrists.
  - Holding or pulling hair.
  
- Where physical restraint is used, it is reported immediately to a member of the Senior Leadership Team who is available and attached to the relevant incident report and parents/carers informed.

For further information please refer to the use of Physical Restraint in Schools.

## Physical Intervention Report

Staff Name	Date
Pupil/s Name	Date
1. Action	
<ul style="list-style-type: none"><li>• Separated pupils (how?):</li><li>• Held hand</li><li>• Rear hugged</li><li>• Stood in between</li><li>• Blocked a child's path</li><li>• Placed hand on shoulder</li><li>• Shepherd a child by placing a hand on shoulder blades</li><li>• Other:</li></ul>	
2. Degree of force used	
<ul style="list-style-type: none"><li>• Light</li><li>• Moderate</li><li>• Strong</li></ul>	
3. Duration	
4. What was said? (adult & child)	
5. Intention?	
<ul style="list-style-type: none"><li>• Stop a fight</li><li>• Calm a child</li><li>• Protect from another child</li></ul>	
6. Child's response	

## Appendix 3

### Drugs & Alcohol

1. In the unlikely event of a pupil being in possession of any type of drugs, drug paraphernalia or alcohol they should be handed over to the Headteacher/Senior Management Team in the presence of another staff member.

The possessions of the pupil will be searched as a result and the Headteacher/Senior Management Team will seek police intervention and immediately contact the pupil's parents/carers/Social Care. The drugs/drug paraphernalia/alcohol should be locked inside the school safe until police arrive.

(Drugs may be defined as 'over the counter' medicines such as Aspirin, Paracetamol or cough syrup to Class A, B or C controlled drugs such as Cannabis or Heroin. Drug paraphernalia is defined as any equipment used in the making or taking of controlled drugs. Alcohol in any form is not permitted.)

2. Where a pupil is reported to have drugs/drug paraphernalia/alcohol in their possession, the Headteacher/Senior Management team reserve the right to search the pupil and their possessions in this event.

If parents/carers wish their children to take medicines during school hours due to an illness they must complete a form in the school office which permits staff to administer these.

A full investigation will be carried out by the school and where the pupil is found to be knowingly in possession of point 1. & 2. this may result in a permanent exclusion from school.

## **Appendix 4**

### Weapons

1. In the unlikely event a pupil being in possession of a weapon they must be handed over to the Headteacher/Senior Management Team in the presence of another staff member.

The possession of the pupil will be searched as a result and the Headteacher/Senior Management Team will seek police intervention and immediately contact the pupil's parents/carers/Social Care. The weapon should be locked inside the school safe until the police arrive.

('Weapons' may be defined as an item(s) used to cause harm to another person. This can be conventional items such as a knife or gun or anything designed or used for inflicting bodily harm or physical damage.)

A full investigation will be carried out by the school and where the pupil is found to be knowingly in possession of a 'weapon' this may result in a permanent exclusion.