

BEHAVIOUR POLICY

Whole School	Website: Yes
Statutory?	Yes
Responsible:	SLT
Reviewed:	December 2021
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FAIRSTEAD HOUSE



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BEHAVIOUR POLICY **Incorporating the Early Years Foundation Stage**

INTRODUCTION

Fairstead House strives to be a place where children are happy in both their learning and their play. They take an active, positive part in the school community. It is a place where the values of respect, both self-respect and respect of others, as well as fairness and kindness are nurtured. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. This is encouraged by all the staff and discussed with the children on many occasions. It is understood that children do need a consistent, discipline structure so that they know where they are, and what is expected of them.

Fairstead House is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual, aiming to develop the whole person and equip them to take their place in the modern world.

Therefore, this policy has been prepared with a consensus amongst the staff, and will be regularly updated so as to reflect good practice. It also contains a policy specific to the EYFS practice in Behaviour Management included at the end of this document.

The person responsible for Behaviour Management at Fairstead House is the Head.

AIMS

- To develop a whole school discipline policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values and rules;
- To apply **positive behaviour reinforcement** to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment;
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for others and for property;
- To encourage good behaviour, rather than to simply punish bad behaviour, by providing a range of rewards for children of all ages and abilities;
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow;



- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

GUIDELINES FOR BEHAVIOUR

All members of the school community strive to promote **positive behaviour**. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. The school aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

THE GOLDEN GUIDE

- We are Kind and Helpful
- We are Gentle
- We Listen
- We Work Hard
- We are Honest
- We Look after Property

SCHOOL EXPECTATIONS

- All members of the school community are asked to respect and support each other;
- All children are expected to treat staff and each other with consideration, respect and good manners, and to respond positively to the opportunities and demands of school life;
- All children are expected to respect their own and other peoples' property and to take care of books and equipment;
- Children are expected to be well-behaved, well-mannered and attentive;
- Children should walk, not run, when moving around school;
- If a child has a valid grievance against another child, it must be reported to a member of staff who will deal with the matter;
- Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying, of any sort will not be tolerated. Our Anti-Bullying Policy, including Cyberbullying sets out the school's position and steps in dealing with any incidents of bullying;
- Foul or abusive language must not be used;



FAIRSTEAD HOUSE

- Children will not physically assault other children or adults;
- Children are expected to be punctual;
- Children must not bring sharp or dangerous instruments into school;
- Children should wear the correct school uniform. Trainers should not be worn as part of the school uniform. The correct colour hair accessories (brown, red or green) and footwear should be worn. Earrings are not allowed in school, nor on school trips or at fixtures.

Areas Out of Bounds:

- Car Park
- Flower beds and planters
- Sheds and behind sheds
- Behind PA and down the side of the Astro Turf

Indoor Area Restrictions:

- Entering or exiting through the Front door during the school day, unless with an adult
- Attic, cellar, all Storerooms
- Any teaching areas if no teachers are present.
- Kitchen
- Any children inside at break are the responsibility of the Class Teacher.

General Playground Restrictions:

- No use of school games equipment without permission;
- Ball games for Years 5 & 6 only allowed on the Astroturf and cricket nets. A rota is drawn up;
- Ball games for Years 2 & 3 and Years 3 & 4 on the grass only. A rota is drawn up;
- No piggy back games or pretend fighting;
- No throwing of sticks etc;
- Children must ask permission from the adult on duty to come inside at break;
- To minimize the amount of mud brought into school, we ask parents to provide children with wellies or old trainers for break-times which are left in school during the week;
- Children in Years 3 - 6 should remove their outdoor shoes in the corridor and carry them upstairs to reduce mud on the carpets;

REWARDS

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. Children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work and, where necessary, their behaviour.

- House points (stars) are awarded for academic and non-academic achievements, for effort and all aspects of good work, effort and behaviour including following the Golden Guide;



FAIRSTEAD HOUSE

- In addition, for excellent work, effort or behaviour children can also be awarded a Head's Merit which they collect from the Head on Friday assemblies;
- Children's achievements of all kinds, both in school and out of school, are celebrated in Assembly;
- All adult members of the school community are encouraged to give verbal or where appropriate written praise for good work, effort and behaviour;
- **Gold Award & Kindness Cup**

The school has three 'Houses' to which all children are assigned. The Houses are subdivided into six Families which consist of vertical groups of children from Reception to Year 6. Each Year 6 pupil is responsible for a Family group and will be given on occasion tasks/responsibilities in which to lead his or her Family. In some cases the lead is given to a Year 5 pupil, if numbers deem this so. All adult members of the school community have been assigned to a House and when appropriate will join in on House activities.

SANCTIONS

Sadly, there are times when children make poor behaviour choices and break the Golden Guide. Children need to discover where the bounds of acceptable behaviour lie, as this is all part of growing up. For these occasions the school has set out acceptable sanctions and procedures. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as sanctions are concerned. Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules may lead to consequences. If the behaviour persists the class teacher can seek assistance from the Head.

Acceptable sanctions and procedures include:

- A verbal reprimand and reminder of expected behaviour;
- Loss of free time such as one playtime;
- Moving to sit alone;
- Sending work home or completing work in break time if the pupil has failed to do so in class as a result of misbehaviour;
- Letters of apology (good practice would be to photocopy this);
- Loss of responsibility;
- Not being allowed to take part in a club, trip or activity, or taking part in a school team;
- Speaking to the parent.

If after any acceptable sanctions have been used and children in Key Stage 2 continue to break the rules then they will be warned that a Yellow Card may follow.

[Yellow Card Procedures Key Stage 2](#)



If a Yellow Card is given, the pupil has to see the Head of KS2. The incident is recorded on the MyConcern, which records: name and year group of pupil, date and nature of misbehaviour, sanction imposed, names of staff members who imposed the sanction. The pupil is given an opportunity to reflect on their behaviour and to ensure that it is not repeated.

Red Card Procedures Key Stage 2

A Red Card is issued when a child receives three Yellow Cards in a half term. This is similarly recorded and also follows the details in the Detention section of the Behaviour Policy.

DETENTION

When the above methods do not result in a change of behaviour then a 10 minute lunch-time detention may be given. This will be taken by the Head. When a pupil has been given a detention in a term, then the parents will be contacted by the Head advising them of the consequences of a further detention. This will be an after-school detention. This will be taken by the Head. The parents will be invited in for a discussion with the Head and/or Teacher. After-school detentions will be notified to the parents by letter, with a return slip acknowledging the detention. A note will be made on the pupil's file and the detention recorded on MyConcern.



FAIRSTEAD HOUSE

Major breaches of discipline may include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, persistent use of foul/bad language, verbal abuse, refusal to work and disruptive behaviour in class, bringing the school into disrepute. This type of behaviour is very rare and it is the responsibility of the Head who will deal with it, particularly if the problem keeps recurring. The standard procedure for this sort of problem follows a set pattern:-

- A meeting with parents and a warning given about the next stages unless there is an improvement in the child's behaviour.

In the event of all serious incidents, the Teacher/Member of staff involved should record all details and this information should be handed to the Head and a copy also put into the child's file on MyConcern.

If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Chairman of the Board of Governors.

Sanctions that are not permissible

- The following sanctions are not helpful and must not be used
- Any form of corporal punishment or physical violence
- Aggressive shouting, other than to prevent an accident.
- Throwing objects
- Humiliation and ridicule
- Loss of house points
- Punishment of a group/class for the actions of an individual

ROLE OF THE PARENTS

Parents can help by:

- recognising that an effective school behaviour policy requires a close partnership between parents, teachers and children.
- attending parents' evenings, parents' functions and by developing informal contacts with the school.
- knowing that learning and teaching cannot take place without sound discipline.
- remembering that staff deal with behaviour problems patiently and positively.

It is understood that Parents who accept a place for their child at Fairstead House undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework.

INTERVENTION AND PHYSICAL RESTRAINT



If a child violently attacks another child or an adult and does not respond to requests to calm down, then physical restraint may be necessary. **The guidelines below must be followed.**

Restraint must never be used as a punishment and may only be used as a last resort by the person with lawful control of the pupils at the time. As far as possible all staff and volunteers should try to deal with the situation through other strategies before using force to control or restrain pupils.

For example, the use of restraint may be necessary

- in self defence
- to prevent immediate danger of harm to the pupil, to other pupils, to staff or volunteers, or to members of the public.
- to prevent potentially significant damage to property.

Safe methods of restraint must be used for the **minimum time** and using the **minimum amount of force** in order to secure the safety of people or property. Use of restraint must not degrade the pupil in any way.

It is important to be aware that disciplinary action or claims for criminal damages may result from **inappropriate use of force** such as

- using force as a punishment
- using force when a situation could have been resolved without it
- using force in a way that degrades the pupil **or excessive force** such as
- using more force than necessary
- restraining the child for longer than necessary

All incidents where restraint has been used must be reported in writing to the Head, who will record the incident.

All issues regarding the work, effort and behaviour of the children should be given discussion time at staff meetings so that ideas can be shared and an agreed route followed.

COMPLAINTS

We hope that you and your child do not have any complaints about the operation of our behaviour policy; but copies of the School's Complaints Policy and Procedure can be sent to you on request or is available in the School Office.

BEHAVIOUR MANAGEMENT POLICY **Specific to the Early Years Foundation Stage**

The named practitioner responsible for behaviour management in Nursery is **Mrs Lucie Melen, Nursery Manager** and in Reception is **Mrs Katie Sanders**.

The need for a policy is to ensure consistency among staff and for parents to know at which stage they will be informed and how they should respond. Consistency is



of vital importance for the satisfactory emotional development of young children.

Examples of behaviour causing concern

- Physical aggression towards other children
- Physical aggression towards adults
- Verbal abuse and swearing
- Withdrawn behaviour
- Showing unnatural sexual awareness and behaviour
- Frequent deliberate soiling
- Any other behaviour inappropriate to age and maturity

Stages of management by staff and action expected by parents

- Direction to another activity
- (if appropriate for child's level of understanding) Apology asked for from child and child asked to explain what they were doing wrong and why.
- If behaviour continues and the above have not been effective child is withdrawn from activity. Parents informed informally
- Teacher begins to keep written daily record of recurring behaviour problems
- Head made aware of behaviour if continues
- Meeting with key person, parents as appropriate
- SEN support offered if appropriate
- Referral to GP or Health Visitor may be recommended
- In extreme and rare cases if parents do not appear to be making the recommended steps towards resolving any difficulties we reserve the right to exclude the child from the Nursery or Reception class

Every effort is made to ensure the success of all children however the welfare of each child is our primary concern

Guidelines for Pupils Behaviour

At Fairstead House we promote respect and consideration for each other at all times.

We expect that all members of school will:

- Respect their own and other peoples' property (this includes school property).
- Move around school in a sensible and orderly manner.
- Respond courteously to one another.
- Remember other pupils' feelings.
- Walk in school.

Actions for Encouraging Positive Behaviour in Early Years Foundation Stage



FAIRSTEAD HOUSE

- Ignoring inappropriate behaviour as long as not disrupting or hurting any children in our class.
- Encouraging the child to stop and participate.
- Praising and singling out children who are demonstrating appropriate behaviour.
- Praise all good and appropriate behaviours of disruptive children as soon as they are demonstrated.
- Always present the child with choices and always make aware of consequences if behaviour continues.
- Give stickers, when appropriate, to celebrate good work, helpful children, careful work, best of their ability work etc.
- Egg timer to give children time to focus on an activity or limit the time spent at an activity.
- Interesting things to draw the children to the mat when asked (come and see, smell, hear...).
- Be specific in praise. Use names and specific information.
- Exceptional work is praised, rewarded and the child shows the work to as many teachers in the vicinity as possible (Foundation Staff, Year 1, Assistants, Head).
- Choice activity (first choice) for excellent or best behaviour.
- Teaching assistant moves close to the children having trouble focusing, listening or not demonstrating requested behaviour or activity.
- Activities are changed frequently and the time at choice activities is regulated.
- Incorporating more story based play into choice activities.
- Lots of time to do active activities (songs, stories, PE, outside play when weather permits).
- 3 warnings and reminders about appropriate behaviour, then a time away. If it is a choice activity, the activity is then closed to that child.
- 2 times away given, then the child is removed from the group to a quiet place to calm down and talk about behaviour with the teacher or the teaching assistant (within sight of another staff member at all times). Parents are informed at the end of the session/day.
- If the behaviour persists, the child is given to another School adult so that all parties (children and teachers) can reassess the situation and can have a moment to breathe.
- If the behaviour warrants, we then go to see the Head. Parents are informed.