



Fairchildes Primary School

Behaviour Policy

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Sections Edited:	Introduction. Use of Sanctions. Child-on-Child Abuse. Behaviour and SEN. Staff Induction
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Introduction

At Fairchildes we believe that an orderly, caring and happy community allows children to thrive and achieve their potential. This is best achieved within the framework of a relaxed, pleasant atmosphere where everyone is respected and the children feel comfortable to express their opinions, thoughts and feelings in an appropriate manner, and work as part of the school team.

Safeguarding our children is the highest of our priorities. All staff receive regular safeguarding training and updates in line with the Keeping Children Safe In Education document. (KCSIE) document September 2022.

Aims and Objectives

It is the responsibility of everyone within the school to uphold the school aims. Children learn through example and all adults within the school should be a positive role model.

We believe it is important for children to have:

- A sense of self-discipline
- An understanding to treat others as they would want to be treated
- A knowledge that all actions have consequences, which can be positive or negative
- An acceptance of responsibility for their own actions
- Kindness, courtesy, respect and consideration towards others in their actions and verbal responses
- A respect for property and the school environment
- An understanding and respect of British values

Expectations are discussed and reinforced at the beginning of the school year and as and when necessary.

Recognising Good Behaviour

Fairchildes children are constantly striving to achieve their best in all that they do. It is therefore important for children to feel that their efforts and achievements are recognised and praised. This will be reflected verbally, in the marking of their work, through use of team points/other awards and informing parents of their child's achievements. Where a child has worked particularly hard on a piece of work or with improving an aspect of their behaviour, they may be sent to other teachers or members of the Senior Leadership Team for extra praise and awards.

Unacceptable behaviour

On occasions children may behave in a way that is not appropriate. It is important that children are listened to and allowed to explain their actions. Children need to be spoken to about their behaviour, so that they may realise why their behaviour is wrong, how it has impacted on others and what an acceptable response/action would have been. Children are encouraged to reflect on their behaviour using the language of the Zones of Regulation. Each incident needs to be thought of in isolation, so that poor behaviour in one session is not held against the child later on. If a child feels they will be in trouble all day, there is no incentive to improve their behaviour. However, if they know that they can 'start again' they will have the opportunity to improve their behaviour. Where a child's behaviour is particularly unacceptable or causing consistent concern the heads of school should be informed so that support can be given to both the child and class teacher. Where necessary, the inclusion team may become involved to support the child and/or family.

Use of sanctions

When sanctions are used they should be fair and consistently applied. Punishment of whole groups should be considered carefully as it can often be seen as unfair and should not be a frequent occurrence. Physical threat or intimidation cannot be supported in school under any circumstances. Great care should be taken over any physical contact with children as there is always a danger of misinterpretation or distortion of an incident. It is important that teachers have a conversation with parents when persistent changes in behaviour or attitude to work occur, especially when this behaviour has become detrimental to the child's work and those of others around them. Teachers should make sure every effort should be made to involve parents in a combined effort to overcome such problems.

Acceptable sanctions by staff include:

- Verbal reprimand
- Change of seat/isolate within classroom (not in areas outside of the classroom).
- Loss of break, lunchtime play or other privilege (in such cases the child must be supervised by a teacher, not sitting in communal area)
- Working away from the class in the parallel year group classroom or the classroom of a member of the senior leadership team.

- In the playground, if a child's behaviour is unacceptable, they may be given time out by standing calmly at a wall (not facing it).

Where a child has persistent misbehaviour or has been involved in a serious incident they should be referred to a member of the Senior Leadership Team. This may lead to the child:

- Having to report regularly to a member of the Senior Leadership Team
- Being excluded from play or lunch times
- Being excluded from activities - trips, residential visits etc

The Head alone is able to exclude pupils and reports any such exclusions to the academy committee. In the case of fixed term exclusions, particular importance is placed on the reintegration meeting between the head, parent and pupil, when the behaviour rules of the school are reiterated.

Child-on-Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of Child-on-Child abuse within our school and beyond. Our school recognises that children are vulnerable too and capable of abusing their peers. We take such abuse seriously. This includes verbal as well as physical abuse. Child-on-Child abuse will not be tolerated or passed off as part of "banter" or "growing up" and we understand that non-recognition/downplaying the scale and scope of it will lead to a culture that normalises abuse.

We recognise that Child-on-Child abuse can manifest itself in many ways including bullying and cyber bullying.

In cases where Child-on-Child abuse is identified, we will follow our child protection procedures, taking a contextual approach to support all children who have been affected by the situation. There may also be a need to reference other policies in school such as the anti-bullying and safeguarding policies.

Racist/Homophobic/Sexual Harassment incidents

Any behaviour which infers racism, homophobia or sexual harassment, either verbal or physical, must be dealt with immediately and referred to a member of the Senior Leadership Team. All incidents of this nature are logged by the heads of school.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. We will respond appropriately, and prioritise communicating with parents, to non-criminal poor behaviour and bullying which occurs off the school site or online which is witnessed by a staff member or reported to the school.

Examples of conduct outside the school premises, including online conduct, that we might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Suspected criminal behaviour

When a member of staff or the headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case.

All investigations will be fully documented.

If the school decides to report the incident to the police, we will ensure our actions do not interfere with any police action taken. However, we retain the discretion to impose our own sanctions so long as these do not conflict in any way with police action.

When reporting any incident to the police, it will often be appropriate to make a report to local children's social care. As set out in Keeping children safe in education (KCSIE), the designated safeguarding lead (or deputy) will take the lead in this.

Behaviour and SEN

Fairchildes is an inclusive school and our expectations for high standards of behaviour apply to all members of the school community. We recognise that some of our children, particularly those with identified Special Educational Needs, may need additional support to achieve this, and, as part of our inclusive ethos, procedures are in place to support these pupils.

Creating a positive and calm environment benefits all, particularly pupils with SEND. It is also possible to anticipate particular triggers for some pupils with SEND, and we have in place support to manage these.

Some examples are:

- Short, planned movement breaks for children
- Adjusting seating arrangements
- Use of visuals
- Support from mentor/SENCO

- Adjusting uniform requirements in some cases for pupils with sensory needs
- Specific training for staff to further support pupils
- Support on school trips
- Working with parents and carers

When there is a misbehaviour incident involving a pupil with SEND, we will carefully consider whether the pupil understood their misbehaviour, if their SEND has contributed to the incident, and whether it is appropriate to sanction the pupil in anyway, or in line with our Policy sanctions.

If the need for a sanction is agreed, we will consider what support to offer the pupil following this.

Staff Induction:

All staff are expected to adhere to the school rules of behaviour. Part of staff induction is to talk through our expectations of behaviour and to share the behaviour policy.