

FERNHURST PRIMARY SCHOOL



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Behaviour Policy

“Good to be Green”



Created	September 2019
Responsible Committee	Finance and Resources
Approved	
Next Review	February 2020

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BEHAVIOUR POLICY

This policy links to article 19 and article 29 of the UN convention on the Rights of the Child

Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.

Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Purpose

Linked to our Rights Respecting Schools Award we aim to promote high standards of behaviour and self-discipline. We will ensure that pupils who exhibit emotional and behavioural difficulties are recognised as having a special educational need and supported through the SEN Code of Practice. This a policy promotes and reinforces positive behavior expectations of all.

It is our belief that school should be a place where:-

- It is “good to be green”
- Everyone has the right and the responsibility to learn, to work and to play in a safe environment
- Children can be happy and secure
- Children are safeguarded from injury
- Tolerance and respect is shown for everyone and everything. This includes all members of our community, of whatever race, colour and creed, age, gender and disability. We aim to actively teach appropriate responses and behaviours through PSHE and other curriculum opportunities in order to minimise negative remarks and actions, and to deal promptly with any that do occur, calmly and in an age-appropriate way. Sometimes children are unaware that their comments cause offence. We aim to educate our children to a greater understanding of the wide diversity in all human beings, their cultures and their social structures.

Good to be Green

- High expectations of behaviour, academic effort and achievement are made explicit and consistently reinforced by all members of staff.
- The rewards underpin the behaviour policy. Children will be encouraged to stay on green and will be rewarded for this at the end of each term.
- Lesson planning will take into account differentiation so that poor behaviour is not encouraged by an inability to access the curriculum.
- Staff will create a positive classroom with positive behaviour.
- Rules, and sanctions for misbehaviour, are applied consistently and fairly by all staff.
- The school has defined bullying as: ‘The deliberate, conscious act of hurting, threatening or frightening someone else over a period of time’. We view any form of bullying very seriously and act promptly to eradicate it. We will always investigate allegations of bullying and take whatever action is found to be necessary. Through Assemblies, Circle Time, our PSHE programme and our School Council, pupils are encouraged to report any bullying that they

suffer personally, or witness, to any adult whom they trust. **See also the school policy on bullying.**

REWARDS AND SANCTIONS

It is as important that children's good behaviour is acknowledged and rewarded and that sanctions are applied for inappropriate behaviour. The “good to be green” charts will be displayed in the classroom for the children to be familiar with as will the agreed policy for sanctions, so that children know when their behaviour is inappropriate.

Children respond better to systems that recognise their strengths rather than their weaknesses. In order for children to develop an understanding of what is appropriate behaviour they need recognition that they have achieved what has been asked of them.

Reward Systems

- Non-verbal praise
- Verbal Praise
- Dojo points in Key Stage One
- House Points Whole School
- Whole class pasta jar (or similar)
- Sharing with parents/carers - this is to recognise consistent good behaviour or significantly improved behaviour.
- Sharing with staff/whole school
- Head teachers sticker/award
- Student of the week certificates in assembly
- Rewards must never be removed

If a child is unable to adhere to the expected behaviour, the appropriate sanctions should be used. If individual reward charts are used for specific children to promote good behaviour, these need to be designed with the individual's interests/motivations in mind, and of good quality, with the aim of enabling to re-join the “good to be green” system as soon as possible.

Sanctions – Staying on Green

In the classroom, if a child breaks a school or class rule, verbal warnings will be given. If the poor behaviour is repeated, a formal warning is given and the child will need to spend a 5-minute time out in a partner classroom. If this is repeated for a third time the child will move from green to ‘amber’. This will result in the child spending an allotted amount of time completing a ‘behaviour reflection sheet’ which is then sent home for the parent to sign (see appendix). In KS1, the exact amount of time spent completing the behaviour reflection sheet will be left to the teachers’ discretion and in KS2 they will miss 10 – 15 minutes of their break.

If the poor behaviour continues, the child moves to ‘red’. This child is then sent to the senior teacher with their reflection sheet and some work to do. The class teacher will then contact the parents at the end of the day and a “Red Letter” will be sent home. Moves off green should be recorded on the behaviour incident sheet and a copy sent to SLT for file. Children who stay off red for a term will be awarded a termly certificate. All children who go onto red will be monitored to see if other intervention

is required. This will be done in consultation with the designated lead for Behaviour and Inclusion, class teacher and Senior Leadership Team.

Certain actions will result in a child moving straight to red:

- Deliberately throwing something, i.e. a pencil, and it hitting someone causing harm.
- Swearing directly at a member of staff.
- Physically threatening/abusing a member of staff.
- Making a racist or cultural insult.

NB: All incidents of racism must also be reported to the Headteacher immediately. Please see separate Anti-Bullying policy for more details.

Children will return to green at the end of each morning or afternoon session to start the next session 'fresh'.

There may be occasions when a child's behaviour is so unacceptable that other sanctions will be appropriate.

Whenever the school becomes concerned that a child's general behaviour is deteriorating, or in the event of exceptionally aggressive or poor behaviour, parents will be contacted by telephone or in writing and, if appropriate, invited to come into the school to discuss concerns. Behaviour Monitoring Charts (see appendix) and Individual Behaviour Plans (IBPs) will be used to help manage and rectify poor behaviour. Class teachers will regularly meet with all parents of children with IBPs to discuss progress with both the parents and child present. The IBP will outline personalised expectations, targets and responses to specific behaviours. Therefore, those with IBPs will not be expected to follow the typical class behaviour chart.

In the event of an extremely serious incident, for example, one in which the child has lost self-control, or in the event of gradual deterioration in behaviour, despite many interventions and appropriate warnings, a short-term exclusion may be imposed.

Should a child's behaviour be so extreme that physical restraint is necessary the school will adopt the guidelines set down in the DfE Circular 10/98.

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 pupil needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means using no more force than is needed.

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.

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.

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

Permanent exclusion would be an ultimate sanction and one which would be reluctantly imposed.

The DfE's: *Improving behaviour and attendance: guidance on exclusion from schools and pupil referral units*, will be followed, and that document therefore constitutes a part of the school's Behaviour Policy.

All permanent exclusions will be heard by a panel of three governors within 15 school days, who may uphold the decision or instruct reinstatement of the pupil.

An appeal against the decision to permanently exclude a child must be lodged within 15 school days after the day on which notice in writing was given of the Governing Body's decision and will be heard by an independent appeals panel.

Note: If a child's behaviour is causing concern at lunchtimes or playtime the "good to be green" policy should be followed. With repeated difficulties in playing reasonably, valuing others and keeping safe, they will be withdrawn from the playground. This should only be done through consultation with the HT or DHT. Continued disruptive behaviour at lunchtime could lead to lunchtime exclusions.

Discipline beyond the school gates

Disciplining beyond the school gate covers our response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

All staff should follow the school's behaviour policy when pupils are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way are identifiable as a pupil at the school
- posing a threat to another pupil or to a member of the public. If it is not possible to intervene directly, the behaviour should be noted and brought to the Head teacher's attention as soon as possible.

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 our safeguarding policy.

The Headteacher must be informed if staff have applied our behaviour policy outside of school.

SEND

We will ensure that pupils who exhibit emotional and behavioural difficulties are recognised as having a special educational need and supported through the SEN Code of Practice.

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Rights, Respect and Responsibility

is very important to all staff and children in our school.



I am on Amber because...

What am I going to do to fix things and get back to GREEN?

Signed _____ (pupil)

Signed _____ (staff)

Signed _____ (parent)

Rights, Respect and Responsibility

is very important to all staff and children in our school.



I am on RED because...

What am I going to do to fix things and get back to GREEN?

Signed _____ (pupil)

Signed _____ (staff)

Signed _____ (parent)

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