



Behaviour Policy

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1. PURPOSE

We recognise that behaviour is a communication. We place importance on understanding what the behaviour is communicating and ensuring that pupils understand how to regulate their behaviour to meet the expected standard. Linked to our Rights Respecting Schools Award we aim to promote high standards of behaviour and self-discipline at all times, in school and beyond. We will ensure that any pupils who exhibit emotional and behavioural difficulties relating to a special educational need are supported through the SEN Code of Practice. This policy promotes and reinforces positive [behaviour](#) [SA1] expectations of all.

The Headteacher and staff will apply 'The Fernhurst School Rules' when implementing the following whole-school approaches to positive behaviour. These rules were created in consultation with pupils, parents and staff in 2020.

- Stay Safe
- Be Respectful
- Always Try Your Best

These rules are supported by key values of respect, resilience, safety, honesty, compassion and perseverance.

As detailed in the DfE guidance (2016), the key points about 'Teacher Powers' include, a teacher having the statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. It applies to all paid staff with responsibility for pupils.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including educational visits. This also applies in certain circumstances when a pupil's behaviour occurs outside of school.

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

- Children can be happy and secure
- Everyone has the right and the responsibility to learn, to work and to play in a safe environment

- Children are safeguarded from injury
- Children are encouraged to consider their behaviours and understand any errors they make
- Children are supported to self-regulate^[SA2] their behaviour
- Tolerance and respect is shown for everyone and everything. This includes all members of our community, of whatever age, disability, gender reassignment, race, religion or belief, sex, and sexual orientation. 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.
- There are high expectations of behavior and academic effort. Achievements are made^[SA3] explicit. They are consistently reinforced by all members of staff.
- 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.

2. RESTORATIVE APPROACHES

Fernhurst Primary School is using restorative approaches to help our pupils improve their behaviour, in a lasting way, to build a stronger community. Restorative approaches help develop happy schools where the focus is on learning and not on conflict. We hope that pupils will enjoy coming to school because they feel safe and respected. They know that when things go wrong, we will do everything we can to help put it right. Restorative approaches encourage pupils to think about how their behaviour has affected others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil has been upset, we will try our best to make sure they feel that it has been put right for them, so they can move on because the hurt has been repaired.

Restorative language is a fair, respectful way of speaking to each other and we will expect everyone within school to use it - both staff and pupils. A pupil may be asked to take part in an^[SA4] informal restorative conversation, with staff, if they are involved in a conflict at school. This is a meeting with everyone involved to:

- Discuss^[SA5] what is happening^[SA6]
- Look at who has been affected or upset
- Decide how it can be put right
- Find a way forward

* in a way that is fair to everyone *

When our pupils find themselves upset or in conflict, we will ask them:

- What happened?
- What were you thinking / feeling when it happened?
- What do you think / feel now?
- Who has been affected or upset by what has happened? In what way?
- What has been the hardest thing for you?
- What needs to happen to make things right?

Note: We do not ask a question starting - Why? This implies blame.

3. POSITIVE BEHAVIOUR AND REWARDS

Positive behaviours are reinforced, if a child communicates through inappropriate behaviour, time will be spent to identify what has caused the behaviour^[SA7] to support the child to self-regulate^[SA8] their behaviours appropriately. This will be supported by adults using a restorative approach.

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^[SA9], they need recognition that they have achieved what has been asked of them.

Reward Systems

- Non-verbal praise
- Verbal Praise
- House Points
- Sharing with parents/carers - this is to recognise consistent good behaviour or significantly improved behaviour
- Sharing with staff/whole school
- Award certificates for progress and citizenship
- Head teachers sticker/award

Rewards must never be removed.

4. SANCTIONS

There are times when it is appropriate for a sanction to be put in place. If a pupil breaches one of the three school rules:

- Stay Safe
- Be Respectful
- Always Try Your Best

a professional decision about the best course of action is taken. All sanctions are put in place alongside restorative approaches.

Fernhurst Primary School is a 'no shout' school. The school aims to support children to reflect on their behaviour^[SA10]. The use of thinking spots or the removal of break-times is not routine practice but be used when there is a repeat of inappropriate behaviour, in agreement with Senior Leadership Team^[SA11] (SLT^[SA12]) and would be recorded on CPOMS. No whole class sanctions should be issued – any sanctions should be specific to the needs of the pupil who has not been able to behave appropriately. The SLT will notify parents if there is a continued pattern in inappropriate behaviour^[SA13] so that the school and home can work together to support the child.

In the school environment, or on school trips, if a child behaves inappropriately, verbal reminders about the appropriate behaviour will be given. This should be between the adult and pupil and will not be publically recorded. If a verbal reminder about the expectation is not sufficient in correcting the behaviour, a sanction may be applied.

Sanctions include:

- Loss of playtime to complete tasks if learning has been missed or to discuss behaviours and implement the restorative conversations
- Completing tasks to repair the damage caused by the behaviour

If the child is unable to understand what is being asked of them or is in an emotional state which prevents them from regulating their behaviour^[SA14], they will be supported by an adult as appropriate to self-regulate their behaviour^[SA15] and discuss the impact of their actions, considering alternative strategies.

Certain actions will result in a child being reported to SLT for behavioural support:

- 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.
- Vandalism of any kind.

NB: All incidents of racism must also be reported to the Headteacher immediately. These incidents are reported to the Governing Body half termly.

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. These should be a short term intervention to support the development of understanding of the expectation.

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. Individual Behaviour Plans (IBPs) or Pastoral Support Plans (PSPs) might be used to help manage and rectify poor behaviour.

SEND needs and mental health will be taken into consideration. Children will be expected to adhere to the expectations but reasonable allowances will be made based on mental health and SEND needs.

5. INDIVIDUAL BEHAVIOUR PLANS and PASTORAL SUPPORT PLANS

The parent/carer will be asked to meet with the teacher and/or member of the Senior leadership team to discuss or to review the IBP/PSP in order to address the nature of the difficulty and set targets for the improvement of behaviour. This will be an arranged time that is convenient for both the class teacher and the parent.

- If a pupil is causing concerns with their behaviour regularly^[SA16], an individual plan will be put in place by the class teacher with the support of the SLT and parent.
- These will be reviewed regularly in response to the child's needs in the current situation.

The school will expect the full co-operation of parents and carers and will seek to work together in partnership on any behavioural management plan that is decided. These plans will be reviewed regularly in response to the pupil's needs in the current situation.

Referrals to external agencies may be made to support the pupil in achieving successful; outcomes.

6. LUNCHTIMES

If a child demonstrates 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 AHT.

Continued disruptive behaviour at lunchtime could lead to lunchtime exclusions or alternative play opportunities to support the child to make appropriate choices.

7. REASONABLE FORCE

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. This will only be done when necessary; to prevent harm to self, others or property. All reasonable force used will be recorded on CPOMS[SA17] and a physical handling form completed to record information about the physical handling required.

Physical force will not be used unless it is deemed there is no other alternative eg: to stop a physical altercation, to prevent harm or to prevent a child from running into the road.

8. 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. Details of individual adaptations to this policy will be included in SEND documentation and pupil files.

9. BULLYING AND CHILD ON CHILD ABUSE

Bullying is not tolerated at Fernhurst Primary School. If any child or parent has concerns regarding bullying, they should arrange to speak with the Headteacher.

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, Classroom Circles, our PSHE programme and our Young Governors, pupils are encouraged to report any bullying that they suffer personally, or witness, to any adult whom they trust.

At Fernhurst Primary, we believe that all pupils have a right to attend school and learn in a safe environment. We recognise that children are capable of abusing their peers. In most instances, the conduct of pupils towards each other will be covered by this policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns and these will be dealt with under the child protection policy and in line with Keeping

Children Safe in Education (2023). These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation (see Child Protection Policy).

At Fernhurst, sexism and sexual harassment will not be tolerated and all pupils involved will be listened to and supported.

These behaviours are most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

When an allegation is made by a pupil against another pupil which features one or more of the behaviours outlined above, our school's response will be^[SA18]:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Addressing behaviour as it happens will help all pupils understand what is and is not acceptable. Staff will listen to the victim(s) and their wishes will inform our response. From this, the school will make the final decision of the appropriate sanction. Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. After incidents^[SA19], we may take these actions:

- A verbal warning
- Restorative conversation with the pupil/pupils involved
- A phone call to parents/carers
- A meeting with parents/carers
- A period of internal exclusion (length dependent on incident)

Only after serious incidents we may^[SA20]:

- Involve the police
- Issue a fixed-term suspension (length dependent on incident)
- Issue a Permanent exclusion

The response to each incident will be proportionate. We will address 'lower-level' incidents such as a sexist comment through education, our curriculum and the way our school promotes respect.

We will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

In these incidents, we will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

And this may result in:

- Managing the incident internally
- Referring to the West Sussex 'Integrated Front Door team' to identify Early Help Hub support or support from children's social care
- Reporting to the police

10. BEYOND THE SCHOOL GATES

Disciplining beyond the school gate covers our response to all non-criminal poor behaviour^[SA21] choices and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

Teachers have the power to discipline pupils for misbehaving outside of the school premises in respect of non-criminal bad behaviour and bullying that is witnessed by staff or reported to the school in the areas of misbehaviour when:

- 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 Headteacher's^[SA22] attention as soon as possible;
- Could adversely affect the reputation of the school.

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^[SA23], the school staff should follow our safeguarding policy.

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

11. SUSPENSION AND EXCLUSION

Internal exclusion

Internal exclusion is an internal process within the school and is used when the objective is to remove a pupil from their class, not from the school site, for disciplinary reasons. An internal exclusion is part of our whole school approach to promoting positive behaviour which offers immediate, short-term provision in order that learning and teaching for the majority of children can continue uninterrupted. An appropriate, quiet space will be used with adult supervision for a period of either half a day or a whole day. The decision to give an internal exclusion will be taken by the Headteacher^[SA24] and parents will be informed.

Pupils will be required to complete set work whilst excluded from class and this work will be provided by their teachers. They will also be encouraged to reflect upon the reasons for their internal exclusion. This will involve reflection time and a discussion about the incident or unwanted behaviour with suggestions of how this can be avoided in the future. A restorative conversation will take place with an appropriate outcome. It is important that the child understands exactly what they have to do and why they are doing it.

The number, duration and reasons for internal exclusions will be monitored.

Fixed Term Suspensions

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 fixed-term suspension may be imposed.

In this case[SA25], the Head[SA26]teacher will:

- inform the pupil's parent[SA27]/carer of serious indiscipline and the sanctions, the period of any exclusion and when permanent exclusion is judged to be necessary.
- carry out an investigation to identify the reasons for the exclusion.
- advise the parent/carers that they may make representations about the exclusion to the governing body's discipline committee.
- advise the parent/carers how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided.
- ensure that the pupil has work provided to complete at home throughout the exclusion.
- convene a Return to School meeting with parent(s)/carer(s) before the pupil re-commences attendance.
- notify both the local authority and the chair of the governing body and report to the relevant governing body committee of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

This will be used in response to serious breaches of the school's behaviour policy, after a range of alternative strategies to resolve the problem have been tried and proven to have failed and where allowing the pupil to remain in school would be seriously detrimental to the education and welfare of other pupils, staff or themselves. A pupil who may be at risk of exclusion will have a Pastoral Support Plan (PSP) which describes the services supporting the school and policies and strategies used to promote behaviour.

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.

Permanent exclusion

Permanent exclusion is the most serious sanction a school can give if a child does something that is against the school's Behaviour[SA28] Policy. It means that the pupil is no longer allowed to attend the school and their name will be removed from the school roll. Permanent exclusions should only be resorted to in situations where the pupil has seriously breached the school's Behaviour Policy and the pupil remaining in school could seriously harm the education or welfare of other pupils.

There may be times when the support put in place through PSPs[SA29] and the sanctions imposed do not change the behaviour, resulting in a permanent exclusion. Permanent exclusion would be an ultimate sanction and one which would be reluctantly imposed.

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.