

# FERNHURST PRIMARY SCHOOL



Nurture | Explore | Achieve

## Behaviour Policy



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## Contents:

1. Purpose.....	2
2. Rewards and Sanctions.....	3
3. Lunchtimes.....	4
4. Reasonable Force.....	4
5. Exclusion.....	5
6. Beyond the school gates.....	5
7. SEND.....	6
8. Bullying.....	6

## 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.

### 1. 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:-

- Everyone has the right and the responsibility to learn, to work and to play in a safe environment
- Children are encouraged to consider their behaviours and understand any errors they make
- Children are supported to self regulate their behaviour
- 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 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 behaviour, academic effort and achievement are made explicit and consistently reinforced by all members of staff.
- The rewards underpin the behaviour policy.
- 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, 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.

## 2. REWARDS AND SANCTIONS

It is as important that children's good behaviour is acknowledged and rewarded and that sanctions are applied for inappropriate behaviour. Positive behaviours are reinforced and if a child communicates through inappropriate behavior, time will be spent to identify what has caused the behavior to support the child to self regulate 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 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
- Head teachers sticker/award

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.

### Sanctions

In the classroom, if a child behaves inappropriately, verbal reminders about the appropriate behaviour will be given. 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 behavior, they will be supported by an adult as appropriate to self regulate their behavior and discuss the impact of their actions, considering alternative strategies.

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

Fernhurst Primary School is a 'no shout' school. The school aims to support children to reflect on their behavior. The use of thinking spots or the removal of break-times is not routine practice and would only be used in exceptional circumstances, in agreement with SLT.

The Senior Leadership Team will notify parents if there is a continued pattern in inappropriate behavior so that the school and home can work together to support the child.

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.

SEND needs and mental health will be taken into consideration.

If a child is unable to remain in their bubble, a decision will be made for them to be sent home. This decision is to be made by a member of SLT and will be clearly communicated to parents. Children who are known to be at risk of this have individual risk assessments in place.

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

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. Individual Behaviour Plans (IBPs) might 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.

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

### 4. 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.

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.

## 5. EXCLUSION

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.

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.

Permanent exclusion would be an ultimate sanction and one which would be reluctantly imposed. Refer to the exclusions policy for further information.

## 6. BEYOND THE SCHOOL GATES

Disciplining beyond the school gate covers our response to all non-criminal poor behavior choices 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.

## 7. 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.

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

## 8. Bullying

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. Refer to the anti bullying policy for further information.