

# **Federation of Fairfield and Colneis**

## **Positive Behaviour Policy**

<b>Date:</b>	<b>September 2022</b>
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<b>Review undertaken by:</b>	<b>Whole Governing Body</b>

## **“Together we’re better”**

### **School Charter**

- We always do our best
- We are kind, helpful and gentle
- We learn from our mistakes
- We are safe because we care for people and property

### **Core values**

- Acceptance
- Compassion
- Respect
- Forgiveness
- Courage
- Honesty
- Trust
- Gratitude

### **Aims**

Our behaviour policy intends to develop positive behaviours related to our values: to develop enthusiastic, respectful, grateful people who have courage to take risks, know how to keep themselves safe and who act with integrity and empathy. We aim for everyone to be included so that everyone sees themselves as part of a happy learning community

We have very high expectations of our school community's behaviour and hope to develop children's understanding of the impact of choices they make, whether positive or negative.

Good behaviour and achievement is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised. Ultimately it is through the development of respectful and caring relationships, appropriate to the context, that the school can empower children to be self-regulating and reflective about their contribution to the wider school.

### **School Expectations**

The Federation of Fairfield and Colneis encourage classes to regularly discuss the type of learning culture and environment they want to be in. This is always underpinned by our School Charter and with reference to our key values. Our Charter and values are displayed in all classes and key communal areas and there is an expectation that all adults, whether staff members, volunteers, parents or visitors both follow and model these in their interactions with each other.

The agreements are designed to focus on positive action (e.g. be respectful) rather than what children should not do (e.g. do not run). The rules are agreed actions so that there is consistency and fairness in all areas of school life.

We also teach our core values and school charter through assemblies as well as PSHE, Philosophy and RE lessons.

Celebration assemblies are used as an opportunity to reward children for demonstrating good behaviour in line with the school's core values.

Everyone is responsible for addressing the behaviour of all children and adults should reinforce our agreements whenever appropriate.

### **Our communities' responsibilities**

- We are all responsible for facilitating the learning of all children
  - To provide a safe and happy environment for learning
  - To provide a challenging and engaging curriculum
  - To ensure we value and celebrate children's learning and behaviour
  - To understand the needs of all children as individuals and to respond appropriately
- We will treat all children fairly and consistently
- We will communicate with each other (teaching assistant, teacher, SLT, parent, child) to help support children's learning and behavioural needs
- We will actively teach children to make positive choices
- We will give all children the chance of a new start throughout the day and everyday
- We will celebrate success
- We will make time to listen to children
- We will use language that supports positive behaviour (e.g. choices) rather than judgemental language (e.g. naughty child)
- We will make records of incidents to facilitate communication between colleagues and to support our monitoring

### **Class rules/Code of conduct**

Alongside our School Charter, each class will have a code of conduct that is drawn up in September and reviewed termly. The class code of conduct should be clearly displayed in each classroom. We will use assemblies and PSHE lessons to discuss the School Charter, the core values and the class code of conduct and bring suggestions in how we can develop and promote positive behaviour.

### **Recognition Boards**

All classes will have a recognition board where children's names and/or photos will be displayed if they exhibit positive behaviour in line with the focus for that session. The focus for recognition boards can change as frequently as the teacher requires (e.g. session by session, daily etc.) Examples of possible focus for recognition boards could be either linked to the core values, or a specific behaviour that the teacher wants to encourage for their children such as teamwork or being a good friend.

### **Individual Rewards and Consequences**

Children who are following our School Charter or displaying our values consistently or who have showed a real change in their attitude or response to learning tasks should be acknowledged. We encourage children and adults to notice such consistency or changes which are recognised by following the process:

<b>Behaviour (examples)</b>	<b>Action</b>	<b>Who involved</b>
<b>Gold standard</b> Constantly following school/class charter Exemplary work	Sent to member of SLT Phone call home Recorded for newsletter Gold certificate/sticker	Class teacher SLT Phone call home

Exemplary demonstration of values		
<b>Silver standard</b> Improvement in particular behaviour/work Demonstration of values Improvement in overall behaviour	Sent to Year group leader (or alternative year group leader if in a year group leader class) Class teacher informs parent at end of day Silver sticker	Class teacher Year group leaders
<b>Bronze standard</b> A generally good or improved effort in work or behaviour Some demonstration of showing key values	In class praise Bronze sticker	Class teacher
<b>Warning</b>	Child is reminded of Class/School Charter and core values. Appropriate time given for child to address behaviour	Adult in class
<b>Remind</b>	Child must move away from main class group within the classroom (e.g. during whole class carpet session, child must move away some distance from the carpet. Time away depends on age of child (1 minute per age)	Adult in class
<b>Reflect</b>	Child is sent with their learning and/or behaviour sheet to another class (ideally year group leader) for 10 minutes reflection time. After this time, child returns to class. Teacher welcomes back positively and reminds child of expectations. Child is given opportunity to join class and address behaviour Class teacher speaks with parent and incident recorded in behaviour book	Adult in class informs parent and records in behaviour book  Year group leader
<b>Remember</b>	Child is sent to member of SLT. If child refuses to go, class teacher will send another adult to get member of SLT. If SLT not present, a different year group leader will be called for. Parent/carers involvement (letter, phone call, meeting)	SLT  Parent/Carer  SLT makes record of behaviour incident and discussions with parent.

## **Violent and Inappropriate Behaviour**

We do not accept violent behaviour in our schools. When there are such incidents, behaviour management moves to 'Reflect' immediately. If necessary, the Headteacher or a member of the SLT will also become involved. If there are other incidents of seriously inappropriate behaviour, this too immediately moves to 'Reflect'. Both sets of parents, the perpetrator and the victim, are also informed as a formality.

## **Incident / Concern Forms**

Details of all behaviour incidents should be recorded in the class spreadsheet. All staff and trainee staff should use these spreadsheets to record any events related to unacceptable behaviour.

Class spreadsheets are reviewed half termly by the SLT and are collated in order that careful monitoring of behaviour takes place. Staff are informed by the Headteacher of children who appear to be 'at risk' following analysis of behaviour data.

It may be that some children will benefit from an individual behaviour plan. These will be written by the class teacher with support from a member of the SLT and/or the Behaviour Support Assistant. When a child is on a behaviour plan, parents will be fully involved and additional support will also be reviewed.

## **Bullying / racial / homophobic or other harassment**

All incidents of bullying and harassment must be taken very seriously. An incident form should be completed including actions taken. Parents will be informed unless there are exceptional circumstances where it is deemed that this would not be in the best interests of a child. Detailed confidential records are kept by the Headteacher of all incidents. Please also see Anti-Bullying Policy.

## **Exclusions**

We hope to support all children to learn how to work and learn in our school communities. However, there may be times when, after all other attempts, a period of exclusion is necessary. This decision will be taken only by the Headteacher or the Deputy Headteacher and the Chair of Governors will be informed. Please refer also to the Federation exclusion policy

## **Language**

We will strive to use language that does not judge but seeks to identify positive or negative behaviours. We model and explain to children how their behaviours and actions result in positive or negative outcomes, guiding the children to make more informed, well thought out

choices to meet our School Charter and values. This is based on Non-Violent Communication techniques (e.g. talking about children's behaviour, its impact on the feelings and needs of others and not on describing children as naughty or bad).

### **Class rewards**

Class teachers can use class rewards as a positive behaviour management tool if they wish. These are not to happen weekly but are built up over time and no child should be excluded from a class reward. Discussions with SLT should take place-prior to a class reward being put into place.

### **Outside Class & Playground Positive behaviour management**

The behaviour management principles will continue both outside class and in playground contexts as follows:

#### **Outside Class**

- Instructors and tutors will support positive behaviour.
- Adults will have high expectations of learning and behaviour.
- Children will be praised for showing positive behaviour (in line with School Charter and values)
- Bronze, Silver and Gold stickers given following the process as above.
- Warnings and 'consequences' for negative behaviour given.
- If children continue to choose to ignore the School Charter, an adult can send for SLT.
- Member of SLT will decide how to proceed.

#### **Playground**

##### **Playtime and lunchtime**

- At playtime all adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles above.
- Children must approach staff outside and not come into school.
- In discussion with teachers on duty, staff will inform member of SLT of serious incidences.
- If behaviour poses serious health and safety risk, a child is sent to SLT or if a child refuses to come in, an adult will be asked to go and get a member of SLT (or in their absence, a year group leader)
- All significant incidents must be recorded using the standardised form, reviewed by a member of the SLT and logged in CPOMS.

We recognise our legal duty under the Equality Act 2010 to make reasonable adjustments to prevent pupils with a protected characteristic from being at a disadvantage. Consequently,

our approach to challenging behaviour may be differentiated to meet the needs of the pupil to enable disabled pupils to be educated within the mainstream system.

Where there are continuing concerns that a pupil is exhibiting persistent and challenging behaviour, our SENDCo will assess the pupil to determine whether there are any underlying casual factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. However, it must be noted that not all behaviour is an indication of a special education need or disability. After further assessment, it may be determined that other external factors such as housing, family or domestic circumstances are contributing to the presenting behaviour and a multi-agency approach, supported through an Early Help Assessment, may be deemed appropriate. In all cases, our main priority lies in early identification and intervention to enable the pupil to receive the appropriate support they may require.

If a possible special education need or disability (SEND) is identified, the graduated approach will be followed. (Please refer to the SEND policy for more detailed information about the Graduated Approach to SEND.) As part of this process, it may be appropriate to seek additional support and advice from other professionals such as medical practitioners, specialist teachers and/or an Educational Psychologist. If more acute needs are identified, we may refer to external agencies for outreach support such as County Inclusive Support Service (CISS) or First Base/Alderwood Pupil Referral Unit (PRU). In some cases, it may also be necessary to seek further guidance from the In Year Fair Access Panel (IYFAP). In all situations, we will work in partnership with the parent/carer to plan an appropriate, individual support programme for the pupil taking in to account their identified needs. This plan will be reviewed and amended on an on-going basis to ensure the pupil's needs are being fully met.