



Fairfield Community Primary School

Behaviour and Discipline Policy

Rationale:

We at Fairfield Primary School believe every child has the right to be happy and safe and we place great value on the need to promote a caring and supportive environment in which all members of the school community feel secure and respected. In order that we have a well organised and disciplined place in which to live and work, the school has developed a positive framework to manage behaviour that fosters and promotes good behaviour.

The development of personal qualities and the fostering of socially acceptable behaviour are an integral part of our learning environment at Fairfield. Our aims and philosophy have been agreed by pupils, staff and governors and conveyed to parents/carers in order that we have a shared expectation of attitudes and values and a whole-school community feel to ownership of the practice.

AIMS

We aim to:

- promote the emotional health and well-being of all pupils and staff
- offer a holistic approach where social, emotional and behavioural skills are developed
- have a clear and positive framework to manage behaviour
- promote a common understanding and shared language which is reflected in pupils' responses and attitudes
- look for regular opportunities to praise and reinforce good behaviour
- display our rules clearly around the school
- be fair and be seen to be fair
- treat all members of our community with respect
- use lots of rewards such as verbal praise, stickers, certificates, texts, golden time and celebration assemblies.
- monitor and review behaviour records and policy regularly

GUIDELINES:

Social, emotional and behavioural skills will be taught as part of a whole-school approach to pupils' development (Route to Resilience) and reflected in the school's vision statement and ethos. They will be taught about the 'Fairfield Way', learn playground and classroom rules and behaviours through assemblies and classroom work, as well as the general day-to-day relationships and encounters between all staff and pupils. We believe that teaching and acquiring these skills will increase pupils' abilities to:

- be effective and successful learners
- make and sustain friendships
- deal with and resolve conflicts effectively and fairly
- solve problems with others or by themselves
- manage strong feelings such as frustration, anger and anxiety
- work and play co-operatively
- compete fairly, win and lose with dignity and respect for competitors
- recognise and stand up for their rights and the rights of others
- understand and value differences between people
- respect the right of others to have beliefs and values different from their own

Where pupils have problems in acquiring these skills or keeping our rules, the school has adopted a clear approach to dealing with this.

Our Fairfield Way:

1. Be gentle, kind and helpful
2. Look after our school
3. Be a good listener
4. Always try your best
5. Be honest

What happens if a child breaks the rules in the classroom?

Warnings and behaviour sanctions will be issued to children choosing to persistently cause disruption to their own or others education, health and safety or emotional wellbeing. Children need to be reminded that if they do not comply there will be a consequence, as well as being given the opportunity to redeem themselves.

By referring to the Fairfield Way and Classroom Rules it will be possible for children to be dealt with consistently across the school and within each individual classroom.

Although the sanctions are hierarchical, entry on to the sanctions system can occur at any level depending on the nature and severity of the behaviour displayed. Physical harm towards another child or adult will not be tolerated.

- Initial verbal warning and reminder of the rule
- Classroom strategies such as the 'Good to be Green' programme in KS2 and children moved onto the cloud in KS1/no sticker awarded.
- Formal verbal warning
- Removal of a privilege (playtime etc)
- Time out to a member of the middle/senior leadership team.
- Three repeat incidents in a week – teacher informs parents and alerts HT/Phase Leader/AHT
- Persistent poor behaviour (more than 3 per week) will result in being sent to Phase leader Leader/AHT who will then inform the HT
- Any incident of racism and or physical hurting will be dealt with by the HT/AHT

What happens if a child breaks the rules at playtime or dinner time?

Dining supervisors will follow the same guidelines as above and use warnings and removal of privileges where appropriate. However, persistent poor behaviour will result in being put in the behaviour book. These children will then be sent into school to the teacher on duty and asked what they did wrong and what they could do to avoid it happening again. However, deliberate physical aggression towards another child will automatically result in being sent to the HT/AHT.

What about those children who consistently keep the rules?

Staff will look carefully for those children who consistently keep the rules and rewards will be given and sent home to encourage this desired behaviour. In Key Stage 1 a 'Rainbow' reward system is in place. In key Stage 2 a 'House points' reward system is in place. Head Teacher awards are given out weekly alongside other extracurricular achievements.

Extreme behaviour

In rare cases of extreme aggressive behaviour, which affects the learning of other children or puts anyone in danger of being harmed, two members of staff will escort the child to a safe, quiet area and hold until calm. Holding will only ever be used as a last resort and where possible handled by staff who are trained in the restraint method of physical restraint. All such incidents will be clearly recorded. Parents would then be informed and asked to come into school to discuss the incident. We will always give a fresh start the next day and look for ways to avoid the behaviour being repeated. Where extreme behaviour puts a child in danger of being excluded, specialist input will be sought from outside agencies and a special meeting will be called to put measures into place to avoid this outcome. All efforts will be made by the school to keep the child from exclusion and parents will be fully involved with this process. The school will consider each case individually, but it will take a very serious view of the following behaviours:

- a considered act of aggression towards another child
- Peer on peer/child on child abuse
- verbal or physical abuse towards any member of staff
- running out of the school premises
- persistent swearing
- deliberate damage to school property

These behaviours will automatically result in being sent to the HT and contacting parents alongside removal of privileges (these depending on the severity of the incident). Repeated outbursts of these behaviours are likely to lead to a fixed term exclusion in the first instance, and a permanent exclusion if continued. (see exclusion policy)

Some children with special educational needs or a disability may have an individual behaviour plan to help them modify their behaviour and these programmes will clearly state what procedures are in place to support this.

Equal Opportunities

All children's needs must be addressed irrespective of their social or cultural background. Behaviours of a sexist or racial nature will not be tolerated. However, there needs to be an acknowledgement of the individual, their level of social maturity or Special Education Need, and actions must reflect some degree of flexibility to successfully address the needs of all involved.

Bullying

Bullying is anything which is intended to upset or hurt anyone else, to make a person feel isolated, unhappy or afraid. It is the persistent nature of the incidents which turns such behaviour into bullying rather than isolated incidents.

Bullying or intimidation, by thought, word or deed, is totally unacceptable.

The school seeks to foster a climate in which pupils and staff accept individual differences and encourage mutual respect within a framework which does not tolerate bullying in any form.

In order to prevent bullying we will:

- promote school values which reject 'bullying' and strive to instil co-operative behaviours
- use teaching strategies, including the SEAL materials, Cambridgeshire PSHE (Relationship) units of work and Route to Resilience work to develop empathy, improve self-esteem, cooperation and team work
- ensure effective supervision and appropriate recreation
- take time to listen to what the children say and to investigate any accusations made and follow up incidents with all those involved
- report worrying incidents immediately to the class teacher, a senior teacher or the head teacher
- make written records and inform those who need to know - including parents
- provide access to support, including outside agencies when necessary, both for the targeted child and the individual, or group of children displaying bullying behaviour

For further guidance see the school's Anti-bullying policy

Home/ School Contract

On entry of their children to Fairfield School ALL parents are expected to read and sign our 'Home/ School Agreement' which supports the ethos of the school. *This is reviewed annually with a copy kept at home and a copy sent back to school.*

Record keeping and monitoring

A record of behaviour incidents will be kept by the Class teacher and Lunchtime Supervisor staff in order to inform parents. Children who receive a sanction at playtimes and/or lunchtimes will be recorded in a book which is kept in a secure place in the classroom. Regular checks will be made for patterns and frequency of incidents by the class teacher and attention paid to disability, special needs, gender or cultural background. This will be reported to governors in the Headteacher's termly written report and safeguarding committee meetings

Review

This policy was first put together in July 2011 in consultation with staff, and shared with parents.

It will be updated annually along with a review of its implementation and effectiveness.

The principles stated above will be at the basis of all policy and practice in the school.

This Policy will be reviewed by the Full Governing Board on a yearly cycle and must be signed by the Chair of Governors and Headteacher.



Policy	Sept 2020
Reviewing Committee	
Last Reviewed	Sept 2022
Ratified by Full Governing Board	Sept 2022