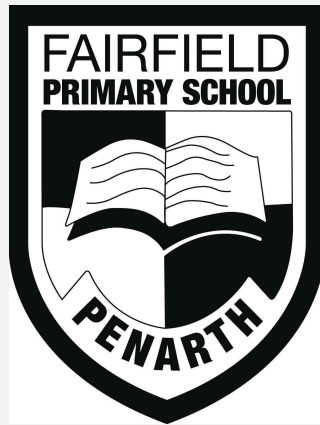


FAIRFIELD PRIMARY SCHOOL



POSITIVE BEHAVIOUR POLICY

Note – read in conjunction with Anti-Bullying Policy

A Whole School Approach

At Fairfield Primary School we aim to create a learning environment where everyone feels valued, secure, motivated and able to learn, with pupil wellbeing being key to the development of each individual. We believe that positive behaviour within set boundaries is the foundation of all learning, and a calm, orderly atmosphere ensures effective teaching and learning can take place.

Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our expectation is that everyone will aim to:

- promote high standards by modelling positive behaviours at all times.
- encourage high standards of work and behaviour through praise and positive noticing / reinforcement.
- treat each other equally, with mutual respect and consideration.

This policy is supported with the inclusion of whole school TIS strategies, 10 Keys to Happier Living and PSE curriculum.

School and Classroom Rules (These are currently being reviewed by School Council)

- ❖ Do as you are asked by a grown-up (FP) / Follow Instructions (KS2).
- ❖ Keep your hands, feet, objects and unkind words (and gestures – KS2) to yourself.

The school rules are on display around the school and are referred to throughout the school day. They support the pupil's understanding of behaviour expectations.

A Positive Approach / Rewards

The use of praise and positive encouragement is used to promote the correct behaviours, on an individual and group basis through:

- Meet and Greet pupils at the beginning of each day
- Non-verbal (smiles, thumbs up etc.) and verbal praise
- Daily emotion check in class
- Positive and constructive feedback on work
- Sharing/celebrating work and achievements with SMT/Headteacher
- Seren yr wythnos / Star of the week award – given for an achievement identified by the class
- Team points – given for good work, effort, attitude and behaviour, either individually or collectively

Every child is allocated to a team. These team points are displayed in each class, which works on 3 levels.

1. Individually, a child can gain the highest number of team points in their class, resulting in their name being placed in the 'Achievement Book' for Friday's assembly.
2. As school teams the children attempt to gain the highest number of points each week, the results being read out in Friday's assembly and the School Team display flags altered.
3. At the end of each term, the team with the most team points wins the 'Team Trophy'.

- Positive Noticing
- Happier Living Gems – Each half term there is a focus on a 'Key to Happier Living'. Children displaying the key will be rewarded with a gem. These are placed in jars for each team. At the end of the half term they are counted and the team with the most gems receives extra 10 mins play. Gems can be awarded to children at playtimes too.
- A child's name can be placed in the "Achievement Book" for an achievement, which is read out in assembly on a Friday. The child receives a "Well Done" certificate to recognize this achievement. In addition a text is sent home to inform their parents.
- A record of good work and their achievements is kept in Proud to Present folders. This takes place termly.
- Stickers / playground stars / class rewards
- Recognition Notes Home
- Proud Walking

Staff will promote positive learning behaviours by:

- start lessons promptly and punctually – empty time leads to misbehaviour
- create a calm atmosphere by ensuring children move around the school and enter and exit classrooms quietly in a line (Proud Walking)
- Have a clear seating plan – make it clear lessons are for learning, not socialising
- Focus on redirecting behaviour back to learning rather than focusing on inappropriate behaviour

- maintaining control when responding to situations, using a calm, firm voice
- limiting attention on the child, discussing in private and not in front of the class where possible.
- use strategies to help others regulate emotions.

Managing disruptive behaviour / Consequences

If redirection and positive encouragement do not work, staff will use the Warning Steps detailed below.

Initially, whenever possible, highlight positive behaviour of other pupils as a model of what is expected.

- Step 1 – Reminder of the expected behaviour, eg. “This is a reminder that we face the front and listen. Thank you.”
- TAKE UP TIME
- Step 2 – Verbal use of script to remind what is needed, “I’ve noticed that.... You know the school rule is... I know you can/feel... I expect you to... Thank you for listening.
- EXTENDED TAKE UP TIME
- Step 3 – The pupil will be informed they are missing some of their play as a consequence.

The class teacher must implement this consequence, by remaining in the classroom and having a restorative conversation with the pupil, using it as time to reflect on what has happened and impact on themselves and others..

- Step 4 – If the behaviour continues and is disrupting the learning of others, the child will be sent with their work to another class. If the child refuses to go, a SLT staff member will be involved.
- TRIAGE

These steps are cumulative but should begin again for each new incident.

Warnings should not be held over children for longer than one teaching session.

There are times, however, when other measures are required to ensure that disruption for teacher and pupils is kept to a minimum, as detailed above, along with agreed procedures from TeamTeach which are listed below.

- Use of ‘Distraction, De-escalation, Debriefing’. (Distraction may be through ‘errands’, De-escalation may use ‘Change of face’, Debriefing will use ‘Restorative Questions’ to find triggers)
- Use of a ‘Dynamic Risk Assessment’ in all incidents
- Use of a ‘script’ to inform child to follow school rules
- Use of ‘Caring C’s’ to escort pupils to a safe place
- Monitoring of individual situations where children may be choosing to abstain from activities
- Positive Handling Plans / Meet and Greet strategies

If behaviour continues to be unacceptable, these further steps must take place.

- 1. Meeting with parents and Phase leader – strategies agreed and put in place to support improved behaviour.
- 2. Meeting with parents and HT – review progress against strategies. Reinforce strategies and additional actions.
- 3. Consider external agency involvement, eg. ES, Families First, EP

Understanding of individual children's behaviour and their circumstances will be taken into account and additional learning time and reparation with a key person or class teacher may be needed.

Some behaviour will be dealt with immediately, without going through the warning steps. These behaviours may include

- bullying / racism / homophobic language
- swearing / obscene language
- destroying school property or that of other pupils / stealing
- serious challenge to authority of any staff member / arguing with staff / verbal abuse to staff
- Physical attack – letter sent home asking parents to discuss appropriate behaviour with their child
- For certain incidents Internal Exclusion will be implemented, and on rare occasions, external exclusion. The duration and times which this is put in place will be as a result of all factors being considered by staff. Parents will be informed by letter.
- Persistent incidences of negative behaviour will impact on the ability to attend school trips, including year 6 adventure week.

All members of staff at Fairfield School have the right to use reasonable force to restrain a pupil in order to prevent that pupil:

- Committing an offence.
- Causing personal injury or damage to property.
- Engaging in behaviour prejudicial to good order and discipline at the school.

The use of force will only be regarded as reasonable when the circumstances warrant it. The degree that could be reasonably employed will depend on the age, understanding, physical maturity and sex of the pupil. Any incident where physical restraint has been used will be reported to the Headteacher immediately after the incident.

In Playground

Staff on duty will use Recognition Notes for the whole school display.
 Staff on duty will also use the same Redirection Steps detailed above.
 Step 3 will involve time spent with the staff member for a restorative discussion.
 If extreme situation – sent in to Senior Staff

Appendix

Suggested strategies for classroom management which will support good behaviour

- plan and organise classroom to minimise opportunity for unnecessary movement and disruption
- consider grouping of pupils and consider carefully seating arrangements
- give children a clear picture of what is expected of them including the learning objectives and behavioural expectations of the lesson
- plan lessons and delivery to flow smoothly
- settle class quickly
- obtain full class co-operation
- use voice effectively
- be alert to all that is happening in class
- allocate teacher attention fairly
- be enthusiastic - show you like the children and are interested in them
- use humour, not sarcasm or humiliation
- identify class members to distribute books, writing materials, etc. preferably on a reward basis
- allow a few minutes with the children at the end of each lesson for evaluation of both academic and behavioural performance
- Accentuate the positive - look specifically for those children who are conforming and use them as examples to others - give them plenty of praise and approval
- Relate well with the children
- know each child as an individual - they need to feel known and valued
- set clear classroom rules and explain why they are necessary
- be firm with, and target, the right pupil - avoid punishing a whole group
- criticise behaviour not pupil
- use private rather than public reprimands whenever possible
- be fair and consistent
- distinguish between minor and major misbehaviour
- understand your own behaviour - is your tolerance level too high/low?
- model the good behaviour expected of pupils and praise it when it occurs.

A negative atmosphere in the classroom can be created by frequent criticism and rare praise. Loud public reprimands and threats should be avoided. Acting aggressively to minor incidents increases the risk of major confrontation. Pupils may see this as unjust and vindictive and pupils who challenge the teacher's authority will gain status. Anxiety and stress will make relationships with pupils more difficult and increase the tendency to over-react to minor incidents.

Improving the levels of self esteem in our children is considered an important factor in managing children's behaviour.

The following strategies help enhance this: -

- Consciously look to reinforce aspects of appropriate behaviour through praise, approval and attention.
- Seek out the strengths and achievement of the children both in terms of academic

performance and behaviour, highlighting them as often as possible.

- Make effective use of stickers, stars, special mention assemblies etc. to highlight academic and behavioural improvements and achievements.
- Avoid 'put downs'. Find something to be positive about, even when justifiably reprimanding a child.
- Recognize minor, yet specific, improvements in aspects of behaviour.
- Appreciate children's concerns and anxieties. They may sometimes seem trivial to you, but are often issues of great significance to them at that particular time.
- Listen to children - avoid always talking to them and at them, rather than with them.

Dealing with inappropriate behaviour

The class teacher or member of staff should follow a set procedure. The pupil will be asked:

1) what he or she has done.

11) what needs to be done to put things right.

- The teacher or member of staff should investigate the incident and following the investigation tell the child what, if any, the consequence is and see that it is carried out. In case of repeated poor behaviour, parents will be asked to come in and discuss the matter so we can work together and sort out any problems.

Helping children to resolve conflicts:

- Approach calmly and stay neutral. Acknowledge feelings (e.g. you seem angry/sad/upset/ **very** upset). Give children time for their feelings to subside, and then let them know that you think that they can work out a way to solve the problem.
- What do they **want**? Listen carefully to each child's details and needs; they are the key to finding the solution. Identify the problem.
- Restate the problem and check that both children agree.
- Help the children to find solutions/ make plans and choose one together.
- Give follow-up support if required. Check with each child that the problem has been resolved.

The way we speak to children:

- Use positive language.
- Always keep calm, never shout or lose your temper.
- Avoid words that are personal to the child; focus on the behaviour not the child.
- Use short and specific sentences.
- Use simple language with all children. We will avoid saying what we don't want the child to do and focus on what we would like them to do instead.

Points to remember:

- Speak to the child in an appropriate setting, ensuring they feel comfortable
- Concentrate on the behaviour causing most concern.
- Define the behaviour clearly.
- Be consistent, calm and clear about the message you are giving.
- Provide more of what the child does well.
- Give strategies a chance.
- Have a few simple positive rules.
- Set the standards

Monitoring and Review	
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