

FERNDALE PRIMARY AND NURSERY SCHOOL



Behaviour Policy

Ratified by Governing Body: November 2024

Reviewed Date: October 2024

Next Review Date: November 2024

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1- Our School Beliefs and Vision

- **1.1- We believe that a consistent approach to behaviour helps children understand expectations and feel secure and safe at school.** The whole school will work together to ensure that the same processes and approaches to behaviour management are followed throughout the whole school at an age appropriate level. We believe that children need clear boundaries; high expectations and be held to account for the choices they make however we must not destroy a child's self-esteem - **it is the behaviour that is unacceptable never the child.**
- **1.2- We believe that children and young people want to behave well.** We understand the neuroscience of the brain and that children's behaviour deemed as 'defiant or bad' is communication that the child needs and/or wants help and may be unable to use words to effectively say how they are feeling. We look to understand the behaviour and not just put in a sanction. We ensure that all pupils are supported to communicate their needs safely and appropriately.
- **1.3- We believe that an environment based on nurture, kindness and with an emphasis on praise and positivity has the biggest impact on behaviour.** The most effective way of promoting appropriate behaviour is through a combination of teaching and modelling of behaviours we want to see alongside frequently praising positive behaviour and effort through a system of rewards. We reward good behaviour more than punish poor behaviour and use the positive language to instil the behaviour we want- 'We walk inside.' rather than 'Don't run'.
- **1.4- We believe that children learn best when parents, the school and children work together in partnership.** We will work alongside parents and carers to guide children through mistakes or poor choices so that they understand how to avoid this again in the future. We will also share with parents the triumphs, accomplishments and kind-spirited actions of their children.
- **1.5- We believe mistakes are part of the learning process and we recognise that all of our children and young people are at different stages of the developmental process.** With the right support and intervention, children and young people can learn to improve their behaviour. Sanctions can only be effective if the child understands that their behaviour was wrong and learns from it

2 Rules:

The school rules support our primary goal – when followed they enable teachers to teach and pupils to learn, within a framework of safety, respect and consideration. They also support our pupils in becoming positive citizens of the wider community. The school rules are kept as simple as possible and are clearly displayed in the school and in every classroom. Rules should be recapped and referred to regularly- particularly when you see positive examples of them being followed or reminders of them when they are being breached.

2.1- Whole School Rules

- Show respect to others, the school/other people's property
- Be honest with myself and others
- Use kind words, kind hands and kind feet
- When walking around the school we walk on the left hand side
- Use our indoor voices when we are inside

These should be displayed and shared within assemblies and during playtimes/lunchtimes. It is important that these rules are shared and understood by all stakeholders creating a shared vision both in school and whilst representing the school.

2.2- Classroom Rules:

In addition to the whole school rules classrooms will display their individual class room rules. The following are an example of what they may look like:

- Kind hands, feet and words
- Listen to others
- Share and take turns
- Respect others and the property
- Use our indoor voice

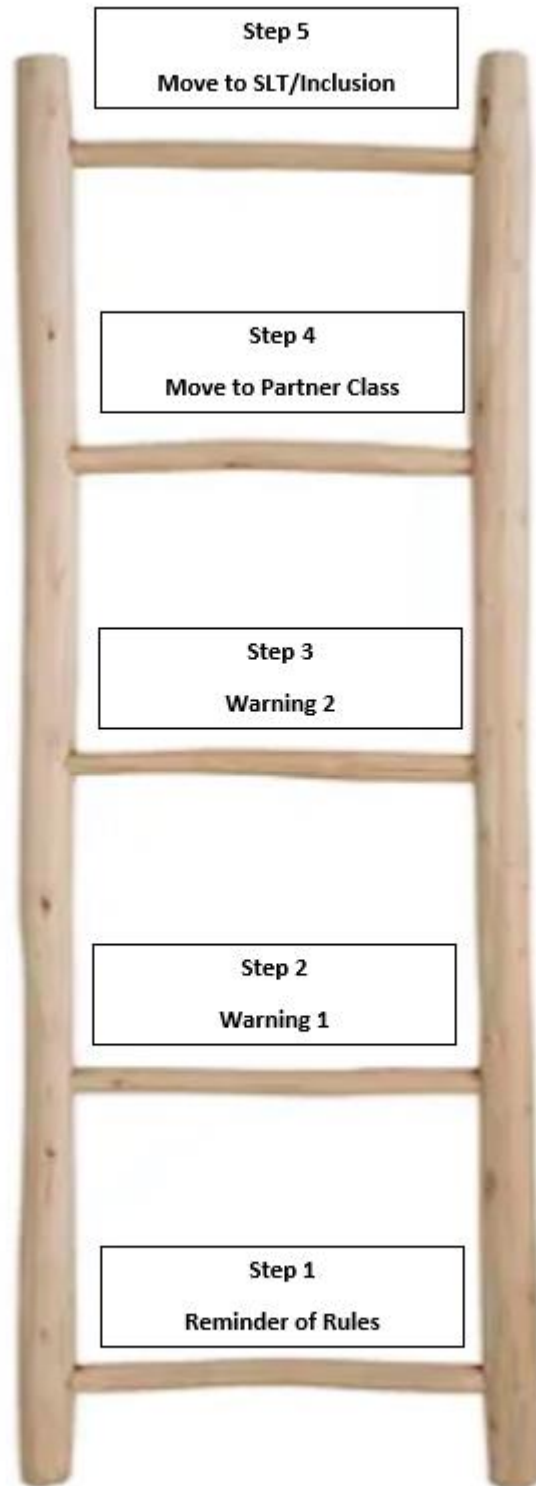
It is important to involve the children in the process of creating these classrooms rules. They need to be displayed and age appropriate and visual prompts used where necessary to ensure all children understand and can access them.

3- Behaviours and Sanctions:

If behaviour are low level and rare they will be dealt with within school and parents may not need to become involved at this point. If a pupil demonstrates consistent or regular low-level behaviour parents will be informed. If behaviour is serious, even if it is a one-off occurrence, parents will be informed immediately or at the earliest opportunity depending on the incident. They will also be informed of the sanction that resulted as a consequence. If it is felt that a behaviour plan is needed to add additional support for a child, the parents and child will be included in this process and this plan will be set and reviewed and successes shared with parents.

3.1- Low Level Behaviours

Low Level behaviours examples:	Low Level behaviour approaches (Follow down the steps if behaviour continues)
<ul style="list-style-type: none"> - Refusal to complete work - Calling out - Distracting others - Not following instructions - Isolated incidents of verbal unkindness to others - Not taking care of or with equipment and resources 	<p><i>If the behaviour is in the class room:</i> Step 1, Reminder of class/school rules Step 2, First Warning Step 3, Second warning – reminder again of school rules and what next step will be as a sanction. Step 4, Move to partner class and this will mean missing 5 minutes of playtimes and communicating this with parents by class teacher. <i>Step 5, If continues move to SLT/inclusion. Parents notified by class teacher as soon as possible.</i></p> <p><i>When a child returns to class repair is necessary for the child to understand impact. (Repair is time to talk about the incident and then closure of this and what we need to change/work on in the future).</i></p> <p><u>Restorative Questions-</u></p> <ol style="list-style-type: none"> 1. What happened? 2. What was happening OR How were you feeling before (insert behaviour)? 3. What have you been feeling like since? 4. Why do you think (insert behaviour) is not acceptable? 5. What would you do differently next time? <p><i>If the behaviour is during break or lunch time:</i> Steps are the same as above but instead of moving to a partner class the child will need to spend time with the inclusion team or SLT and repair will be done here.</p>



3.2- Serious Behaviours

Serious behaviour examples	Serious behaviour Approaches
Physical Violence Intentional verbal aggression Intentional damage to property Child on child including bullying and/or sexual abuse	Immediate removal from the class room- consider the use of a safe space if the child may benefit from this. Unlike less serious breaches the steps will not be followed and instead a member of SLT will be notified immediately for assistance and input. On rare occasions a fixed term suspension or permanent exclusion may be necessary. This is only used in very extreme circumstances and guidance for this can be found in section 3.3. This will be communicated to parents/carers by SLT/inclusion in conjunction with class teacher.

Team Teach (Physical Restraint)- If a child is in danger or at risk of putting themselves or someone else in danger then any member of staff may use physical restraint to keep all persons safe. Any team teach incidents will be recorded by all members of staff who were involved.

Team Teach techniques seek to avoid injury to the pupil or staff member, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that the pupil remains safe.

3.3- Fixed Term and Permanent Suspensions

- Before a fixed term or permanent exclusion is made the Head Teacher will consult with the CEO/Executive Head of The Blue Kite Trust (Gary Evans) Only the CEO and Headteacher (or the acting Headteacher) have the power to suspend a pupil from school.
- The CEO/Headteacher may suspend a pupil for one or more fixed periods.
- The CEO/Headteacher may also exclude a pupil permanently. It is also possible for the CEO/Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.
- If the CEO/Headteacher permanently excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the CEO/Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the CEO/Headteacher.
- The Headteacher must keep a record of any pupil who is excluded for a fixed term or permanently.
- Fixed term suspension cannot be appealed.

4- Positive Behaviour Management and Rewards

At Ferndale we understand that the key to promoting good behaviour is creating an environment in which the children feel safe, valued and understood- a classroom they look forward to joining each day. Good behaviour is not created through constant telling off and severe sanctions. Therefore, we make it a big aim each day that the positive things we say and notice far outweigh the negative and these happen consistently by all staff. At Ferndale every day is a fresh start. We also celebrate children with a values assembly and have value and star awards.

4.1 Rewards

We aim to teach the children the art of intrinsic motivation during their time with us. This means that the children behave well because it is the right thing to do and it feels good- and not always to get a prize or reward. We do this by using a mixture of both material and non-material reward. Examples of a non-material reward might be a smile, verbal praise, positive feedback in their books. It could be the opportunity to have some extra playtime or to do their work outside because they have worked hard. For material awards our staff use a wide variety of items. They may use raffle tickets, pom-pom collections leading to a whole class treat, stickers and other items. We also have a whole school reward system called Dojo's. Dojo's are awarded when students demonstrate that they are following our school values. There is a weekly winning house based on who has earned the most Dojo's which is shared in the Monday Assembly and they are then given the Dojo trophy to display for the week until the new winners are announced.

4.2 Child-on-child Abuse and Bullying

Child on Child abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others.

All staff recognise that children are capable of abusing their peers including bullying (including online bullying) physical abuse, sexual abuse and sexual harassment, initiation/hazing type violence, and rituals.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online (Anti-bullying alliance, 2021)

The following measures are in place to prevent bullying:

- Anti-Bullying week and have a program of PHSE lessons to follow up after the Anti-Bullying week.
- During internet safety week, we cover online bullying.

Where bullying has occurred, we support both the victim and the perpetrator(s) with follow-up bespoke social, emotional, and mental health support.

Child-on-child incidents including sexual abuse and harassment, are dealt with very seriously. We follow the school's safeguarding protocols (please see the safeguarding policy). We recognise that for children, the perpetrator may also be at risk and this behaviour could be because that child could also be in danger. Where sexual harassment peer-on-peer abuse occurs, we always seek advice from e.g. Brooks Traffic Light tool, our Police Constable Support Officer, First Response and NSPCC Sexual Abuse advise.

At Ferndale, we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

All Child on Child abuse including bullying, behaviour, dysregulated and intolerant (sexist, racist, intolerance towards religions, homophobic, transphobic, and disablist) incidents are added to CPOMS and investigated thoroughly. They are regularly analysed and reported to the Blue Kite Trust three times a year. Please see the school's safeguarding policy for more information.

5. Intervention

For children with social, emotional or mental health (SEMH) difficulties, appropriate intervention programmes are available including 1:1 Time to Talk and ELSA (Emotional Literacy Support Advisor) to support in areas such as social and emotional skills and managing big feelings. These are usually delivered by a member of the Inclusion team or specialist Teaching Assistants. We buy in a set amount of time each year from the TaMHS service for children within school or signpost parents to get a referral via the child's GP. There are many other services we can refer the children and their families to and if we think this would be beneficial we will discuss this with you further before doing so.

5.1. Monitoring of Behaviour

At Ferndale we monitor repetitive negative behaviour within the school to understand how best to support the child using the logs below. Once this is completed this can then be shared with relevant staff for extra additional support.

We are aware of our power to discipline beyond the school gate and we follow up incidents of unacceptable behaviour, by our pupils, when such incidents are brought to our attention. The police are always informed of behaviour which is criminal or which poses a serious threat to a member of the public.

6.1 The role of all staff

- It is the responsibility of the staff to ensure that the school and class rules are enforced, and that their class behaves in a responsible manner during lesson time.
- All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- All staff treat each child fairly and enforces the Rules consistently following Sections 3 and 4 of this behaviour policy.
- All staff will treat the children at Ferndale with respect and understanding.
- The class teacher liaises with the SENCO/Lighthouse team when necessary who may then choose to contact external agencies, if appropriate, to support and guide the progress of each child.
- The class teacher reports to parents about the progress of each child in their class and will report to parent when step 4 has had to happen.

6.2 The role of the Headteacher

- It is the responsibility of the Headteacher to ensure the school behaviour policy is being implemented consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of unacceptable behaviour. For repeated or very serious behaviour incidents, the Headteacher may permanently exclude a child.

6.3 The role of parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare.
- If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher/Executive Headteacher and if still not resolved they should then

contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6.4 The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

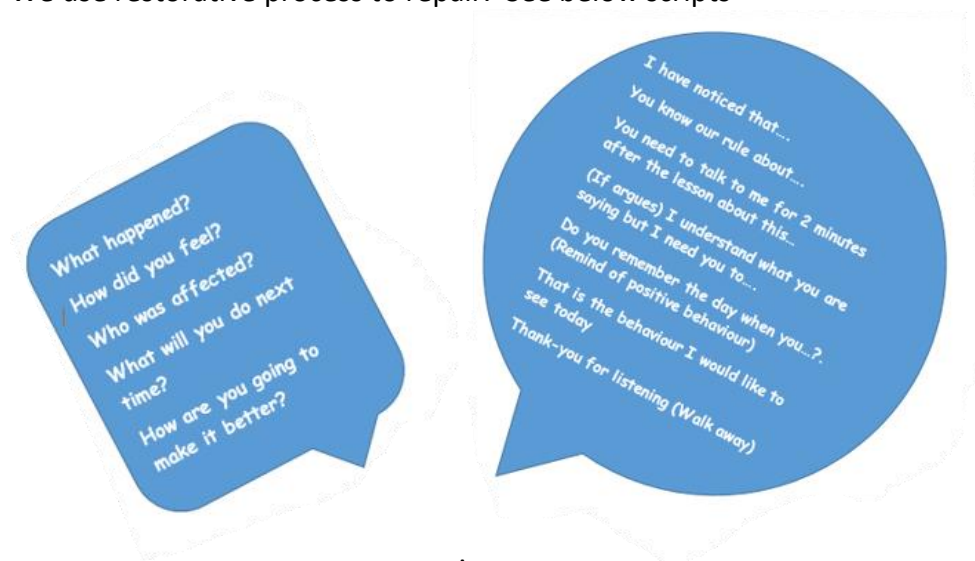
Annexe A

Some useful suggestions for staff dealing with challenging behaviour:

- Remember and practice scripts – ‘John, I can see you’re upset... talk and I’ll listen...’
- Wherever possible divert, diffuse and de-escalate ‘problems’
- If there are times where behaviour is particularly poor (e.g on the playground at lunch) remind the class of the expectations regularly just before the event takes place. This is also very important for times such as trips, a new visitor, a special assembly etc- before it takes place tell students what to expect and what you expect of them.
- Re-visit the School Values and Classroom Rules (both prominently displayed) more regularly we positively reinforce maths skills, rules, knowledge etc why not behaviour? Remind them of responsibilities as well as their rights
- State expectations calmly and without confrontation – the tone of your voice is as important as the content of what is said e.g. reminding children of the Rules
- Use simple, clear instructions at an age appropriate level. Use appropriate child-speak if it conveys your message more effectively
- Use positive instruction- ‘Use your walking feet please’ rather than ‘Don’t run’ or ‘Come and sit on this chair’ rather than ‘Don’t sit there!’- tell them what you DO want not what you DON’T.
- Praise children behaving well near a child making the wrong choices
- Help children to understand they have the opportunity to amend their mistakes – ‘What could you do next time..?’
- Wherever possible give children choices with guided help – it gives them some autonomy and control. “You can do the work now and have a break time. Or, if you continue to mess around you will have to finish it during break. It is your choice.” In contrast- “If you don’t do this then...” is a threat that can entrench more opposition
- Don’t take a child’s behaviour personally – some children will try and exploit teachers’ triggers thus baiting the adult. Disapprove of the behaviour rather than the

child (“I don’t expect to hear that kind of language” rather than “You are being rude”)

- Avoid standing over a misbehaving child – it can be inflammatory – stepping back gives the child space to think and choose
- Acknowledge children’s feelings where appropriate e.g. a dispute between pupils (“I can see why you might have a reason to be angry...”)
- Ignoring some low level attention seeking behaviour, although it is hard to ignore, takes the reinforcement away from the instigator. Praise more positive behaviour (“Thank you for putting your hand up, now I can come and help you...”)
- Avoid put-downs, unfavourable comparisons e.g. siblings, or sarcasm - as it can antagonise situation or bewilder children who don’t get your humour
- Make statements that show care and concern for the pupil, in order to maintain the relationship
- Make time to listen – if not now maybe later, behaviours almost always have a reason behind them. If we give children chance to talk we can understand more about their behaviours.
- Seeking help from colleagues i.e. progressing through the behaviour steps - is entirely appropriate.
- Reward good behaviour more than you punish poor behaviour
- Stay in control – control your own feelings and body language first. Step away to gather yourself if needed.
- We use restorative process to repair. See below scripts



Behaviour Toolkit



Directions are given in a **calm, firm, quiet voice**

Give instructions and **walk away** to show expectation of compliance - *'I need you to move to the chair over there. Thank you'*

Expect children time to comply with the first instruction and give them time to do so

Use **'Yes and,' 'and'** to divert from the secondary behaviour, focus on the primary behaviour and avoid conflict - *'Yes, you were just asking for a rubber and I need you to work on your own because I want your own ideas.'*

Give **short and simple** directions - *'Emma, (two second pause) you can choose to arrive for the next lesson on time or you can choose to do a lunchtime detention, thanks!'*

Use the **language of choice** - *'Andy, you have two choices. Either you choose to come outside with me now to discuss your behaviour or you choose for me to get a senior teacher to remove you from the room. What's your choice?'*

Use **double what questions** - *'Joe - What are you doing' 'What should you be doing?'*

Name ... direction ... Thanks - *'Kyle...baseball cap off...thanks'*

End instructions with **'thank you'** or **'thanks'** not please - *'Sarah, (two second pause) if you have an answer to a question then put up your hand, thanks!'*

Stay **focussed on the primary (not secondary) behaviours** - *'Sarah lets out a 'huff' but Mr. Gohil ignores this secondary behaviour.'*

Give **non-confrontational advice** - *'Sam (two second pause), it's important to sit with all four chair legs on the floor in case you fall backwards - thanks!'*

Use **positive do's** rather than don't - *'Alex, I'd like you to choose to sit back in your seat. Thank you.' Rather than Alex don't get out our your seat*

Use **When and Then** - *'Trevor, when you've put up your hand then I will answer your question.'*

Use **I (not you) four part statements** - *'Sammy-Jo, when you are shouting at me (the behaviour not the person) it stops me from trying to help Simon (cause and effect) and I feel frustrated and annoyed (your feelings). I'd like you to choose to sit quietly and wait (desired behaviour) until I have helped Simon. I'll come and help you next.'*

Ask **'Are you Ok?'** To intervene early in non-confrontational manner.

When it Really Kicks Off!

Please listen to the following podcast:

<https://pivotaleducation.com/when-it-really-kicks-off/>

What do you do when a learner really explodes?

Paul Dix (2014) explains what to do and what not to do!



Discuss choices

Clearly and calmly explain the behaviours which you observed, how they relate to the classroom plan and that the student has made a 'poor choices' so far. Tell the student that you want them to make better choices. You are then focusing on the behaviours and the student is less likely to feel personally attacked.

Don't chase secondary behaviours

Focus on the behaviour you are correcting and do not discuss anything else. If the student tries to divert you tell them that you understand what they are saying but they still have a consequence/need to make better choices in their behaviour.

Plan your interaction

Make sure that you take a moment to structure what you are going to say and keep to that 'script'. Think carefully about your verbal and non-verbal communication. Enjoy the skill of being able to stay in control of the confrontation.

Don't bring up past misdemeanours

Focus on the single, identifiable behaviour which you have seen. All students start each class with a clean sheet.

Remember that you are the adult

Losing your temper will leave you exposed. Try and see the interaction for what it is – an adult helping a child to learn about behaviour and make better choices.

Get on their level physically

If they are seated, try kneeling or bending over, rather than standing over them.

Avoid negative comments on cultural styles

Students should be allowed to dress themselves and their hair within the agreed limits of the school's dress code and to move as they please if this does not encroach on the space of others.

Respect students' personal space

Students may feel threatened and become agitated if their personal space is constantly violated. This does not mean, however, that teachers should ignore bad behaviour.

Use friendly gestures, not aggressive ones

Avoid pointing the finger. Open hands with upturned palms are less threatening.

Use student's preferred name

Ask each student how he/she would like to be addressed in the classroom and then respect that preference.

Ask questions rather than make accusations

Assume that the student is a responsible person. "Are you ready to begin?" is less confrontational than: "Put your magazine away. It's time to start class", especially spoken in a concerned and kind tone.

Deal with the behaviour problem in private

Reprimanding or 'shaming' students in front of their peers causes unnecessary embarrassment. Speaking to them privately respects their dignity and self-esteem.

Listen carefully when students speak

Remain open-minded and objective. Consider the messages of students carefully. Avoid interrupting them or offering unsolicited advice or criticism.