

# Fernwood Primary and Nursery School



## Behaviour Policy

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Written by	Di Giles alongside <i>DFE Behaviour in Schools 2022</i> , staff feedback and pupil council contributions



# **Policy Statement**

At Fernwood Primary and Nursery School we know that good behaviour is important for excellent learning. The safety, well-being and education of our pupils is paramount. With this in mind, we aim to provide a calm, safe and supportive environment for children and adults alike, where all are treated kindly, fairly, with equity, and with respect, so all can learn and thrive.

We have worked hard to create a culture where staff and children flourish in safety and dignity. We prioritise inclusion and work to ensure all are free to experience success in their education without discrimination. We explicitly teach pupils how to behave well and appropriately and we continually work to maintain high standards of behaviour. This policy is designed to promote and develop self-management of behaviour so pupils are able to regulate themselves and develop good, positive behaviour to support them in their learning and life.

Fernwood Primary and Nursery School has high expectations for pupils' behaviour and conduct. The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life.

Good behaviour at school is acknowledged and rewarded by all staff and where sanctions are exercised; they are in line with this policy and are taken seriously.

The school offers comprehensive support to pupils displaying problematic behaviour, before and/or alongside disciplinary measures, taking into account pupils' home circumstances and any SEND.

We make our behavioural expectations and the related policies clear and accessible to members of the school community. The policy and related documents are displayed on the school's website, printed copies are available, and age appropriate, child friendly behaviour expectations are displayed in and around the school environment.

Our emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Our aim is for each pupil to receive appropriate behavioural support according to their specific needs.

The school will not tolerate offensive or insulting language and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. This policy addresses harmful sexual behaviour and details appropriate sanctions that are applied consistently. We encourage pupils to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs, it will be dealt with quickly, consistently and effectively.

We encourage and enable pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. We teach our pupils to actively support the wellbeing of other pupils.



Our staff lead by example and model their conduct in line with the school's standards outlined in our code of conduct.

In conclusion, we value and promote the highest standards of behaviour. We will teach and expect our pupils to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. We teach and nurture a '*team*' approach in school – we are all learning together and becoming better humans as a *team*. We acknowledge mistakes and the power of learning from these. We know some of our pupils may experience difficulties with their behaviour but we will support, restore and believe for the very best from them. Above all, we will promote, kindness, respect, equity and excellence for all.

## **Aims**

**In order to set high standards of behaviour and to safeguard all children including those with Special Educational needs. We promote:**

- A sense of responsibility within pupils towards peers, adults, the school environment and resources;
- Respect and understanding amongst all members of the school community;
- Equality for all
- A positive attitude and a desire to achieve;
- The development of social skills and positive social interaction;
- The aspiration to be a "balanced" individual with a sense of humour;
- Being good role models for one another;
- Good manners and politeness e.g. walking in corridors, using a 'school voice', waiting for adults to pass;
- Self-discipline and self-management;
- Children are encouraged to resolve conflicts, reflect upon wrong doing, put things right, forgive and encouraged to make right choices in the future;
- A sense of citizenship within our school community and the wider community;
- The recognition that poor behaviour brings a consequence.

**Within our practice as staff team we aim to:**

- Have high expectations in regards to behaviour
- Recognise our role as the professional, inclusive adult – role model
- Approach situations in a calm manner (aware of body language and tone of voice)
- Repair and restore relationships
- Show compassion and understanding
- Describe the behaviour not the child
- Be fully aware of an individual's needs
- Encourage children in taking and accepting responsibility
- Follow a fresh start, new day policy



- Challenge all poor behaviour including all equality matters (eg. SEND, gender, homophobia, racism, radicalisation) bullying, and online poor behaviour

## **Our rules**

***Be kind***

***Be respectful***

***Be safe***

***Always be ready to learn and try your best***

## **Roles and Responsibilities**

### **The Role of Staff**

We have a dedicated and experienced staff team who are committed to our ethos and aims.

Our behaviour policy is shared during induction and all strategies are reviewed regularly to ensure that this policy is delivered consistently by all staff and continues to be effective in promoting positive behaviour. Regular opportunities for training are identified and delivered by senior leaders or external providers.

All adults working in school are required to be consistent in their approach to behaviour. Where this does not happen, the adults will be challenged.

Where poor behaviour gives staff a cause to suspect that a child is suffering, or is likely to suffer, significant harm they will follow the Safeguarding and Child Protection Policy. Staff will also consider if continuing disruptive behaviour may be a result of unmet educational or other needs and will seek advice from SEND Lead, SLT and multi agencies where appropriate.

The class teacher will take responsibility for behaviour management in class and will regularly discuss our behaviour rules, routines and ethos with their pupils to ensure that every child in school knows the standard of behaviour expected at Fernwood Primary and Nursery School.



## **All staff**

- Exemplify calm and consistent behaviour
- Give their first attention to best conduct (e.g. praise good behaviour before correcting poor)
- Welcome and send off children at the beginning and end of each day
- Model positive behaviours, work to build relationships and ensure restorative follow-ups are used to repair relationships with the children
- Teachers plan lessons that engage, challenge and meet the needs of all learners
- Use a clear visual support and recognition system throughout each lesson (e.g. up/down, gold/silver/bronze, smiley/sad face)
- Remain calm and take time to go through the steps (prevent before sanctions)
- Follow up each time and are consistent in approach
- Never ignore or walk past learners behaving badly
- Are consistent in routines (e.g. walk quietly in corridors, enter and leave assembly in respectful quiet).

## **SLT and LPs**

- Work alongside colleagues to support, guide, model, and promote good behaviour
- Welcome and send off children at beginning and end of day
- Are a visible presence round school – especially at lunch, breaks, in corridors when children are moving round school
- Share good practice
- Celebrate children whose behaviour and learning goes above and beyond expectations
- Support with restorative sanctions – apology letters, relationship building, reminders of rules, choices and support in return to learning/relationship repair
- Support where behaviour is more challenge due to additional needs or pastoral issues – this is individualised to the child and may include behaviour/reward charts, regularly sharing good news/good learning, supporting when class teachers meet with parents, support with referrals to other agencies.



## **The Role of Parents**

*The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.*

*(Behaviour in Schools DfE September 2022)*

At Fernwood Primary and Nursery School we work collaboratively with parents, so pupils receive consistent messages at home and at school about how to behave.

Our policy is available on the school's website and paper copies are available from the school offices. We do expect parents to support us in implementing this policy, to support their child's learning and to co-operate with the school. We try our very best to build a supportive relationship between the home and the school. We inform parents if we have concerns about their child's welfare or behaviour.

Class teachers will phone parents or ask for a meeting after school if they have concerns about their child's behaviour. If there has been a specific behaviour incident or ongoing concerning behaviour regarding a pupil, a member of the SLT/LP's will speak to parents to discuss outcomes, support required and reparation as necessary.

## **The Role of Pupils**

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

*(Behaviour in Schools DfE September 2022)*

As previously stated, at Fernwood Primary and Nursery School, we expect our pupils to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. We explicitly teach pupils how to demonstrate good learning behaviour, good relationships and the benefits and rewards reaped when working towards these aims. We hope our pupils can verbalise and demonstrate this in their everyday school life. We help them to understand 'team'. We aim for them to continue to learn from their mistakes, forgiveness and repair. We aspire for them to understand and embody kindness, respect, equity and excellence in learning and behaviour. Much of this is reiterated and reflected in our RHSE curriculum.

Rules, routines and behaviour expectations are taught in the first few days in September but are regularly discussed and revisited throughout the school year.





Children are reminded of rules and expectations every day and visuals in each class promote **'be kind, be respectful, be safe, be ready to learn and do your best'** and procedures in class as required.

Following a sanction, strategies are considered to help pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These may include:

- discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- phone call to parents
- inquiries into circumstances outside of school, including at home, conducted by the DSLs.

## **Pupils with SEND**

At Fernwood Primary and Nursery School, we consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

Reasonable adjustments are made to routines for pupils with additional needs, where appropriate. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

As part of meeting any of the duties set out in Equality Act 2010, Children and Families Act 2014 and a pupil's Education Health Care Plan, staff will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.



## **Breakfast and After School Club**

The expectations of the conduct and attitudes of pupils attending our breakfast or after school clubs is in line with school policies. If there are persistent incidents of inappropriate behaviour either during school time, or during the club session, the school reserves the right to withdraw places. This will generally be for a fixed period. However, the school reserves the right to permanently withdraw a place at any of our clubs (breakfast or after school) by exercising our duty of care if a child's behaviour places themselves, other pupils and/or staff at further or increased risk.

## **Behaviour Management procedures**

### **Recognition and Rewards**

The use of praise in developing a positive atmosphere across the school cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach. Staff use praise (body language – smile, thumbs up, nod and verbal praise – *Well done! Brilliant!*) to identify good behaviour and do all we can to communicate belief in the children and high expectations for good behaviour. We recognise and reward pupils who go over and above our everyday behaviour, learning and effort expectations.

#### **In the classroom**

Each class has its own behaviour system to reward children. This is shared and revisited with the children regularly and set out at the beginning of the academic year. All children can explain the ways their teacher rewards good work, learning or behaviour.

Some examples may include:

- Names going up a tier system eg. bronze, silver, gold
- Stickers and sticker charts
- Merit systems
- Smiley/sad face
- Star of the Week

Rewards are not taken from the children as a sanction.

#### **The 100 Star System**

This system is used by all staff across the school. Each class works towards 100 star points on their 100 square in the classroom. All staff can reward with a 100 star – site team, office team, lunchtime team, teachers and support staff in other classes. A child might be awarded with a 100 star for holding a door open for another adult, being polite and helpful, completing a task to support, being extra kind to another child in school. Teachers within class may use the 100 star system to reward the whole class when they work together eg. Tidying the classroom sensibly, working together as a team on a project.





Once a class has achieved 50 star points they will receive a half way reward such as an extra 10 minute play time, a 10 minute choosing time, a 10 minute extra iPad session.

Once a class has achieved 100 star points they will receive 100 star reward such as a short film and popcorn session, a wheels session, a mini classroom disco. Teachers allow the class to vote for the reward of their choice. We aim for each class to work towards a 100 star reward three times a year. Teachers inform their LP and the school diary details of their class 100 star reward before it takes place each term.

## **Whole School Achievement and Behaviour Celebrations**

Every Friday there is a celebration gathering – Little Star Ceremony in Nursery WOW (Work of the Week) Assembly in F2/KS1 and Merit Assembly in KS2 – each celebrate individual achievements for a child in each class. The children receive a sticker and certificate/badge. All children are celebrated at least once each year.

## **Sanctions**

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Staff go through steps with care and consideration, taking individual needs into account where necessary. Staff praise the behaviour we want to see. Children are given 'take up time' in between steps. Staff do not leap or accelerate steps for repeated low-level disruption.

Class Teachers will use the following steps in behaviour for dealing with poor conduct

1. A look
2. A reminder – **'be kind, be respectful, be safe, be ready to learn and do your best.'** The learner has the choice to do the right thing
3. A caution (delivered quietly) of the consequences for not adjusting unacceptable behaviour
4. Name on board/Move ready-made name moved to warning area on board
5. Tick next to name (5 minutes of free (break/lunch time) is missed in own classroom)
6. If appropriate, and this action will support the learner in reflecting on behaviour the pupil may work in a partner classroom for 5 minutes (KS1) 10 minutes (KS2). The focus here is repair. A member of the SLT/LP can be called to support with this process.

Staff aim to deliver sanctions calmly, with care and taking the individual child's needs into account.

At the end of each session there is an opportunity for a fresh start. Children are able to make right choices and reverse the sanction process at any point.



## **Lunchtimes**

Lunchtimes are less structured times of day, however we still strive to maintain the rules and expect good behaviour from all. SLT are timetabled to support at lunchtimes. The Midday supervisor team reward good behaviour with positive reinforcement, smiles and praise. They can give stickers and report a 100 star award on their blue slip for behaviour that is above and beyond our everyday good behaviour expectations. Should pupil's lunchtime behaviour be challenging, the mid-day team

1. Calmly remind the pupil of the rules – **be kind, be respectful, be safe.**
2. Listen to all sides in a disagreement
3. Help resolve situations where possible
4. Call for lead MDS, play worker or SLT/LP support where required.

Following lunchtime, the blue slip may be passed to the pupils' class teacher, who will ensure rewards are given and incidents are followed up with consequences where and when appropriate.

## **More serious incidents**

More serious incidents – **swearing, hurting, bullying**, will be referred to SLT/LP. An appropriate sanction will be agreed and talked through with the pupil. Appropriate sanctions may include

- Missed break or lunchtimes with a member of SLT/LP
- A letter of apology written by the pupil
- Missed work completed
- A phone call to parents
- Other reparation work as appropriate

These more serious incidents will be recorded to allow SLT/LP to closely monitor and action behaviour support or referrals as necessary.

## **Specific behaviour issues**

### **Child on child sexual violence and sexual harassment**

*Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.*

*(Behaviour in Schools DfE September 2022)*

At Fernwood Primary and Nursery School we are clear that these behaviours are unacceptable and will not be tolerated. While children are still young, we are still teaching them about manners, courtesy and dignified/respectful relationships and we shall challenge unacceptable behaviour/language and support children in their understanding of what is and is not appropriate including what some might perceive as banter and inappropriate or unwanted behaviour. This is also covered in our RHSE curriculum.



## **Behaviour incidents online**

At Fernwood Primary and Nursery School we will clearly teach our pupils that *the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, dignity and respect.*

*(Behaviour in Schools DfE September 2022)*

## **Mobile Phones**

Please see our mobile phone policy.

## **Bullying**

*'Bullying is action taken by one or more children, targeting and hurting another child either physically or emotionally.'*

*'A bully is another person who physically or mentally hurts another person, doing it every single day.'* (child view)

At Fernwood Primary and Nursery School, we do all we can to prevent bullying by developing a school ethos where bullying (including cyber bullying, prejudice based and discriminatory bullying) is regarded as unacceptable. Our aim is for all bullying, discrimination, aggression, derogatory language (name-calling) to be dealt with quickly and effectively. All staff have a statutory duty to prevent bullying and authority to discipline pupils for bullying behaviour which occurs in school and, in some circumstances, outside of school, online or in person. Poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school can result in sanctions being applied at school.

## **Definitions**

- It deliberately and intentionally causes hurt
- Is usually repetitive incidents over a period of time towards another
- It usually involves an imbalance of power
- It may involve manipulative behaviour
- It can be child on child abuse as referred to in our Child Protection / Safeguarding Policy
- It is not teasing, quarrels or disagreement between friends, where the intention is not to cause hurt
- It does not include activities which all parties have consented to and enjoyed; e.g. play fighting.

## **Types of Bullying**

- Physical – hitting, shoving, kicking and other forms of non-consensual touch
- Emotional – name calling, isolation, intimidation, including bullying linked to homophobia, gender issues or SEND
- Cyber – mobile phone, email, social networks.



## **Preventions**

- School rules, routines and being proactive
- RHSE learning and every day reminders
- Development of personal and social skills including the ability to take appropriate action if bullied
- Anti-Bullying Week and Assemblies
- Minor incidents are dealt with immediately, all parties are spoken to and explained why the action is wrong, sanctions, reparation and support is put in place
- Encourage pupils to report incidents and support peers
- Our Chair of Governors monitors the incidents of bullying that occur and regularly reviews the effectiveness of the school policy.

## **Procedures following serious reported incidents**

- Report to Executive Head Teacher and Head of School
- A formal log of bullying incidents, from children, teachers and parents – response and action recorded
- Individual meetings with both sets of parents, Class Teacher and Executive Headteacher or Head of School, SENCO and external agencies may be contacted if deemed necessary
- Time talking to victim of bullying attempting to reassure and agree future strategies
- Support put in place to support the child who has bullied in changing their behaviour
- Appropriate sanctions given to the child who has bullied
- Circle time and RSHE activities may be completed with a small group or whole class to address issues
- Incidents are shared on a need to know basis.

## **Suspensions and Permanent Exclusions**

*For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.*

*(Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement DfE September 2022)*



*All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.*

*(Behaviour in Schools DfE September 2022)*

The Executive Headteacher and the Head of School have the power to suspend or exclude a pupil from school, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Parents will be informed in writing.

The behaviour of pupils outside school can be considered as grounds for suspension or exclusion and is considered by the Executive Headteacher and the Head of School on a case-by-case basis.

Internal exclusion can be used to sanction poor behaviour at school. The child is isolated from his/her peers for the day or part of the day, in a different working environment with an adult supervising.

Suspensions are used only in exceptional circumstances when a child's behaviour has been judged to be totally unacceptable e.g. violent behaviour towards peers/adults, aggressive abusive language, continuous and prolonged disruption of other children's learning.

Permanent exclusion is a last resort.

Further support and guidance regarding suspension and exclusion can be found on the Nottingham City website. [Exclusions from school - Nottingham City Council](#)

Parents will be expected to attend a re-integration meeting following any suspension.

## **Searching, Screening or Confiscation**

In accordance with *Searching, Screening and Confiscation DfE July 22*, Head teachers and the staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, lighters/matches



- fireworks
- pornographic images
- vapes/e-cigarettes
- any mobile phone that has not been authorised and handed to a member of staff at the start of the school day
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)

## **Reasonable Force**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

A number of staff are trained annually in de-escalation techniques and positive intervention. Pupils who are at risk of regularly requiring such interventions will have their own personal handling policy along with a risk assessment, written in collaboration with the teacher, TA and SEND Lead

## **Monitoring**

The Senior Leadership Team monitor the effectiveness of this policy on a regular basis and discusses the systems and procedures with staff annually. The effectiveness of the policy is shared with the Governors via the Executive Head teacher's report, and if necessary, recommendations for further improvements are made. Governors are regularly invited into school during the school day to monitor the atmosphere, ethos and behaviour policy in practice.

All serious incidents and actions are recorded on CPOMs. At the end of a term, the SLT analyse the data looking at trends and patterns. The Executive Head and the Head of School use this information as one of the indicators of the policy's effectiveness.

Staff will be challenged to be reflective of their own practice and by Senior Leaders to ensure the consistent approach is followed.

This policy will be reviewed in July 2024.

