



Behaviour Policy

Approved	March 2018
Next Review	March 2021
Committee	CFC
Lead Person	Assistant Head Teachers
Audience	Staff, pupils, parents
Related Policies	Positive Handling policy, SEND policy, Equal Opportunities policy, Safeguarding Policy

'At Fern Hill we are passionate about developing the whole child and instilling an enduring love of learning'.

Our purpose is underpinned by our values, which define Fern Hill at its very best and guide how we work with our pupils, parents and our community. Our core values are: Inspiration, Collaboration, Empathy and Excellence.

The Head teacher and staff are responsible for behaviour throughout the school and look to parents and the school community for support and co-operation. We believe that our aims are best reached through a partnership, where all stakeholders have rights and responsibilities and where our Diamond Time system of behaviour is communicated and understood by all.

Aims Our main aim is to provide a safe and caring environment in which all pupils can thrive and develop by:-

- encouraging children to make co-operative decisions about their work and play;
- teaching the children about responsibility for themselves and others;
- teaching children to respect other people, their property, beliefs and practices;
- developing in kindness and consideration for others;
- encouraging children to think about their behaviour, take ownership and develop self-control and self-discipline;
- encouraging children to behave well inside and outside the school - with or without an adult being present;
- co-operating fully with parents/carers and staff in order to establish a continuity of behavioural expectation;
- promoting positive behaviour and acting appropriately in response to inappropriate behaviour;
- being positive role models and setting positive examples.

Our Behaviour Policy is to follow Fern Hill's Diamond Rules

Do listen to people and be kind and gentle	Respect
Do make the right choices	Reasoning
Do work hard	Resilient
Do look after property	Responsible
Do be helpful	Resourceful
Do be honest	Reflective

Staff and Governors' Rights

- to feel safe
- to be treated with respect by pupils, parents and colleagues
- to work in a supportive and understanding environment

Staff and Governors' Responsibilities

- to work as a team, supporting and encouraging each other
- to establish good relationships and lead by example
- to create a positive and safe learning environment
- to have high expectations of what our children can achieve
- to take a preventative approach to behaviour management
- to treat pupils with consistency and respect
- to involve parents when children are consistently finding it difficult to meet expectations of behaviour or attitude to work

Children's Rights

- to feel safe
- to be able to learn to the best of their ability
- to be listened to by adults
- to be treated fairly
- to be encouraged and experience success in learning

Children's Responsibilities

- to take care of and pride in their work, their school and the environment
- to support and encourage each other
- to treat others with respect and consideration
- to take responsibility for their own actions
- to do their best and to allow others to learn

Parents' Rights

- to know their children are safe
- to be sure their children are treated fairly and with respect
- to be able to raise concerns with staff and be informed with regard to their child's progress

Parents' Responsibilities

- to ensure children attend school regularly and on time
- to be aware of strategies, systems and policies of the school and reinforce these at home
- to promote good behaviour, politeness, courtesy and consideration for others both onsite and offsite within the school community
- to inform the school of any concerns that may affect the behaviour of their child
- to encourage children to have high aspirations
- to respond to and support the school when contacted about their child's behaviour

WHOLE SCHOOL REWARDS SYSTEMS

In establishing school rules as a part of our Behaviour Policy, it is essential to have an effective system of rewards and sanctions. As a staff, we have based our Diamond Behaviour system and 'Restorative' behaviour approaches on the following principles:

- clear guidelines are established to enable the child to understand there is a consistent approach throughout the school
- the systems promote good behaviour, positive attitudes and high expectations
- parents and the wider community have a clear understanding of the system to ensure continuity and accurate communication
- parents, staff and pupils work in partnership to support school policies and expectations

Headteacher's Certificates – At the end of the term, and at other times if appropriate, the Headteacher will award special certificates to children who have consistently contributed positively to the life of the school. These will be awarded at whole school assemblies.

Diamond work certificates—Individual teachers choose a number of children in each class to receive a sticker & Certificate for academic achievement or behaviour. These are presented at the KS1 Celebration assembly & KS2 Celebration Assembly Fridays. Diamond work is scanned and added to the gallery on the website.

6R Leaves— Key Stage 2, In order to reinforce the 6R's of Learning, KS2 children are awarded a 'leaf' in our weekly celebration assembly that highlights the 6R's they have been displaying that week in their behaviour.

Team Points We follow a whole school reward system of team points with all the children delegated to a specific house – Kingston, Coombe, Richmond or Hampton. Each week the team points are counted up. The winners are awarded 4 points, second place gets 3 points etc. The points are then translated into a block graph so the children can see how their house has performed during the week.

Prefects - Each term in Year 6, eight pupils are chosen to be school prefects. They will be asked to carry out various tasks including showing new parents around the school on open days. The position holds a considerable degree of honour and responsibility and is only awarded to pupils who have shown themselves to be consistently reliable and trustworthy.

Diamond Reward

Diamond reward is a reward that has been agreed between the children and teachers in their individual classes. The children, as a class, have the opportunity to earn 'diamonds' for positive behaviour, good attitude and hard work. When they have collected their target number of 'diamonds' the class enjoy the Diamond Reward agreed upon. Children can make suggestions for rewards linked to learning or the curriculum.

Other rewards:

- written comments in a pupil's book, building on the learning objectives for the lesson;
- visit other staff members/phase leads for commendation;
- public praise in front of class, whole school;
- giving some particular special responsibility;
- visit AHT, DHT and HT for commendation;
- use of school reports to comment favourably on good behaviour, attitude as well as quality of work;
- informing parents specifically if their child has done something noteworthy;

SANCTIONS

The school's Diamond Behaviour Sanctions are based on the 'Behaviour Diamond'.

The principles are:

- sanctions must be appropriate and match the magnitude and frequency of the inappropriate behaviour
- sanctions will be consistent and actioned by all
- sanctions for serious behavioural offences will follow a set procedure involving other professional advice within the school including the Inclusion team, AHT, DHT or HT
- parents and children are made aware of a range of escalating sanctions that we use for persistent inappropriate behaviour

DEALING WITH UNACCEPTABLE BEHAVIOUR

Restorative Behaviour System

Our main strategy to dealing with behaviour is the restorative approach. This will involve working with the child/ren encouraging them to give their sides and facilitate a resolution.

The class teacher is the first point of managing incidents of the behaviour of pupils in their class. Class teachers will use their professional judgement when making a decision on a pupil's behaviour or attitude.

Factors to take into account when considering incidents of unacceptable behaviour:

- The level of inappropriateness in relation to the pupil's age and context in which the behaviour occurs
- Frequency of the behaviour
- The intensity of the behaviour
- Duration of the behaviour
- The persistence over time
- Whether the pupil has special needs
- Whether there are personal/out of school circumstances affecting the pupil's behaviour

Diamond Behaviour Procedures (See Appendix 1)

- 1. Warning-** Verbal/visual warning given.
- 2. Playtime minutes/sent out-** Teacher discretion as to how many minutes/sent to a partner class/behaviour logged on SIMS if appropriate
- 3. Parents Informed-** After consecutive/regular playtime minutes within a week (teacher discretion)/after an instance of being sent out/one-off poor/unexplained behaviour. Class teacher to phone, speak to parent or record in diary behaviour expectations. Behaviour logged on SIMS by class teacher.
- 4. Phase Leader Talk Time-** Continued loss of playtime minutes/disruptive behaviour after speaking to parents/Phase leaders to meet with child to discuss behaviour expectations and speak about meeting with parents and report if continued.
- 5. Phase leader and teacher meeting with parent-** If no improvement is seen immediately after child speaking to phase leader/Phase leader and teacher to see parent to discuss strategies so far, reiterate expectations and create behaviour plan. Child will meet weekly with Phase Leader. Behaviour logged on SIMS by Phase Leader.
- 6. Behaviour Plan-** No improvement after appropriate length of time/plan reviewed with Class Teacher and Phase Leader - revised targets set as necessary and parents informed of new targets. SEND informed if necessary.
- 7. SLT-** to be involved in monitoring, alongside SEND, a child on daily report if they have not significantly improved following phase leader monitoring. Behaviour logged on SIMS by SLT. Racist/safeguarding incidents reported to SLT for logging.

Behaviour Plan

After the parent meeting with a teacher and phase lead (point 5 on Diamond behaviour procedures) a behaviour action plan will be drawn up with small steps (targets) to support behaviour improvement. It is considered at this point that the whole school and class behaviour systems are not appropriate to support the child and a more personalised approach is required.

Targets set will be reviewed weekly with the child, parents and school. New targets will be set if necessary. Should behaviour not improve, appropriate referral, by the Inclusion team, to external agencies may be made i.e. Education Psychologist, E.W.O. and Behavioural Support Service.

If the child does not respond to the behaviour plan and the well-being of other children in the school is put significantly at risk, the school may internally or externally exclude a child for part or all of the school day.

Playground Behaviour

Staff on duty will be responsible for managing behaviour in the first instance. Minor incidents will result in verbal warnings and children visiting designated 'time out' spaces. If there is a more serious incident, the child/ren may have the privilege of using the playground equipment withdrawn or be withdrawn from the playground and sent to a senior member of staff. The member of staff will emphasise what positive behaviour looks like, explain the importance of making correct choices and develop the child/ren's understanding of the impact of their actions. Serious incidents must be passed to class teachers and **logged on SIMS**.

SIMS will be monitored by leadership for trends, patterns and for children who are identified as experiencing problems in the playground. Repeated incidents will be brought to the attention of leadership.

Dining Hall Behaviour.

Sanctions will include a warning by an adult or being moved to another table. If behaviour does not improve the individual will be removed from the dining room and sat in a quiet location before being spoken to by a member of staff on duty. This gives the child/ren the opportunity and time to reflect on their actions. Some of the playtime can also be taken from the child/ren. Records of all incidents will be logged by staff and kept in a central lunchtime logbook. Teaching staff will also be informed.

A member of the Leadership Team is on duty each day to monitor behaviour during lunch time and lunch play.

SERIOUS BEHAVIOUR

We give clear messages to all pupils that they are part of our school and that within our learning community we value everyone. Despite our system of sanctions and rewards there will always be a small minority of children who may act in a challenging or aggressive way. There are however, behaviours that are clearly unacceptable at any time, by any child. If these behaviours occur parents will be informed. Behaviour deemed to be serious must be **logged on SIMS** and depending on severity of behaviour class teacher may seek further support from Leadership.

The following are examples of unacceptable behaviour:

- Repeated patterns of inappropriate behaviour - e.g. defiance
- Stealing
- Swearing/use of inappropriate language (at staff and other children) - will not be tolerated; records will be kept of all such incidents and parents will be informed by the teacher in the first instance. Repeated incidents should be reported to the leadership team who will arrange a meeting with the child's parents.
- Running out of class or school.
- Fighting in class or on the playground.
- Physical aggression towards any person, 'Losing Control', in or out of the classroom
- Bullying- in whatever form will not be tolerated. Parents and children are encouraged to tell a member of staff and children are always reminded of this. We expect both children and adults to treat each other with respect. Children should avoid kicking games, play-fighting, grabbing games, threatening behaviour, going round in gangs and copying pretend weapons. Incidents which lead to unacceptable physical behaviour will be taken extremely seriously.
- Racism –reported to Head and parents informed. Racial harassment will not be tolerated. At Fern Hill Primary School we promote and celebrate diversity. Staff members who witness an incident must inform the Head Teacher or senior staff member immediately. The school records and reports on all racial incidents to the local authority. Appropriate attitudes and behaviours are fostered by the school's Social, Moral, Spiritual and Cultural education (SMSC) and British Values Agenda.
- Sexual or Sexist incidents-Sexual bullying includes behaviour, whether physical or non-physical, where sexuality is used as a weapon by girls or boys. It can be carried out to a person's face, behind their back or by use of technology. This behaviour will not be tolerated. Staff should promote equality and respectful behaviour. Appropriate attitudes and behaviours will be fostered through the school's SMSC education.
- Safeguarding incidents-reported to safeguarding lead and Head

- All incidents involving Age, Disability Gender, Sex, Race, Pregnancy/Maternity discrimination will be reported to the Head

In the event of any of the above occurring, each incident will be examined individually and a record of event will be logged.

Special Educational Needs

Special consideration will be given to children with particular special needs. These children will have a Personal Learning Plan drawn up by their teacher, in consultation with the Inclusion team and the parents/carers, setting out the particular strategies that will be implemented to help the child behave in an appropriate manner such that they can safely be included in normal school activities. In particularly challenging cases, specialist advice may be sought from the LA.

Confiscations

Children are not allowed to bring in personal items unless specifically asked to. The school reserves the right to confiscate such items and return them to the pupil or their parent at the end of the day

Assembly

Assembly is a time for reflection and children are required to be silent going in/out and during assembly.

They will be given one warning, by their class teacher/TA and thereafter they will have to stand up & be spoken to afterwards by the member of staff leading the assembly. The class teacher will monitor the children's behaviour and reinforce expectations.

Exclusion

- Internal Exclusion
- Fixed period exclusion of appropriate length to enable plans to be made for a successful return to school
- Permanent Exclusion

Internal Exclusion

Parents will be informed if their child has been internally excluded and will be requested to attend a meeting. This will be to discuss the reintegration programme including playtimes and the allocation of a mentor. Targets will be agreed at the meeting and a review date set.

External advice will be sought if appropriate such as educational and child psychologists. Buddy mentors will also be used to encourage children to make the appropriate choices and talk to peers about their feelings and actions.

Fixed Term or Permanent Exclusion

The decision to exclude is taken very seriously and considered where there is a serious breach of school rules **and** all alternative strategies have been exhausted **and** the behaviour is seriously detrimental to the education/welfare/ health & safety of themselves and others. This will be in strict accordance with policies and practice laid down by Kingston upon Thames and DfE guidelines

Monitoring the Policy

The policy will be reviewed annually with staff during the Summer Term, and any changes reported to governors at a CFC Committee meeting. An official review of the policy will be carried out after 3 years.