

Fern Hill Primary School	
Behaviour Policy	
Approved	20 September 2023
Approved by	Head teacher
Next Review	September 2026
Committee	Fern Hill Local Academy Committee
Lead Person	Deputy Head Teacher
Audience	Staff, pupils, parents
Related Policies	Anti Bullying Policy, Staff Code of Conduct, Positive Handling policy, SEND policy, Equali, Safeguarding Policy

Our Rationale:

Our behaviour policy intends to develop positive behaviours and relationships so that everyone sees themselves as part of a happy learning community.

We have very high expectations around behaviour and hope to develop children's understanding of the impact of choices they make, whether positive or negative.

Good behaviour and achievement is not automatically learned. Instead, positive behaviours must be regularly modelled, explained, taught, supported and recognised. This is delivered through PSHE lessons, circle time and assemblies.

Our rationale 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.

Fern Hill believes that, in order to facilitate high-quality teaching and learning, high-expectations and an excellent standard of behaviour must be demonstrated in all aspects of school life.

All members of our school community recognise that by treating each other with kindness, respect and empathy, we will develop positive relationships which enable everyone's social and emotional well-being to flourish.

The school acknowledges that behaviour can sometimes be the result of SEMH needs and will address these needs via an individualised graduated response.

Aims:

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

- all staff taking a shared responsibility and ownership in maintaining high expectations of behaviour at all times
- all staff being positive role models and setting positive examples
- 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-regulation
- supporting children to be able to recognise and manage any difficult emotions
- promoting positive behaviour and acting appropriately in response to inappropriate behaviour
- responding to incidents of behaviour privately without naming and shaming pupils
- collaborating and working in partnership with parents and carers

Rights and Responsibilities:

Staff and Trustee/trust associates' Rights

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

Staff and Trustee/trust associates' 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, including discussing and signing any reflection sheets sent home

How we Promote Positive Behaviour:

Whole School Rules- The 6R's

At Fern Hill, through staff induction and through CPD, all staff have a shared understanding of what effective classroom management looks like. The school understands that positive relationships are key to establishing high standards of behaviour along with having a good understanding of individual pupil needs.

All behaviour expectations are underpinned by 'The 6R's' which are the 6 key qualities and skills that we endeavour to instill in our pupils at Fern Hill.

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

At the beginning of each new academic year, class teachers re-establish these expectations and from these individual class rules are agreed collaboratively with the children. All class rules set are clear to follow and use positive language to focus on behaviours that are expected rather than focus on the negative behaviours. Class rules are clearly displayed in classrooms so that they can be referred to as a reminder if required.

Role Models

All staff, parents and children should aim to be good role models. All staff who work in schools provide a role model for behaviour and conduct which can be copied by pupils. All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils to do the same. As an example, if children are expected to use quiet voices and ask for things politely, then adults are also expected to use quiet voices and talk politely.

Positive Relationships

Secure relationships ensure that children feel secure, understood and ready to learn. Staff are expected to get to know children and make connections, actively finding time and space to talk and listen. All children must be greeted with a smile and friendly welcome and every day to end on a positive note.

Use of language

All staff must use positive language that focuses on what the child is doing well and positive outcomes. Staff must be clear on what behaviour they are describing and that when describing negative behaviour, it is the behaviour that is focussed on and not the child.

Environments

The environment should be a happy and stimulating place to be, where children feel safe and have a sense of belonging. Classrooms must have personal references to the children, visual timetables, aids to support academic and emotional learning, class rules displayed and worry boxes. All areas remain clean, tidy and maintained to support a calm, purposeful atmosphere.

Engaging Learning

Lessons must be stimulating and well planned to meet all children's learning needs. Children who are unable to access the lesson and feel success are more likely to display undesirable behaviours.

Peer Support

Children at school value peer support. Providing opportunities for children to talk to a range of people, including their peers, enables them to develop the language and skills to discuss emotions and problem solve. This is enabled by circle time and explicit opportunities to discuss a range of issues, school council discussions and through play leaders.

Assemblies

Assemblies are an opportunity to celebrate positive behaviour and develop the moral ethos of the children. Assemblies are often focused on aspects of personal development to enable children to develop an understanding of how to treat others with respect and kindness.

Self-esteem

Positive experiences, such as a compliment, help counteract negative feelings and thoughts. Building a healthy self-esteem in our children enables them to acknowledge their strengths and weaknesses and be optimistic.

Consistency

A consistent, predictable approach enables children to feel safe and secure. All children will be met with consistent responses to their actions, the responses must be personalised to match each child's emotional development needs. This will be enabled by teachers having a good understanding of children's developmental needs and the sharing of behaviour plans for individual children.

Clear expectations

Teachers will explicitly teach the expectations for behaviour, particularly at times of transition. Transition may include short term transition such as moving from play time to learning, or bigger transitions such as a new class. Expectations will be constantly modelled and reinforced by all staff, who will support children not meeting the expectations.

Incentives and recognition:

At Fern Hill, children behave because they know how to and recognise the value of positive relationships and behaviour. Staff are attentive to children when they are getting it right and support them when they get it wrong. Positive behaviour is acknowledged and celebrated through a range of individual and collective rewards. These are given to celebrate success that has occurred, not as a 'bribe' to achieve.

Individual and collective rewards:

- Acknowledge positive behaviour in front of others, using descriptive praise. -Class value award
- Diamond work celebrations
- Headteacher Certificates
- Diamond stickers

- Team Points
- Whole class diamond reward
- Visiting other members of staff
- Personalised class rewards systems that acknowledge and reinforce positive behaviour.

Dealing with negative behaviour

Children need to learn how to control their own emotions and behaviours in order to develop into good citizens. Just as children need to make mistakes in their academic learning and be taught to learn from their mistakes, the same applies to their social and emotional development. Poor choices related to behaviour should be seen as teaching opportunities. Adults must make it clear to children what it is about their behaviour that is unacceptable.

Staff at Fern Hill know that when children are stressed, they are not in control of their behaviour and may go into flight, fight or freeze. Each event is dealt with in context and staff must recognise all behaviour as a form of communication.

All negative behaviour is dealt with in 4 steps (see appendix):

- calm the situation
- listen and reflect
- repair
- record and report

As part of these steps, the school uses a restorative approach called reflection time to address any negative behaviour and to encourage children to reflect on their actions and their emotions and how they impact others. This aims to develop empathy and self-regulation.

There are **3 stages** before a child is asked to complete reflection time.

Stage 1: A verbal reminder: This focuses on resetting the expectation around the behaviour that you expect to see for the children in a positive way.

Stage 2: A formal final reminder: This should label the negative behaviour and offer the pupil a choice to turn it around before the behaviour leads to reflection time.

Stage 3: A reflection: Wherever possible, this should be discussed privately with the child.

Reflections should be completed in classrooms with the teacher during a pupil's break or lunchtime and should take no longer than 5 minutes.

Reflections are designed to be a scaffold for a dialogue between the pupil and teacher using a restorative approach:

- What happened?
- What were you thinking at the time?

- What have you thought since?
- How did this make people feel?
- Who has been affected?

Once completed, they are always discussed briefly with the child. Some teachers may choose to fill them in with the children, particularly in younger year groups.

All reflection sheets are sent home for the parent to sign and then returned. Teachers keep a record so that they know when reflections have been returned and follow up with parents if required. Reflection sheets will also be scanned and saved within the class behaviour folder. Where a child demonstrates persistent negative behaviour, there is a clear path of escalation if a pupil receives an increasing number of reflections over the year:

3 reflections: Informal teacher meeting with parents or carers

6 reflections: Formal class meeting with parents or carers

9 reflections: Year group lead speaks with the child. Year group lead and teacher meeting with parent or carers

12 reflections: Phase lead speaks with the child. Phase lead and teacher meeting with child and parent or carers

15 reflections: SLT link speaks with the child. SLT link, Phase Lead and Teacher meeting with parents or carers

18 reflections: Deputy Headteacher speaks with the child. Deputy Headteacher meeting with parents or carers

21 reflections: Headteacher speaks with the child. Headteacher meetings with parents or carers

Behaviour Plans

If there is no improvement in behaviour, it may be 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. The class teacher and phase lead will draw up an individual behaviour plan with small step targets to support behaviour improvement.

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.

Serious Behaviour

On some occasions, pupils can make behaviour choices that can put their safety or the safety of others at risk and as a result will require accelerated escalation and earlier intervention by Phase Leads and/or SLT, depending on the seriousness of the event or frequency of incidents.

Serious behaviour includes fighting, serious assault on another person, swearing at another person, stealing, repeated defiance, racism, bullying, sexual incidents, running out of school and any safeguarding incidents.

If a serious behaviour incident results in physical or emotional harm to another child (the victim), then the school has a responsibility of care towards that child. If the victim is absent from school as a result of the incident then the school should keep in contact with that child's parents or carers to enquire as to the child's physical and mental health and whether there is anything that can be done to facilitate his or her return. The Head Teacher will have responsibility for deciding which member of staff should make such calls and how frequent they should be. The individual making such calls must be mindful of the need for confidentiality and should not, for example, discuss any punishment imposed on the perpetrator, nor should it agree to set up meetings between the parents of the victim and those of the perpetrator.

Playground Behaviour

The 6R's are also upheld in the playground and children are expected to follow them to ensure happy and safe playtimes for all.

We are responsible: Do look after property	We use equipment sensibly and put it away tidily when we have finished with it. We use our playground zones correctly We use the gym equipment safely.
We are respectful: Do listen to people	We listen to and follow instructions from all adults We respect each other's personal space We say please and thank you when someone helps us We take turns and share when playing games
We are resilient: Do work hard	We keep going and remain calm if a game isn't going our way. We are gracious winners and losers when playing games.
We are resourceful: Do be helpful	We help others feel happy and safe in our playground. We help keep our playground tidy. We help look after our playground equipment.
We are reflective: Do be honest	We reflect on how our behaviour can make others feel. We acknowledge when we make the wrong choice We apologise if we make a mistake when we feel ready
We are reasoners: Do make the right choices	We choose to follow our playground rules. We choose to use the equipment and zones in the correct way.

Staff on duty will be responsible for managing behaviour in the playground in the first instance. If a pupil is observed not following school expectations, supervising staff will politely remind children of the playground rules. If the behaviour is repeated, a private warning will be given to the child and emphasise what positive behaviour looks like, explain the importance of making correct choices and develop the pupil's understanding of the impact of their actions.

Any further repetition of the negative behaviour will result in 5 minute reflection time in the 'reflection' zones in the playground.

All incidents that result in reflection time are recorded in a duplicate book by the member of staff addressing the incident and passed on to the class teacher and to the office for logging.

For children who persistently struggle in the playground, class teachers work with phase leaders and the inclusion team to adopt a personalised approach to support pupils in having calmer playtimes and making better choices in the playground. This can include providing activities at lunchtimes to structure their time, removing the child from the playground to attend lunchtime clubs, introducing a playtime behaviour chart to monitor, and buddying pupils up with role models.

Recording behaviour incidents

All behaviour incidents that result in a reflection or Phase Lead and SLT intervention are logged using SIMs. Teachers are responsible for logging any incidents that result in reflections in the classroom and the office team are responsible for logging any playtime incidents.

Behaviour logs are reviewed and analysed half-termly and shared with phase leads who follow up on any individual pupils causing concerns or any types of behaviour.

Partnership with Families

We endeavour to work in partnership with families to promote positive behaviour at home, at school and in the wider community.

School will:

- Discuss any concerns or circumstances, which may affect their child's wellbeing, with parents and carers promptly
- Share positive information regularly
- Involve parents in planning any specific behaviour targets or plans
- Keep parents informed of the approaches set out on this policy, to enable a consistent approach at home and school.

Parents /Carers should:

- Recognise they are the most important person in their child's life and their greatest influencer
- Make the class teacher aware of any worries or concerns straight away
- Follow the school's escalation stages of who to consult with if raising any further concerns
 1. Class teacher
 2. Year Group Lead
 3. Phase Lead
 4. SLT Link

5. Deputy Headteachers

6. Headteacher

- Inform school of any change in circumstances which may affect their child's emotional wellbeing

Additional Needs

Special consideration will be given to children with particular special needs. These children will have a SEND support plan drawn up by their teacher, in consultation with the Inclusion team and the parents or 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 school activities. If further support around behaviour is required, specialist advice may be sought from the EISS.

Pupils with Adverse Childhood Experiences (ACEs)

We are an Attachment Aware school which means we recognise and respond to those who have been impacted by trauma and loss (adverse childhood experiences, ACEs). We aim to provide a nurturing environment and positive relationships to promote secure attachments.

We recognise the importance of being non-judgemental. Behaviours are an indicator of emotion, and not all behaviours are therefore chosen. All behaviour has a communicative function and it is important to look at the factors underpinning the behaviour. Pupils, who have experienced ACEs, who present with challenging behaviour should be viewed as vulnerable rather than challenging. We recognise the importance of viewing behaviour in context and will respond to the feelings and emotions that drive certain behaviours, rather than the behaviour itself.

We encourage a 'joined up approach' in supporting pupils needs and recognise that encouraging parental and carer engagement is crucial when trying to make sense of behaviour and implementing effective support. The emphasis will be on openness, trust and effective communication and exploring support for pupils with ACEs in a neutral and holistic manner.

Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help the pupil feel safe, their educational environment needs to be high in both nurture and structure with predictable routines, expectations and responses to behaviour. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise pupils from their peers, school community and family. We aim to respond in an empathic and caring manner and to ensure opportunities for reparation are put in place. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

Underpinning the behaviour policy is the belief that everyone can learn to self-manage/ self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to makesense of their own lives and experiences.

Through 'Emotion Coaching' and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning.

Racist, Sexist, Homophobic and other diversity incidents

A racist incident is 'any incident that is perceived to be racist by the victim or any other'. Such an incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their ethnicity or skin colour. It may also include reference to religion or belief.

A homophobic or transphobic incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their sexual orientation.

Incidents that target people because of their disability, their gender, their age or their religion or belief in a way that is discriminatory or prejudicial are also unacceptable and should be reported.

Racist, sexist, homophobic or other discriminatory comments are not tolerated and should be reported to a member of SLT immediately. All racist incidents should be logged in writing on a "Racist Incident Form". The incident will be fully investigated and recorded –and where appropriate reported to the Local Authority and police. The Local Academy Committee is also kept informed of such incidents.

Bullying (See Anti-bullying Policy)

Fern Hill Primary School is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect. Bullying is "Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe." Bullying of any kind is unacceptable and will never be tolerated at Fern Hill Primary School. We take all incidents of bullying seriously and it is our duty as a whole school community to follow the school's anti-bullying policy and take measures to prevent, tackle and resolve any bullying, harassment or discrimination that is reported and may arise.

Positive Handling (See Positive Handling Policy)

Where a difficulty arises, staff will always try to de-escalate the incident, only using 'reasonable force' where a child is placing themselves or others at risk or where the risks involved in doing so are outweighed by the risks involved in not using 'reasonable force'.

The school firmly adheres to the principle that the decision to use physical intervention should only be taken if it is in the best interest of the child. Examples of this may include:

- To prevent injury to the child or others
- To prevent serious, deliberate damage to property
- To prevent a child from leaving the premises if this would compromise their safety

We will record all incidents of physical intervention immediately after the event and parents will

be informed.

Suspensions and Exclusions

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will make suspensions to maintain the health and safety of all our community.

An internal exclusion or suspension from the school community is used as a last resort and for the shortest time possible. A child will only be suspended when they have breached the school's behaviour policy seriously or persistently, and where allowing them to remain in school would seriously harm the education or welfare of the child or others in the school. It is not a punitive measure, but a planned intervention initiated by the Head Teacher when it is felt that it is unsafe for a child to be in school, and when other strategies have failed. The school will work with parents or carers and the child to prevent suspensions and will only suspend under severe or extreme circumstances. Wherever possible, suspensions are not used as an instant reaction for a serious incident. The Head teacher will follow the Department for Education's statutory guidance '[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England](#)' when considering or imposing a suspension (or permanent exclusion). Parents or carers are advised of their right to make representations. When a child is suspended parents or carers will be notified by phone and letter. The class teacher will provide work on the day the exclusion is imposed for the child to do at home. Following a suspension parents/ carers are invited to attend a reintegration meeting.

Permanent Exclusion

Whilst this is the very last resort the school does reserve the right to permanently exclude a child for severe or frequently disruptive behaviour. In exceptional circumstances the head teacher may also judge permanent exclusion to be an appropriate response for a 'first' or 'one off' offence.

When deciding whether to exclude a pupil, the Headteacher must consider (in addition to the statutory guidance linked above) the school's responsibilities under the Equality Act 2010. Pupils with education, health and care (EHC) plans are especially vulnerable to the impact of exclusion, and we avoid permanently excluding such children.

Malicious Allegations

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. The Headteacher will also consider the pastoral needs of staff accused of misconduct and will deal with the matter with confidentiality and sensitively.

Please refer to our Safeguarding Policy and the specific policy for managing allegations against staff.

Confiscation of Inappropriate Materials.

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

If a member of staff believes that a child is in possession of an item that could put themselves or others at risk, or is illegal, such as stolen goods, they will be asked to hand over the item. If they refuse the Headteacher may authorise a search. Parents or carers will be informed if we have to search their child.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation

Off-Site Behaviour

The behaviour policy applies wherever a child is identifiable as part of the school, including when attending an off-site event, educational visit, or journeying to and from school.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [EYFS statutory framework](#)
- [EYFS Development matters \(Non- Statutory\)](#)

It is also based on the [Special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#): paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy online

Approved by:

Adam Scott, Headteacher [Signed copy is held by the Head of Governance]

Date: 20 September 2023

Appendices for staff:

Steps for dealing with negative behaviour

1. Calm the situation.

If possible, remove the audience.

Consider what you know about this child to avoid triggers.

Encourage the child to use breathing and calming strategies.

Allow time. This will depend on each individual situation.

Use de-escalation strategies such as humour, distraction. Verbal and visual reminders Check your own stress levels and call for help if necessary.

Present a calm and confident manner so that the child feels reassured that you can deal with the situation. Consider your body language, tone of voice, facial expression and proximity.

Change the adult if necessary.

Acknowledge and recognise how the child is feeling.

If child is putting themselves or others at risk, they may spend a short time on their own in a room, whilst being monitored, or they may be held. Both of these must only happen for as short a time as possible and in line with our Positive Handling Policy.

2. Listen and reflect

Listen to what everyone involved has to say with acceptance and empathy, avoid judgemental thoughts and language.

Support children by chunking down the situation and providing the language for emotions.

Encourage children to be honest about their role in a situation and praise honesty. Facilitate children to unpick what led to a situation.

Encourage the child to reflect on what they could have done differently. Children at earlier stages of emotional development will need to be guided about what they did wrong and what they should do differently.

Adults should be explicit about what is inappropriate behaviour.

3. Repair

Encourage the child to consider how they can put things right, this might include:

- Saying sorry. This must come from the children and not be forced or it is meaningless.
 - Writing a letter.
 - Clearing up damage or mess.
 - Staying in at playtime if it avoids further conflict or gives space for a victim to feel safe.
 - Completing a task, to encourage pride in their environment such as litter picking.
- Where two or more children hurt or upset each other they should be facilitated to talk through the event, how it made them both feel and how it can be put right.

If the child has had to be removed from class, then on returning to class the relationship between the class teacher and the child needs to be repaired, without shame for either of them. The return to class should be a fresh start and the child should be greeted with a positive welcome.

Reflect what the adults could do differently to reduce further inappropriate behaviour

4. Record and report

All significant incidents must be recorded on the school's behaviour logging system. Serious incidents such as bullying, racist incidents or significant harm to another child must be reported to a member of the senior leadership team (SLT)

Parents must also be informed so that school and parents can work together. Avoid reporting to parents in front of other parents.