



Fenstanton and Hilton Primary School

Behaviour Policy

January 2020 update

Our School Vision

Children only have one childhood. Being part of a community of children is unique within life's experience. In this school we value every child and strive to enrich the whole person.

We believe that learning should be vivid and real: a joy in itself. We nurture adaptable and flexible learners who are passionate about learning and have the skills to embrace every challenge and opportunity with confidence.

Our School Values

Respect

Kindness

Honesty

Collaboration

These values underpin everything that we do, every member of our school community upholds them.

At Fenstanton and Hilton Primary School we recognise how important good behaviour is to a child's wellbeing and ability to learn in school. The expectation is that all members of our school – children, staff, parents, visitors and volunteers demonstrate our values. There are not special rewards for this, although they are recognised with house points, it is just the expectation. Everyone should demonstrate respect, kindness, honesty and collaboration as these are important life skills that will enable well-rounded adult lives.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential'

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.

Children's responsibilities are:

- To show the school values
- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect and kindness
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults

Staff Responsibilities Are:

- To show the school values
- To treat all children fairly and with respect
- To raise children's self esteem
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use values and sanctions clearly and consistently
- To be an excellent role model
- To form good relationships with parents and carers so that all children can see that the key adults in their lives share a common aim
- To recognise that each child is an individual

Parents and Carers' Responsibilities Are:

- To show the school values
- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To be aware of the school values and expectations

Positive Reinforcement

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school. As children within the framework of the school spend a lot of time within the classroom it is essential that well organised and delivered lessons will seek to secure good standards of behaviour.

Creating the right climate practical strategies:

- Children should be greeted each morning by their class teacher who then escorts them into school and greets them. This process should be carried out at all play times and lunch times – in this case meeting the children on the playground to walk them back in
- Movement from the playground to the school should be done in an orderly manner and at all times should be done quietly. Walking should be encouraged to avoid accidents and to bring a sense of calm to the start of learning time, lessons should begin promptly
- As children leave the classroom to enter Collective Worship, to change rooms, to go out to play, they should line up quietly and leave the classroom with a sense of respect for others around them. The teacher and teaching assistants, should position themselves at the most suitable vantage point
- Play times and lunch times should be calm. Children should be encouraged to play and not to fight or bully others. School Council members, Play leaders and Buddies should also support in the promotion of positive behaviour on the playground
- At the end of the school day all children should be escorted safely and in a calm manner off the premises, ending the day with the right tone. Teachers and Senior Leaders are on a bus rota to ensure all the pupils leave school safely, especially our most vulnerable pupils
- The Head teacher and Senior Leadership Team should be highly visible around the building to ensure that all these procedures are in place

Practical strategies to support and reinforce outstanding behaviour:

- Look for things to praise. So often a child with overt behavioural problems only gains attention by being disruptive. There is a tendency to feel relief when the child is behaving appropriately and to leave well alone
- By making a positive effort to find something to reinforce, we can develop the child's repertoire of acceptable behaviour
- It is often the case that the child who is disruptive demands a disproportionate amount of adult time. By making the adult time positive, the child can feel better about themselves and so too can the adult. Time previously used for managing disruptive behaviour can then be redistributed amongst all the children
- Using regular short periods of time before the child misbehaves gives opportunity for the adult to listen to the child. Listening and understanding avoids the pressure of jumping to wrong conclusions. This does not mean that the child is always right either
- Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours, e.g. rather than saying "Don't throw the sand" try saying "look how well Adam and Zakir are filling their buckets with sand"
- Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without the child being shown up; there is then no need for the child to confront the adult to save face with friends
- Establish a number of favourite activities that can be used as reinforcers when work is finished as well as to calm someone down after an outburst. These could be books, an activity or the security of tightly structured work, and should always be particular to the child. It is sometimes better - both for the child and for other children - if the child is given permission to get on quietly with something else and then brought back into the group rather than being confronted when they are not ready
- Use the de-escalation script when necessary (appendix 3) always start with the learner's name.
- After 'Step On' training has been delivered those that have been trained should actively engage with it and encourage those that have not been trained to adopt the same mannerisms. For example analysing not moralising behaviour and using scripts to calm situations.

Housepoints

Children can earn house points for demonstrating the school values, the house points go towards a collaborative reward. The House with the most points at the end of each week receives a star on the house point board. The four houses are – Rowling (Red), Hawking (Blue), Kahlo (Green) and Farah (Orange)

Any adult in school can award house points to any child for showing any of the values.

Rewards

The children can also earn 'Star of the week' for excellent or improved work. Stars of the week are for academia rather than conduct.

If a teacher or other adult working in a class feel that the child has produced an exceptional piece of work then they may send the child to the head teacher to share their work and receive a Head teacher's award.

Bus Users

Children who come to school via the bus from Hilton will adhere to the Cambridge County Council guidelines, they will sign to say that they will behave in a certain manner. If this code of conduct is broken then the school will discipline the child with the same sanctions had it happened in school and the child may lose the right to travel to school via bus.

Pupil Support Systems

Year 6 children are partnered with an EYFS 'buddy' whom they help settle into school and have regular supportive interaction with. This group of children act as role models for positive behaviour both in and outside of the classroom.

School Council members are also in place to support children. In both a role model capacity and also as communicators if children feel a change needs to be made of something is unfair. Each class has two school councillors who can support the rest of the class through class council sessions.

Both of these roles are considered a privilege that will be withdrawn if bad behaviour occurs.

What happens if a child does not show the school values?

Behaviour type	Examples	Consequence	Lunchtime Consequence
Low level poor behaviour	Disrupting lessons by talking, inconsiderate but not deliberately malicious behaviour.	Warning by class teacher, teacher to keep a note of the warning for the rest of that day. Educational Consequences	Warning by midday supervisor, warning to be passed directly to class teacher at the end of lunch.
Medium level poor behaviour	Shouting at a child or adult, being unkind or disrespectful to those around them. Persistent low level behaviour.	Sent to another class within zone with work for ½ hour. Classes to be decided by zone leaders. Educational Consequences	Child sent to a particular area of the playground for a 'time out', this time should reflect the child's age.
High level poor behaviour	Physically hurting another child, deliberately. Vandalism Theft Bullying Cyber-bullying	Sent to Head/Deputy head. Phonecall home (this may be delegated to the class teacher). Exclusion – either internal (within school) or external (child sent home).	Midday supervisor to escort the child to the Head teacher. Phonecall home.

All High level behaviour should be logged on the form in Appendix 1 and a copy given to Mrs Worth, Head teacher

Examples of Educational Consequences

- The most basic of educational consequences that must happen in every situation is a conversation to explore the behaviour and discuss how it is inappropriate and how it makes others feel. The child should feel listened to in this situation and learn how to cope if it was to arise again.
- Additional Consequences (these may happen with the support of a colleague)
- Rehearsal of scripts for the next time the child is in a similar, tricky situation
- Complete a task with an adult (not a worksheet about what they have done!)
- Assist with a repair if they have physically broken something – this can happen with Mr Morris in the child's own time.
- Make amends with the person who has been upset – apologise/an act of kindness towards them

Examples of Protective Consequences

- Limited access to outside space; staying in at breaktime (separate fresh air should be given to the child if possible)
- Differentiated teaching space, this could be out of the classroom or adjustments made in the classroom
- Increased staff ratio
- Escorted in social situations – to and from assembly, to and from the playground and if necessary on the playground

Responsibilities within School

Role	Responsibility	Accountable to
Head teacher	Ultimate responsibility for setting behaviour standards, expectations and sanctions. Power to exclude, including permanently if appropriate.	Governors
Deputy Head teacher	Responsible for setting and role modelling behaviour expectations. Can decide on sanction if a member of staff is unsure or needs support. Should ring home and report to HT if dealt with high level behaviour.	Head teacher, Governors
Senior Leadership Team	Responsible for setting and role modelling behaviour expectations. In the absence of the HT/DHT can sanction children, follow appropriately protocols such as a phonecall home if dealing with high level behaviour.	Head teacher, Governors
Teachers	Responsible for good conduct within their class, monitoring warnings and having good communication channels with parents. This may include	Head teacher, Governors, SLT

	communication books if needed or regular meetings.	
Support staff	Feedback to class teacher regarding behaviour, can be part of meetings with parents if appropriate.	HT, SLT, Class teacher, Governors
Buddies, Play leaders, school council	Role models of the school, if any child repeatedly breaks a 'value' then they will have privilege taken away from them as well as normal sanctions applied.	HT, Class teacher, Teachers, Support Staff
Children	Responsible for themselves with the support of adults in school, for demonstrating the school values and behaviour well so that everyone can learn. Peer support	Each other, HT, Teachers, Support Staff

This policy has been created in conjunction with the 2010 Equality Act and safeguarding protocols of Fenstanton and Hilton Primary School.

Appendix 1 – Behaviour Log

Details of meeting with child - FHPS

Date:

Name of child involved	Class	Victim or perpetrator?	Parents informed?	Class teacher informed?

Details of incident:

Follow up actions:

Signed:

Appendix 2: Values for display

Fenstanton and Hilton School Values

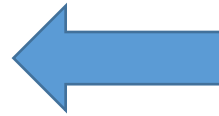
Respect



Kindness



Honesty



Collaboration

De-escalation script

- Learner's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

