



Behaviour policy

The Governing Body accepts that positive behaviour is vital for effective teaching to take place and seeks to create an environment in the school, which encourages and reinforces positive behaviour. Furthermore, we acknowledge that society expects positive behaviour as an important outcome of the educational process.

Aims

- To define expected standards of behaviour.
- To create an environment which encourages and reinforces good behaviour.
- To provide a consistency of response to both positive and unexpected behaviour.
- To promote positive relationships.
- To ensure that the school's expectations, values and strategies are widely known and understood.
- To promote a reflective school community that repairs the harm caused by unexpected behaviour.

We are a 'Gold' Rights Respecting School

We have been working with UNICEF (UNICEF UK) to create a safe and inspiring place to learn, where children are respected, their talents are nurtured, and they are able to thrive. Our aim is to give children the best chance to lead happy, healthy lives and to be responsible, active global citizens.

This policy pays attention to the following rights:

Article 12: Children have the right to be listened to and to be taken seriously.

Article 29: Children have the right to be protected from being hurt or badly treated.

Article 31: Children have the right to relax and play.

Article 37: Children have the right not to be punished in a cruel and hurtful way.

Expectations

At Fairlawn, we work towards standards of behaviour based on the three core values of **friendship, responsibility and empathy**. Expectations of behaviour reflect these values, supported by our three clear rules: **Ready, Respectful and Safe**.

We understand that small, everyday actions contribute to a whole school ethos of calm and compassion.

Behaviour Policy

All adults in school have an important responsibility to model high standards of behaviour, both through their interactions with the children and with each other. We realise the importance of building positive relationships with all our children as a key determinant of behaviour in school

At Fairlawn, adults:

- At the start of the year, have a discussion with their class about their rights, our three core values of **friendship, responsibility and empathy** and the agreed whole school expectations (appendix 3- non-negotiables) alongside our three rules **ready, respectful and safe**. Each class then creates a class charter. This should be as child led as possible. **The charter is then clearly displayed in class and regularly referred to and revisited.**
- Greet our pupils individually at the start of everyday to support their sense of belonging and to build relationships.
- Teach pupils to label their feelings and emotions and to validate those feelings using strategies such as the Zones of regulation or RULER. (appendix 5)
- Support pupils to demonstrate their feelings and emotions in socially expected ways.
- Model good manners.
- Provide clear guidance around the structure of the day, including opportunities for exercise, movement breaks and mindfulness.
- Provide an environment conducive to on-task behaviour. There are no pencil cases from home. All materials and resources are provided by school and are arranged to aid accessibility and reduce uncertainty and disruption. Lessons should engage and challenge our children.
- Reinforce positive behaviour and challenge unexpected behaviour through focusing on and noticing children when they are 'doing the right thing'. For example, if the expected behaviour is to walk, then we focus on that behaviour and say 'Good walking thank you,' rather than 'No running'.
- Recognise and acknowledge where pupils have gone above and beyond.
- Send children to the Head Teacher/Deputy Head Teacher to celebrate learning and learning behaviours.
- Every Friday, choose 3 class learning heroes who have been either **resilient, reflective, collaborative, curious or independent** and celebrate their achievement in celebration assembly, via a postcard home and the newsletter.
- Reward expected positive behaviours via the whole class marble jar.
- Investigate incidents of unexpected behaviours, considering all sides of the story using restorative language and supporting the reparation of harm (appendix 4).
- When referring pupils to reflection zone, complete a referral beforehand, making clear the unexpected behaviour and the rule that has been broken (appendix 1).
- Keep calm, be non-judgemental and use a script for difficult conversations (appendix 2).

Behaviour Policy

- Reward pupils who go 'above and beyond' with phone calls home, a photocopy of their learning and marbles in the class jar.
- Report lunchtime incidents of unexpected behaviour to the lead midday meal supervisor, supported by SLT.
- Record incidents of behaviour that are violent or involve bullying on 'My Concern' within 24 hours.
- Using 'My concern' contribute to the behaviour logs of key pupils, identified by the senior leaders, to ensure a full picture is gathered within 24 hours.
- Inform parents when a behaviour incident has been logged on 'My Concern' within 24 hours.
- Talk to parents about their child's behaviour in person where possible and without an audience.

Dealing with unexpected behaviour

There will be times when children behave unexpectedly. Children need to discover where the boundaries of behaviour lie, as this is part of growing up. If a pupil displays an unexpected behaviour, we will:

- 1) Give a verbal warning describing the behaviour we expect to see.
- 2) Issue a further warning if the child continues to display that behaviour.
- 3) Refer to reflection if the child needs a further warning or if the unexpected behaviour is deemed to be level 2 (see below).

We divide unexpected behaviours into two categories (this list is not exhaustive, but is based on being ready, respectful and safe and on following the agreed class charter that is regularly shared with pupils).

Level 1= warning	Level 2= reflection referral
<ul style="list-style-type: none">• Unruly/dangerous behaviour on stairs, corridors or whilst going out/in from play• Low level disruption during a lesson – e.g. talking at an inappropriate time• Continuous task avoidance• Name calling• Throwing items• Littering• Being unkind• Disregarding safety guidelines	<ul style="list-style-type: none">• Physical violence• Swearing• Spitting or coughing deliberately• Bullying including online, racist or homophobic actions (recorded on my concern)• Serious threats of violence• Stealing• Leaving class without permission• Rudeness/ignoring an adult• Deliberate damaging of property• Repeated episodes of level 1 behaviours

Reflection

This is a safe space in school where children can have time to reflect upon their feelings and actions with a trusted adult. Reflection is led by a member of the senior leadership team and takes place during first play in the KS2 cloakroom area. Records

Behaviour Policy

are kept of the visits for the academic year and when children have had 3 referrals in a half term, their parents are invited to discuss how we can support their child to behave in a more expected manner. At lunchtime, children that may need time to reflect are referred to the member of senior leadership who is on duty.

Further sanctions/support may include:

- removal of playground privileges
- a period of time learning in another classroom or with SLT
- altered timetables and varied start and end times
- agreement of targets with parents
- adult supervision at playtime
- individual positive behaviour plans
- home/school communication
- A temporary placement at Haseltine
- involvement of the Inclusion Outreach service
- consideration given to involvement of other external agencies e.g. paediatrician, educational psychologist
- third party mediation
- managed move
- **exclusion**

Exclusion is a last resort that should be considered only after all other measures have been tried and have proven insufficient to affect lasting changes in extreme behaviours. It may also be considered for one-off, extreme events.

If the decision is made that a child should be excluded, the parents are contacted immediately. A letter will be sent home giving details of the exclusion and the date the exclusion ends.

In considering exclusion, the Head teacher will consider a) the gravity of the incident, or series of incidents and b) the effect that the student remaining in school would have on the education and welfare of other students and staff.

The Head teacher will call a 'Return to School' meeting with the pupil and family after a period of exclusion. At that meeting, a reintegration plan will be agreed.

Provision from a sixth day of exclusion

If an exclusion of greater than five days is imposed, the Head teacher will make the necessary arrangements to fulfil the school's duty to provide full-time education from day six of a fixed-period exclusion.

Anti-Bullying (see the Anti-bullying policy)

At Fairlawn Primary, we are committed to ensuring that all children are safe, happy and able to learn in a supportive environment. To this end, we respond seriously to reports of bullying in all its forms. This includes a commitment to online safety.

Links with other school documents:

Safeguarding policy
Online safety policy
Anti-bullying policy
Equality and diversity policy
Safer-handling policy
Staff code of conduct

Legislation and statutory requirements and other advice

This policy is based on the following:

- [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](#)
- section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- <https://www.unicef.org.uk/rights-respecting-schools/>
- UNCR
- <https://whentheadultschange.com/>

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Written by: Hania Ryans and Emily Bruggy

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Behaviour Policy

Appendix 1: reflection zone forms

Reflection zone referral
Name:
Class:
Date:
Reason for referral:
Referred by:

Think again sheet- Key Stage 1

<i>First...</i>	<i>Next...</i>	<i>I was feeling...</i>
<i>I could make things better by...</i>	<i>Next time....</i>	<i>The value I think I need to work on is ...</i>

Our core values are; friendship, responsibility and empathy. Our rules are; ready, respectful and safe.

Think again sheet- Key Stage 2

<i>When did this happen? Where were you?</i>	<i>What was unexpected about your behaviour? Were you being ready, respectful and safe?</i>	<i>How were you feeling at the time? What were you thinking?</i>
<i>Did your behaviour affect another person? How do you think they were feeling?</i>	<i>How can you make things better? What would you do differently next time?</i>	<i>What value do you think you need to work on? How will you do this?</i>

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Our core values are; friendship, responsibility and empathy. Our rules are; ready, respectful and safe.

Appendix 2: Fairlawn Script

I've noticed that you're having difficulty being ready/respectful/safe

Do you remember last week when...?

That is the child I expect to see today...

Thank-you for listening.

Appendix 3: Non-negotiables- relentless routines

	Action
Pre-school duty 08:40	SLT to stand by the gate. No ball games. Children walk straight to their class Teachers meet and greet in the class.
Transitions	Outdoor voices off inside use indoor voices. Children to respect the displays around school. Adults and Children to notice rubbish/belongings on the ground and to act upon it. Walk around the school in single file. Enter and leave assembly quietly.
Manners	Hold doors open for each other. Say 'please' and 'thank you' and greet each other. At 1:15, learning has started in KS1 so KS2 need to be mindful and walk inside in a quiet manner.
Stairs	To the left- single file. No sliding on the bannister - use one hand only.
Clothing	Footwear- no flip flops and sliders. PE Kit worn to school on PE days EYFS - Year 6. Jewellery – only stud earrings, no necklaces or bracelets Labelling clothes - lost property. Remove hats inside
Lunchtimes	Packed lunch rubbish to go home - SLT to help to supervise.

	<p>Adults and children to notice rubbish and belongings on the ground and to act upon it.</p> <p>Children should not enter empty classrooms at playtimes except to return packed lunches to trolleys.</p> <p>Don't play in the toilets</p> <p>Keep the reading area tidy</p> <p>Children to walk to lines when whistle is blown for lunches.</p> <p>Walk to the dining hall.</p> <p>Help with tidy up time</p>
<p>End of play behaviour/lining up 10:30-10:45</p>	<p>1st bell stop and 2nd bell children to walk to their line.</p> <p>Teacher to ensure that they have all their class.</p> <p>Create a line order as this avoids crowds and is an easy way to check your class.</p> <p>Children to walk up the slope in single file and keep the line together.</p> <p>Staff to ensure they see their classes all the way down to play and that they are prompt with timings.</p> <p>Children should try to visit the toilet during playtime.</p>
<p>Duties</p>	<p>Staff to ensure they organise cover for their duty when on a trip or course.</p> <p>SLT will cover sickness.</p> <p>Time keeping – please collect children from the playground on time.</p> <p>Adult on duty needs to ensure all classes have been collected before leaving the playground.</p>

Appendix 4: Restorative language

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

How have they been affected?

What should we do to put things right?

How can we do things differently in the future?

Appendix 5: Validating Emotions

High Energy	Enraged	Panicked	Stressed	Jittery	Shocked	Surprised	Upbeat	Festive	Exhilarated	Ecstatic	High Energy
	Livid	Furious	Frustrated	Tense	Stunned	Hyper	Cheerful	Motivated	Inspired	Elated	
	Fuming	Frightened	Angry	Nervous	Restless	Energized	Lively	Excited	Optimistic	Enthusiastic	
	Anxious	Apprehensive	Worried	Irritated	Annoyed	Pleased	Focused	Happy	Proud	Thrilled	
	Repulsed	Troubled	Concerned	Uneasy	Peeved	Pleasant	Joyful	Hopeful	Playful	Blissful	
Low Energy	Disgusted	Glum	Disappointed	Down	Apathetic	At Ease	Easygoing	Content	Loving	Fulfilled	Low Energy
	Pessimistic	Morose	Discouraged	Sad	Bored	Calm	Secure	Satisfied	Grateful	Touched	
	Alienated	Miserable	Lonely	Disheartened	Tired	Relaxed	Chill	Restful	Blessed	Balanced	
	Despondent	Depressed	Sullen	Exhausted	Fatigued	Mellow	Thoughtful	Peaceful	Comfortable	Carefree	
	Despairing	Hopeless	Desolate	Spent	Drained	Sleepy	Complacent	Tranquil	Cozy	Serene	
LOW PLEASANTNESS					HIGH PLEASANTNESS						

https://unhconnect.unh.edu/s/1518/images/gid4/editor_documents/moodmeter-2020.pdf?gid=4&pgid=61&sessionid=d79bdb7f-62c9-4e0b-a629-3070b412ea85&cc=1



To be used with *The Zones of Regulation™* curriculum
Reproducible E

The **ZONES** of Regulation™

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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