

# Farsley Farfield Primary School Behaviour Policy September 2017



Farsley Farfield  
Primary School  
We Can We Will

The governing body is responsible for ensuring that the school sets general principles of good behaviour and discipline. The head, the staff and all the governing body are responsible for securing and maintaining appropriate standards on a day to day basis.

## Aims

The Governors and staff believe and aim to:

- Seek and create a happy atmosphere in school
- Praise children for good behaviour and for maintaining high standards
- Produce few yet clear rules, which are clearly understood and accepted by all children
- Encourage self discipline from the earliest possible age
- Prevent poor behaviour rather than devising sanctions for use after the event
- Involve parents at an early stage
- Give effective punishment to meet the misdemeanour
- Develop clearly stated boundaries through the 'Learning Hive', where staff respond promptly and firmly to children testing these boundaries
- Provide additional support to help pupils understand and maintain good behaviour

## School Ethos

The school ethos is central to establishing and maintaining high standards of behaviour.

- It is based on the quality of relationships between staff, pupils, parents and governors. Staff should respect children and their ideas, and then children will learn from these examples.
- Where clear expectations are co-operatively agreed and followed, the communal sense of purpose is a source of strength. Children know what is expected of them and are encouraged to see school as a positive 'learning hive'.

## The role of the teachers and all staff

- Good behaviour is essential if successful teaching and learning is to take place.
- All staff have a duty of care to maintain good order and to safeguard children's health and safety.
- It is the staff who determine the environment in which good relationships can flourish. At the centre is mutual respect between adult and child.
- Getting to know the child as an individual can be achieved through class circle time, PSHE lessons or planned sessions during non-contact time such as assemblies, PPA, management time or NQT time.
- Work needs to be stimulating and well planned, tailored to the needs of the children; pupils should be engaged in their learning.
- Classroom disruptions can be kept to a minimum by paying attention to – furniture layout, groupings, establishing a calm atmosphere, being enthusiastic, having a sense of humour and a positive classroom atmosphere.
- Staff should also listen to children's views.
- Staff should display and refer to the 'Learning Hive', see Appendix 1.
- Staff should display and refer to the weekly ethos statement.
- Staff should refer to a pictorial representation of the stages of the traffic light system (see Appendix 2i). This is slightly amended by Foundation Stage (see Appendix 2ii).
- Staff should refer to the finer details of the sanctions so that consistency is used across school (see Appendix 3). The details in Appendix 3 are to be used with rigor and

consistency but there may need to be some amendments according to the age of the children and the circumstances of the incident.

- To provide a listening ear, stability and security for each child.

### **The role of the Headteacher**

The Headteacher encourages a sense of collective responsibility amongst staff and a sense of commitment to the school amongst parents and children. Staff have a right to expect support from the Headteacher and the Assistant Headteachers.

It is ultimately the Headteacher's responsibility to ensure the behaviour of the pupils is acceptable.

### **Recognising good behaviour**

- A quiet word or encouraging smile
- A written comment on a child's work
- A dojo point
- A public word of praise in front of the class or at assembly
- Being given some kind of responsibility
- The awarding of certificates for academic and behavioural achievement in assembly
- Letters to parents commenting on achievements and/or general attitudes
- The use of school reports

Each class could also have a set of classroom rules which are exclusive to that class and are set up at the beginning of the academic year. Positive reward systems might be used to support and recognise these rules. Classes may also have additional systems to dojos such as collecting marbles in a jar or collecting 'hive tokens' which relate to a class reward.

### **Recognising poor behaviour**

- Types of negative behaviour are described in Appendix 3. These have been classified as 'negative behaviours' and 'zero tolerance behaviours'.

### **Dealing with poor behaviour**

- It should never be ignored and allowed to disrupt any lesson
- Children should learn to expect sanctions for minor and serious misbehaviour
- Positive strategies are used first – this is especially crucial when dealing with children who struggle to behave
- Teachers should use sanctions consistently when dealing with negative behaviours and zero tolerance behaviours
- Pastoral advice is used to aim to prevent poor behaviour, showing that we take a genuine interest in their difficulties, low self-esteem or personal problems, which may be the cause of the misbehaviour
- Identifying key triggers to behaviours is an important part of this prevention; looking for signs and antecedents may help deescalate a situation
- We believe that the rights of the individual child should not be paramount over the rights of the other children, seeking to behave properly and learn. In the case of children with SEN or Emotional or Behavioural Difficulties, modifications can be made to rewards and sanctions to meet the needs of the individual child as specified in an individual behaviour plan or other similar document. The school also has a duty of care to other children and needs to ensure that the actions of the child are not prejudicial to the good order of the school
- Records of more serious behaviours or repetitive/persistent minor behaviours will result in contacting parents and will be recorded on a behaviour database
- Incidents of extremely serious behaviours could lead to an exclusion from school (see 'Exclusions' section)

### **The role of the parents**

- There needs to be a partnership between parents, pupils, staff and governors
- When more serious or persistent minor behavioural problems arise, it is expected that parents will be involved at an early stage.
- Parents will also be informed when their child behaves particularly well
- Telephone and email communication is predominantly used in these instances

### **IBP children**

Particular children may still require personalised behaviour targets and additional sanctions. An Individual Behaviour Plan can be written to support the behaviour of a child. The plan would usually describe:

- Difficulties the child is having
- Key triggers
- Strategies to use when dealing with the behaviours
- Motivational strategies to promote the targeted behaviours
- Correctional strategies following a negative incident
- Who is responsible for the IBP (including parents)
- SMART targets/outcomes
- When the plan would be reviewed
- A reward chart (see Appendix 4)

A child with an IBP would usually have a Positive Handling Plan (PHP) and an Individual Risk Assessment (RA) and these documents would be used in conjunction with one another. A PHP and a RA would be needed if the child puts themselves, others or property at risk of harm or damage and would detail how adults will intervene in these instances. It would also be needed if a child was compromising the good order or discipline of the school e.g. refusing to leave the classroom when directed. These documents will be kept on the inside of the cupboard in each classroom so that all staff can access them easily.

### **Exclusions**

In instances of very serious behaviours, the Headteacher may exclude a child for a given period of time or permanently. Shorter term exclusions will be reported to the governing body. In the rare case of a permanent exclusion, the Headteacher will follow LEA guidelines which are outlined in a separate policy.

This policy will be updated at the beginning of each academic year relating to staffing and organisation and reviewed every two years.

**Policy Review Date: September 2019**



# **The Farsley Farfield Learning Hive**

# Traffic Lights

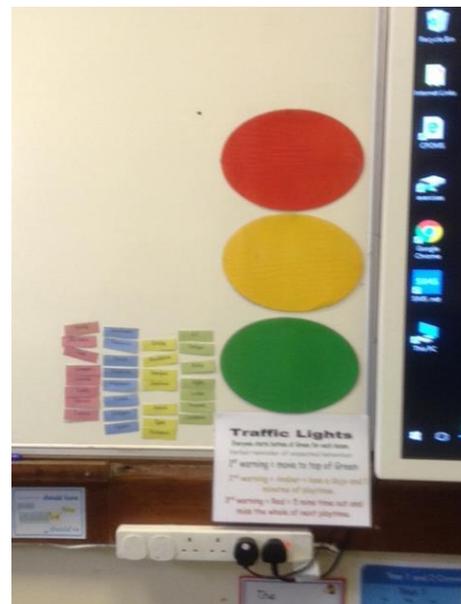
Everyone starts bottom of Green for each lesson.

Verbal reminder of expected behaviour.

1<sup>st</sup> warning = move to top of Green.

2<sup>nd</sup> warning = Amber = lose a dojo and 5 minutes of playtime.

3<sup>rd</sup> warning = Red = 5 mins time out, lose 2 dojos and then miss the whole of next playtime.



# Traffic Lights

Everyone starts bottom of Green for each lesson.

Verbal reminder of expected behaviour.

1<sup>st</sup> warning = move to top of Green.

2<sup>nd</sup> warning = Amber = 5 minutes away from playing in the classroom.

3<sup>rd</sup> warning = Red = Time Out in the Corridor for 5 minutes



## Appendix 3

### Dealing with negative behaviours using the traffic light system

Negative behaviours may include:

- Aggressive or intimidating actions to peers
- Shouting out
- Interrupting an adult
- Making noises
- Being rude
- Silliness
- Disturbing others
- Not listening in lessons
- Careless work (deliberate)
- Answering back
- Name calling
- Throwing objects (e.g. flicking pencils)
- Low level defiance (e.g. not wanting to complete work)



**The Farsley Farfield Learning Hive**

### The Traffic Light System

At the start of every session, the traffic light is re-set and children are reminded of the behaviour expectations.

#### 1. Green

- All children in the class start on green.
- The top of green is where a child may be moved for a low level type behaviour. There is no sanction/consequence for being at the top of green.

#### 2. Amber

- If a child is moved to amber, then he/she loses a dojo and 5 mins play.

#### 3. Red stage

- If a child is moved to red then he/she has 5 mins time out, loses 2 dojos and will miss a whole playtime (15 mins - which could be 15 minutes at lunchtime). An entry on CPOMs will also be completed.

The amount of timeout is slightly different in Foundation Stage (see Appendix 2ii) but the same system is used.

If time is wasted due to refusal to complete time-out or refusal to work after the incident, then this time will need to be paid back. If time is wasted whilst the child is missing playtime, then this wasted time will need to be paid back.

### Dealing with zero tolerance behaviours using the traffic light system

Children need to be made aware of the sanction for these behaviours so that a firm focus can be put upon resolving the incident. The Assistant Headteachers or Headteacher (or a member of SMT if AHTs and HT are not available) need to be made aware of these incidents.

The following behaviours are zero tolerance behaviours:

- Fighting

- Swearing
- Racial abuse
- Homophobic language/abuse
- Sexualised behaviour
- Bullying
- Damage to property (e.g. aggressively knocking furniture over)
- Theft
- Violence towards adults and other children – e.g. hitting out/throwing furniture

'Zero Tolerance Behaviours' incur an automatic move to the top of the red traffic light. The sanctions that result from this are slightly different from above:

Foundation Stage	KS1	KS2
<ul style="list-style-type: none"> <li>• 3/5 minutes time away from playing</li> <li>• 3/5 minutes time out of the classroom</li> <li>• SMT informed</li> <li>• Parents informed</li> <li>• Behaviour entry on CPOMS completed</li> </ul>	<ul style="list-style-type: none"> <li>• 5 minutes time out</li> <li>• 15 minutes playtime missed</li> <li>• Loss of 2 dojos</li> <li>• SMT informed</li> <li>• Parents informed</li> <li>• Behaviour entry on CPOMS completed</li> </ul>	<ul style="list-style-type: none"> <li>• 15 minutes timeout</li> <li>• Loss off 3 dojos</li> <li>• Miss a whole day of playtimes</li> <li>• SMT informed</li> <li>• Parents informed</li> <li>• Behaviour entry on CPOMS completed</li> </ul>

These sanctions apply for all children at school unless it is otherwise stated in an IBP or it is inappropriate due to the age of the child. The HT and AHTs have the authority to increase the severity of these standard sanctions depending upon the incident. In some instances, parents may be invited into school to meet with the class teacher and member of SMT: PH/DC/KL/KH/HK.

### Single playtime suspension in KS2

The child stays in their own classroom for playtime during their playtime suspension. This is supervised by the child's class teacher or LSA.

The teacher can go for their break whilst the LSA stays in the class. The LSA could take their break after the playtime has finished.

On occasions when the teacher or LSA is unable to supervise in the classroom, (playtime duty for example) teachers can make arrangements with other staff in their phase group to ensure that someone is able to supervise the child.

### 1 Day playtime suspension for zero tolerance behaviours in KS2

Morning playtimes are staffed as described above.

Lunchtimes will be staffed as follows:

Year 3 and 5 - children to go for their lunch at 11:45 –12:15 then return to their class. To be staffed by teacher/LSA.

Year 4 and 6 - the first part of a lunchtime suspension should be staffed by the class teacher/LSA. The child should then go to lunch and eat before returning to their classroom to be staffed by the class teacher.



It may be that the HT/AHTs decide that they are going to supervise the 1 day playtime suspension depending on the behaviour. If an infant child needs supervision at lunchtime, please discuss this with Kathryn Lace.

## Appendix 4

Here is an example of the stamp chart for pupils with individual targets (IBP). It could be used in different ways e.g.

Example 1 (as used by the ABC centre)

The child has the potential to earn a stamp for each session which equates to 1 minute per stamp. The minutes will be totalled up at the end of the week and the child will take those minutes as a reward session on a Friday afternoon.

Reward time once earned will never be taken away.

Earning reward time as opposed to a materialistic reward will help to build on the child's intrinsic motivation.

Example 2 (as used by FFPS)

All 50 achieved = trophy

10 achieved in a day = reward time in class (to be agreed with child. For some children this could be split into reward after 5.)

They do not achieve the stamp if they have got to red in that session. If they get to amber, they still achieve the stamp. If children are refusing to complete work (avoidance or other), they get a blue dot and do not achieve the stamp.

 <span style="float: right;">Farsley Farfield Achievement Stamps</span>										
		Week commencing: Name: Targets:								
	Breakfast/ Register	Session 1	Session 2	Morning Break	Snack time	Session 3	Lunch	Session 4	Session 5	Assembly/ End of the day
M										
T										
W										
Th										
F										