

# Behaviour Policy- 2020 review



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At Farsley Farfield we want our children to learn about their own behaviour and the behaviour of others. They are encouraged to talk about issues and listen to others' points of view as well as share their own. We want children to understand the consequences of actions, both positive and negative, so that they are able to make the right choices and feel good about it.

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## Aims

The Governors and staff believe and aim to:

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

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## 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, children, parents and governors. Adults 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**'.

## School Expectations

The '**Learning Hive**' pulls together key aspects of a child's personal development in our school.



Our **school rules** apply to all members of the school community in every part of the day.

Not everything forbidden must be governed by a rule, and rules

cannot cover everything. But our core set of rules create a skeleton for good conduct and show how to become part of our '**Learning Hive**'.

## FARSELY FARFIELD SCHOOL RULES

### READY

We show we are **READY** to learn and show a positive attitude to our learning.

### RESPECTFUL

We act and speak in a polite and **RESPECTFUL** way to all members of the school community.

### KIND

We use **KIND** words and actions. We are **KIND** to others and to ourselves.



## Behaviour of Adults

*'Let's stop waiting for the magic behaviour solution. It isn't coming. The answer lies in the ability of adults to deliver behaviour policy and practice that is simple, highly effective and utterly consistent.'* (Paul Dix, *When the Adults Change*, 2018 p3)

Our children have told us what they want from adults in school. The most common responses were:



All adults have a duty of care to maintain good order and to safeguard children's health and safety. It is the adults who determine the environment in which good relationships can flourish. At the centre is mutual respect between adult and child.

### We expect every adult to:

- 1. Meet and greet** positively and in a personal way at the start of the day and after breaks and lunchtimes.
- 2. Refer to the school rules.**
- 3. Model** positive behaviours and build relationships.
- 4. Plan** lessons that engage, challenge and meet the needs of all children.
- 5. Use a visible recognition** mechanism throughout every lesson (eg, Recognition boards or a 'Honeypot')
- 6. Be calm** and give 'take up time' when correcting poor choices.
- 7. Follow** up every time, retain ownership and engage in reflective dialogue with children.
- 8. Never ignore** or walk past children who are making poor behaviour choices.

## Leaders

Leaders are not expected to deal with behaviour incidents in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

### We expect every leader to:

- Take time to **welcome** children and families at the start of the day
  - Be a visible presence around the site and especially at transition times (e.g. break times)
  - **Celebrate** adults and children whose effort goes **over and above** expectations
  - Regularly share good practice
  - **Support** staff in managing children with more complex or entrenched negative behaviours
  - Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice
  - Regularly review the effectiveness of provision
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## Recognition and rewards

We have a positive approach to behaviour management. It is important that children develop an intrinsic reward system as this provides them with the motivation to continue making good choices throughout their lives. Children are rewarded in a way that is meaningful to them, considering their age and needs. As with sanctions, rewards graduate in the level of praise given and children should always be clear about why they are receiving recognition.

We recognise and reward learners who go '**over and above**' our standards. Adults understand that the use of praise in developing a positive atmosphere in the school cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

"Intrinsic rewards to good behaviour (better learning, the value of the subject in itself) should be prioritised in order to avoid 'reward fatigue' where students become desensitised to benefits. External indicators of intrinsic success can be powerful motivators, and reinforce existing norms, for example, prize ceremonies, used judiciously." (Tom Bennett *Independent Review of Behaviour in Schools*.)

## Additional Rewards

Where possible we help children to value learning and kindness for its own sake and avoid diminishing this through extrinsic rewards. However, we recognise that, if given in a specific and sincere way, rewards can encourage sustained behaviour change and can be a central component of habit formation. Adults think carefully about the use of rewards, recognising that children feel rewarded through different means. The rewards that most humans value above others are pride, being part of a community, having responsibility, being valued, feeling successful. Examples of additional rewards are:

- Being chosen to lead the line (or other responsibilities).
- First to go out at play time/ lunchtime.
- Dojo points and / or stickers.
- Opportunity to share positive news with another adult who is key for the child.
- Name on recognition board to advertise good learning behaviours.
- Share good news with parents at the end of the day. If parents do not collect, this can be done by telephone.

## Dojo Points

Children earn '**Dojo Points**' when they go '**over and above**' the standard of behaviour expected in school. All adults can give out Dojo points to recognise and reward positive behaviours but they are never given as a bribe (e.g. "if you finish this work, you can have a Dojo point."). To ensure consistency, adults only give out 1 Dojo point at a time and they are never taken away from children for poor behaviour choices. The specific use of Dojo points differs slightly in each phase:

**Nursery**- Dojo points are not given in Nursery. Stickers are given to instantly recognise and reward '**over and above**' behaviour choices.

**Reception**- When a child's name goes onto the recognition board, the child earns a Dojo point. At the end of Friday, the child with the most Dojo points becomes the class Dojo champion and claims a small prize.

**Key Stage One**- Adults use dojos as an instant reward for good behaviour choices and other learning behaviours linked to our learning hive. Each class has a recognition board linked to their class animal. When a child's name goes onto the recognition board, the child earns a dojo point. At the end of Friday, the child with the most Dojo points becomes the class Dojo champion and earns a certificate.

**Key Stage Two-** Each class sets a class target for the number of Dojo points they want to achieve during the week. This might be linked to a class behaviour goal. If the target is met, the class have 25 minutes of 'Dojo time' (activities planned by the teacher e.g. sewing, board games, mindful colouring in or outdoor games). If the target is not met the teacher leads a circle time session to discuss what the class can do in the following week to achieve the target. The child who achieves the most Dojo points each week receives a certificate.

### Lunchtime Rewards

It is important that behaviour expectations are reinforced at lunchtime. There are a number of activities available to the children which help to promote positive behaviour.

The expectation for positive lunch time behaviour is also reinforced through rewards such as:

- specific verbal praise;
- Dojo points;
- mentions to teaching staff and senior leaders.

### Special Mention Assembly

Our Special Mention Assembly is on a Thursday afternoon (Infant building) or Friday afternoon (Junior building), where children are chosen for a Special Mention certificate. These children will have consistently gone "**over and above**" to demonstrate one area of our Learning Hive during the week.



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### Managing Behaviour

For the vast majority of our children a gentle reminder is all that is needed. Managing poor behaviour choices should always be done with care and consideration, taking individual needs into account where necessary.

Adults praise the behaviour they want to see and always give '**first attention to the best conduct**'. All children must be given '**take up time**' in between steps.

## Managing and modifying poor behaviour choices

Children are held responsible for their behaviour. Adults will address behaviour (where possible without delegating) and will use the steps below for dealing with poor choices. There may be a traffic light display in classrooms to show the steps below but any recording of where a child is on the traffic light system will be kept private.

### 1 Check In/ Reminder

This is part of Quality First Teaching and as such can be repeated whenever staff observe a concern. Adults aim to maximise teaching time and minimise disruption by using the least invasive tactic possible to correct poor behaviour.

This step should not be confrontational (body language and facial expressions should be open/ neutral/ positive). This step may help identify if a child has a difficulty in accessing the lesson or is feeling anxious/ upset in any way. Many of our children experience feelings which they cannot name/ understand or link to a cause- they just feel it in the moment.

'(child's name) I can see that you are... (describe behaviours e.g. tapping your pencil, not starting your task, making noises). I'm wondering if you are (describe possibilities e.g. finding this tricky, feeling ok)'.

Adults listen to what the child says and respond, check in after a few minutes and then at intervals. Adults then continue to be observant. Sometimes check-ins are enough. Sometimes the child may just want to be left a while.

## ② Warning (amber on the school traffic light system)

For some children being given a warning publicly is shaming and they may become defensive or withdrawn, to others it can have status. A private note of a warning can be made by adults if needed but **a warning is never displayed publicly.**

The child receiving a warning should be told on a 1:1 basis (warnings are never displayed publicly) and are given a reason. e.g. *'I need to give you a warning because when you are shouting out, it is so hard for children to hear'*.

Depending on the child and the severity of the behaviour it may be appropriate to repeat a warning.

Adults use strategies to support the child in de-escalating e.g. moving a child away from a situation, reflecting on a previous experience where they have overcome difficulties or, reminder of next activity once this is complete.

Does the child know what is causing the behaviour? How can you help?

## ③ Sanction/ Consequence (red on the school traffic light system)

"The severity of the sanction is less important than the certainty of the sanction. It is very easy to use consequences to get back at students, rather than allow the consequences to 'teach' the student that all behaviour has consequences." Bill Rogers

If poor behaviour choices persist then a sanction will be put in place. While sanctions follow a graduated response, adults in school must use clear judgement about when a behaviour warrants going straight to stage 3 e.g. if a child has been physically aggressive. In general consequences work better when they are:

- **Quick:** The consequence comes as soon after the behaviour as possible and last for as little time as possible in its delivery.
- **Incremental:** Catching behaviour early and allocating smaller consequences lets children learn from mistakes at manageable costs.
- **Consistent:** They should be predictable. Consistency will also help children to understand where the limits are so they can self-monitor.
- **As private as possible:** Privacy supports the maintenance of positive relationships. This also helps to diffuse incidents quickly. Sanctions are never displayed publicly.



- **Free of emotion:** Anger only focuses attention on the person giving the consequence vs the behaviour causing it.

When delivering a consequence, adults in school:

- **Tag the behaviour:** Name the child, identify the behaviour and list the consequence.
- **Use a 'bounce back' statement:** use a statement that shows children that success is still within their grasp.
- **Maintain the pace:** describe what the child should be doing (as opposed to what they are not doing) and use the least amount of verbiage possible.
- **Get back on track:** the goal is to get in, get out, and move on with the learning.

*"(child's name) you're calling out. We need one voice in class. We'll discuss this after the lesson. Make the last ten minutes a success."*

Sanctions are:

- **Finish work at playtimes-** (KS1 am/ pm, KS2 am). This should be overseen by classroom staff or if on playground duty, parallel classroom staff.
- **Miss part of a playtime/ all of play time-** Staffed as above. Adults think about how much time the behaviour warrants e.g. aggressive behaviour would not simply be five minutes missed.
- **Finish work/ miss part or all of lunch time-** Children missing any lunchtime should be taken to a member of the leadership team.
- **Directed to time out-** Child takes work into the parallel class. This could be a sanction for a KS2 child in the afternoon as there is no play time. But it can also be used as a KS1 sanction. In EYFS this may be time stood next to an adult or time out of the classroom with a member of staff. If the child refuses to have 'time out', or are too dysregulated, seek support from the nearest adult or if alone call for a member of SLT.

#### 4 Restore/ Repair

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships. Not every incident will need a restorative conversation. However, when trust is broken or when behaviour has gone under and below minimum standards it is often the only way to meet everyone's needs.

When possible the child's teacher or TA will lead the restorative conversation, typically at the start of a break or lunch. This is to support the development of a relationship between the adults and children in class. It also avoids sending an implicit message that if children's behaviour escalates quickly enough they no longer have to answer to the class-based staff. However, teaching commitments sometimes mean that a member of the leadership team will take the lead. If this is the case, the child's

teacher or TA will join the conversation at an appropriate time.

During restorative conversations children may be in a heightened state of anxiety. Adults must think carefully about where the meeting takes place, use neutral body language and a non-judgemental tone of voice. It is often more productive for the adult or child to sit alongside each other and engage in a collaborative activity e.g. playing with Lego or doing a jigsaw.

In restorative conversations adults choose questions from the suggestions below. The number and phrasing of the questions will be dependant on the age and needs of the individual child involved (5 questions are often appropriate for most KS2 children but 2 may be more appropriate in EYFS).

<b>What happened?</b>	Listen carefully and dispassionately to the child without interrupting. When the child has finished, give your account without judgement.
<b>What were you thinking at the time?</b>	This reflection helps the child to reconsider their actions and replay their thought process (however irrational it may seem).
<b>What have you thought since?</b>	This question invites a change in attitude, a shift in explanation or the possibility of an apology.
<b>How did this make people feel?</b>	Some children will be unaware of how their actions have made others feel (especially in a moment of crisis). It is important to shine a light on the impact of the child's actions on others.

<b>Who has been affected?</b>	It may be useful to list the people who have been impacted before considering the next question.
<b>How have they been affected?</b>	Teachers in the Early Years spend a lot of time showing children how their behaviour affects others. This question encourages children to have empathy with others.
<b>What should we do to put things right?</b>	Adults must remember that a forced apology is worthless and there may be other ways to put things right.
<b>How can we do things differently in the future?</b>	Planning for similar situations and frustrations helps to make children more aware of poor behaviour choices and supports self-regulation.

## Behaviour incident recording

All staff have a responsibility to record behaviour incidents on CPOMS where it is deemed that this is required. If a sanction has been given then the incident will be recorded but staff may also feel that incidents at a lower level are also worth reporting (especially if there is a pattern of poor behaviour choices). It is important that records are completed accurately. All incidents should provide a clear and factual report of the events.

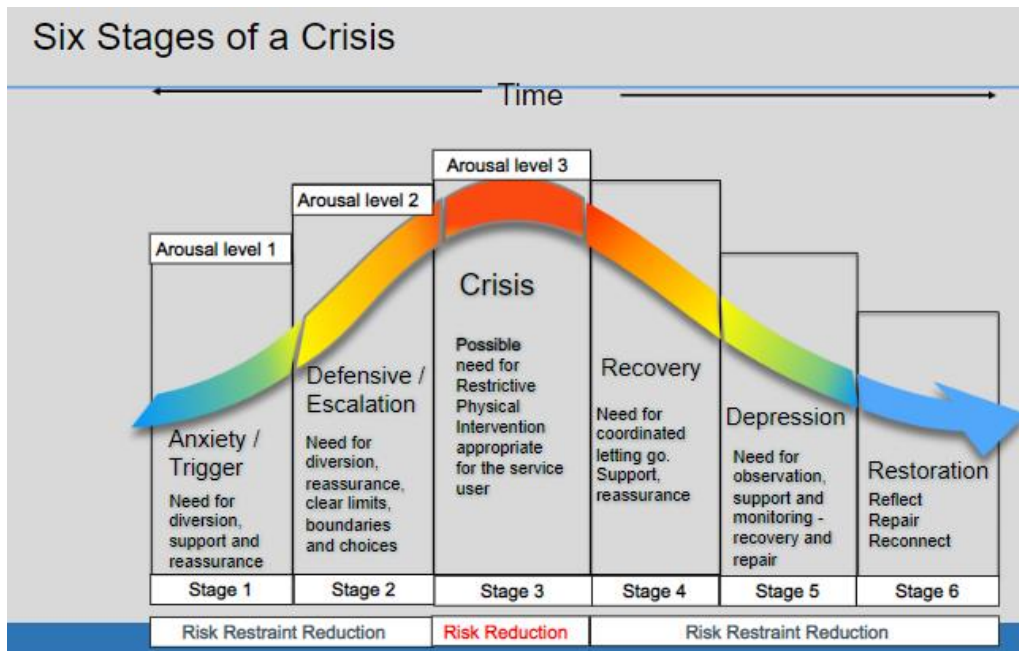
Staff have a duty to ensure that incidents are recorded in a timely manner (ideally before leaving

school at the end of that day). Staff must ensure that the key trait of the behaviour is accurately logged under the relevant options in CPOMS and ensure that they log any action taken e.g. parent contacted.

Adults who do not have access to CPOMS (such as agency staff) can make a written record of an incident, which should be completed as soon as possible and handed, in person, to a member of staff, as soon as if possible.

## Individual Behaviour Plans

Particular children may still require personalised behaviour targets. The aim of an Individual Behaviour Plan (IBP) is to outline strategies that support the child to regulate their own behaviour and reduce the risk of a behaviour crisis.



An IBP 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

A child with an IBP may require a Positive Behaviour Support Plan (PBSP) as part of an Individual Pupil Risk Assessment (IPRA). A PBSP and IPRA 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.

## Reasonable Force

Staff at Farsley Farfield are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes

necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of

hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future.

The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

## **Exclusions**

In instances of very serious behaviours, the Headteacher may exclude a child for a given period of time or permanently. 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.

## **Malicious Allegations**

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy. Please refer to our Child Protection policy for more information on responding to allegations of abuse. The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

**Policy Review Date: September 2021**

## Appendix 1 (one-page behaviour guide)



A guide for adults to encouraging positive behaviour at Farsley Farfield Primary School

### CURRENT FOCUS

#### Moving through school SAFELY.

- "Well done (name). That's super safe walking!"
- "You need to show me safe walking. Thank you"
- "Just try your safe walking again. Thank you."

### PHRASES ADULTS USE

- "Thank you."
- "Great choice!"
- "I like the way you..."
- "You need to..."



"Do you remember yesterday/last week when you... (refer to previous positive). That's the (name) we need to see."

### ENCOURAGING GOOD CHOICES (PIP=Praise In Public)

ADULT BEHAVIOUR	BUILDING RELATIONSHIPS	RECOGNITION (over and above)
Calm	Meet and greet	First attention best conduct
Clear	5-to-1 <del>five</del> to <del>five</del>	Phone call home
Consistent	Get to know interests	Special Mention
	Get to know families	Dojos

### SANCTIONS (RIP=Reprimand In Private)

CHECK IN	WARNING	SANCTION	REPAIR
Open and positive body language	One to one	Cause+ desired behaviour+ Bounce back	What happened?
Identify the difficulty	Explanation	"You're calling out, we'll discuss this after the lesson. Make the last ten minutes a success"	What were you thinking?
Listen and respond	Reminder of expectations		Who was affected?
			How can we put it right?

## Appendix 2 (managing and modifying poor behaviour choices)

# Managing and modifying poor behaviour choices

### 1 Check in

This step should not be confrontational. The aim is to identify whether a child has a difficulty in accessing the lesson or is feeling anxious/upset in any way. Adults listen and respond. Sometimes check-ins are enough.

### 2 Warning

Warnings are given on a 1:1 basis with a reason given. Adults support the child to de-escalate.

### 3 Sanction

**"The severity of a sanction is less important than the certainty of the sanction".**  
When giving a sanction adults tag the behaviour, use a 'bounce back' statement and get back on track as quickly as possible. These incidents are recorded on CPOMS.



#### 1 Check-in

"(name) I can see you are.. I'm wondering if you are feeling..."



#### 2 Warning

"I need to give you a warning because when you are... it..."



#### 3 Sanction

"(name) you are... We need... We'll discuss this after the lesson. Make the last ten minutes a success."



#### 4 Restore

- What happened?
- Who was affected?
- How can we put it right?

### 4 Restore

Not every incident will need a restorative conversation but when trust is broken they must be used.











- **What happened?**
- **Who was affected?**
- **How can we put it right?**

### Instant Sanctions

Some behaviours will result in an instant sanction e.g.








- Swearing
- Aggressive physical contact
- High level disruption (e.g.; throwing furniture)
- Verbal abuse
- Fighting Leaving the school grounds
- Theft

**Appendix 3** (behaviour checklist for school leaders)






<p><b>Leadership</b></p>  <p>Model the behaviour you want to see from staff.</p>		<p><b>Building</b></p>  <p>Be visible especially at transition times. Check the building is clean and well maintained</p>
<p><b>Staff</b></p>  <p>Praise good performance. Take action when the policy is not followed.</p>	<p><b>World Class at the Basics:</b> FFPS Behaviour checklist for leaders</p> 	<p><b>Children</b></p>  <p>First attention to best conduct. Praise good behaviour and celebrate successes.</p>
<p><b>Teaching</b></p>  <p>Ensure staff know the needs of all pupils. Monitor amounts of praise and rewards given.</p>	<p><b>Individuals</b></p>  <p>Have plans and support in place for children with behavioural difficulties.</p>	
<p><b>Policy</b></p>  <p>Ensure clarity about the expected standard Display school rules Consistency is key</p>	<p><b>Parents</b></p>  <p>Build positive relationships with parents of children with behavioural difficulties.</p>	



## Appendix 4 (behaviour checklist for classroom staff)

<p><b>Classroom</b></p>  <p>Meet and greet the children.</p> <p>Display school rules.</p> <p>Have a system to follow through on rewards and sanctions.</p> <p>Display a visual timetable.</p> <p>Follow the school policy.</p>	 <p><b>World Class at the Basics:</b></p> <p>FFPS</p> <p>Behaviour checklist for classroom staff</p> 	<p><b>Children</b></p>  <p>First attention to best conduct.</p> <p>Have a plans in place for children with behavioural difficulties.</p> <p>Make sure all adults know the plans.</p>
<p><b>Teaching</b></p>  <p>Ensure all resources are prepared.</p> <p>Praise the behaviour you want to see more of.</p> <p>Use a ratio 4:1 positive: negative.</p> <p>Teach class routines including for transition times and stopping the class.</p> <p>Stay calm.</p>		<p><b>Parents</b></p>  <p>Build positive relationships with all parents (especially those of children with behavioural difficulties).</p> <p>Give feedback to parents about behaviour—let them know about the good as well as the bad behaviour.</p>

## Appendix 5 (behaviour checklist for lunchtime staff)

<h3>Recognition</h3>  <p>Use a ratio of <b>5:1</b> positive praise to correction.</p> <p>Look out for '<b>over and above</b>' behaviour and reward with praise.</p> <p>Let <b>classroom staff</b> know the positives (they may pass this on to parents).</p>	<h3>World Class at the Basics:</h3> <p>FFPS</p> <h3>Behaviour checklist for lunchtime staff</h3> 	<h3>Children</h3>  <p>Build <b>relationships</b> with the children (join in games, show an interest, smile!)</p> <p>Give your <b>first attention to the best conduct</b>.</p> <p>Familiarise yourself with <b>plans</b> for children with behavioural difficulties.</p> <p><b>Ask</b> classroom staff for support .</p>
<h3>Consequences</h3>  <p><b>Vigilance</b> and <b>proximity</b> can prevent the need for consequences.</p> <p>Deliver a consequence as <b>privately</b> as possible.</p> <p>Use <b>cool-off time</b> stood with a member of lunchtime staff.</p> <p><b>Time out</b> with a teacher may be needed.</p> <p>Let the classroom staff know (<b>privately</b>).</p>		<h3>Key Phrases</h3>  <p>Stay calm, be clear and avoid raising your voice.</p> <p>"(Name) I need you to... <b>thank you</b>"</p> <p>"stop, think, .....make the right choice"</p> <p>"Do you remember yesterday when you..... That's who I need to see today"</p>