



**Fairfields**  
PRIMARY SCHOOL

**Fairfields Primary School**  
**Behaviour Policy**  
**2021-22**

*At Fairfields Primary School high expectations of learning, behaviour and respect for each other underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.*

Reviewed: September 2021  
Next Review: September 2022

At Fairfield's Primary School we want to help our children to grow socially, personally and academically, fostering positive, respectful behaviours.

We believe that positive behaviours need to be carefully developed. We think that young children learn best when they are clear about what it is that they are supposed to do, and when they are constantly encouraged to do it.

### **What do we mean by positive behaviours?**

At Fairfield's Primary School we feel that positive behaviours mean that everyone in school is:

- Caring and kind
- Polite and friendly
- Helpful to each other
- Respectful and considerate
- Engaged and hardworking

We want to encourage this behaviour in every area of school life e.g. entering and leaving the school, in the cloakrooms, at lunchtimes, in the playground, at after school clubs, on school visits as well as during classroom hours.

### **Benefits of Positive Social Behaviour**

As well as developing self-confidence, our children will learn the value of friendship in a safe, caring and happy environment where they can grow and achieve. We encourage children at Fairfield's Primary School to play an active role in their education. An environment in which children can feel confident to contribute as active participants can only help them to achieve their full potential and do as well as possible in their schoolwork. They will have a sense of identity with their school and show a high degree of self-motivation.

As teachers we strive to meet the needs of all pupils and positive behaviour helps to facilitate this, enabling us to teach effectively, and creates a learning climate in which all children are free to realise and exceed their potential.

### **How Do We Encourage Positive Behaviours?**

At Fairfield's Primary we want our children to feel that they have a personal investment in the running of the school. This in itself helps to promote positive behaviour and we feel that to promote it further children need:

- To know what they are required to do
- To have goals to aim towards
- To be praised, supported and encouraged constantly and effectively
- To have clear expectations about their work and behaviour
- To take responsibility for and be involved in decision making

As adults we:

- Recognise and highlight behaviour as it occurs
- Role model the behaviour we wish to see
- Encourage children to be responsible for their own behaviour
- Let parents/carers know about their child's positive behaviour
- Model the level of respect and behaviour that we expect from the children

At all times we believe that positive reinforcement is the best way to achieve positive behaviour and we have several systems set up in school to accomplish this.

Firstly, we have a clear set of routines around the school so the children know what is expected of them at a given time. The school expects every member of the school community to behave in a considerate way towards others. Positive behaviour will be defined carefully by example, as well as through assemblies, PSHE and other classroom discussions. Children will be helped to understand that compassion, kindness, respect, politeness and truthfulness are qualities to which they should aspire.

Children are helped to recognise examples of positive behaviour at all times and we feel it is important for children to be involved in decision making that is going to affect them. This will help them to become more responsible for their own actions.

Everyone will act with courtesy and consideration to others at all times. This means:

- We will give our best at all times.
- We will help each other to learn by listening, communicating and co-operating.
- We will consider others at all times and try to understand other people's points of view.
- We will show resilience even in difficult circumstances.
- We will develop reciprocal relationships with those around us.
- We will trust in others and be honest with them.
- We will make mistakes but we will learn from them

The school will establish clear routines for behaviour within the school day, before and after school during clubs, lunchtimes and in the extended school day. These routines will be consistent and everybody will be expected to follow them. The whole school and class expectation for behaviour will be shared and discussed with the children regularly.

The staffing of activities will be consistent and their approach will be consistent towards all children. Children will be taught the skills they need to manage their own behaviour, time and resources enabling them to become effective self-managers. Children are expected to keep learning spaces tidy and organised. They should be taught to manage risk.

Children's well-being will be monitored twice daily for early identification of possible problems. Any issues will be quickly identified and responded to. Staff and children will recognise that there are different learning styles and that routines for nurturing these could include 1 to 1 learning

space and time, group learning and the use of outdoor learning opportunities whenever appropriate. By ensuring clear routines and an understanding of the differences we all bring in to a school community we hope that everyone, regardless of race, religion, gender, social background or ability, will be able to enjoy their time in school, to develop the lifelong skills they need and to flourish in our care.

Behaviour charts are displayed in all classrooms. They should be owned by the class and school community. Teachers are expected to observe children carefully to remind them when they do not follow the explicit code and praise them when they do thus encouraging positive behaviour.

### **Our Rewards Systems**



At Fairfields Primary School our aim is to celebrate success which will raise the self-esteem of the child and their corresponding behaviour at home and school. If a child is emotionally intelligent, feels good about themselves and is achieving, they focus upon this and build on the positive foundations laid. We seek to acknowledge all the efforts and achievements of children, both in and out of school. The children will be recognised and rewarded for their positive efforts, displays of kindness and support to others.

At Fairfields Primary School we celebrate success, achievement, effort and kindness in several different ways:

- Effort marks
- Merits and merit badges
- 'Bees Knees' of the Week assembly – linked to effort and attainment
- Headteacher award assembly – half termly celebration assembly where children are nominated for their performance and effort over the half term. This will then be followed by a special treat such as afternoon tea with the Headteacher.
- Voted onto School Council
- Leader role or responsibility within in school e.g Play Leader, Librarian, Safeguarding Ambassadors
- Selected to represent the school e.g. sporting, music, performing arts events.
- Learning Power Pals tokens

All incidences of positive behaviours (as mentioned above) are recorded on the whole school Track-It Lights software. The progress and achievements of children recorded on Track It Lights are regularly reviewed and monitored by members of the Senior Leadership Team, with any positive trends highlighted for further discussion.

### **Guidelines for awarding effort marks, merits and Learning muscle tokens**

- Effort marks – children can earn effort marks for both academic and pastoral reasons. These again are recorded onto TrackIt Lights.

- Merits – merits are awarded when 20 effort marks have been achieved. Merits are graded according to colour and once 20 merits have been gained a badge is awarded. Merit badges move from blue – green – yellow – red – bronze – silver – gold – purple. As a general guide, children should aim to gain a coloured badge each year. (roughly 6/7 merits every half term)
- Learning Power Pals Tokens – children can be awarded learning power pals tokens within a lesson if they show that they are using one of the learning muscles - determination, curiosity, reflection and collaboration. If a child is awarded a learning token they will post it in a tube within a central area of the school and an effort mark added to their record.



TRACKIT LIGHTS

### Dealing with Inappropriate Behaviour

Unfortunately, even with such positive messages reinforced, not all children get it right all of the time. However, at Fairfield's Primary School we never react to misbehaviour in a negative way.

We never shout at a child or show sarcasm towards them. **No child must ever be put outside the classroom door or in a corner.** However, at times it may be necessary to have children working at individual workstations to support them managing their behaviour. At Fairfield's Primary School, we will celebrate mistakes as we believe it is our duty to show children the error of their ways, to make mistakes, but most importantly to learn from them.

To encourage children to accept responsibility for their behaviour, procedures are clearly and regularly explained and reinforced in the classroom and during assemblies. We believe that every member of our Fairfield's community has a fundamental right to learn in a safe, supportive environment and to be treated with respect.

The traffic light behaviour chart will be displayed in every classroom. All children start each session or lesson on **GREEN**.

If a child displays challenging or inappropriate behaviour such as being defiant, rude or disrespectful then the traffic light behaviour chart should be used as follows:

1. A warning will be given and a discussion will be had with the teacher about making the right choices to improve behaviour and sanction e.g. move the child to another table within the class or allow the child time to reflect within the class. (Discussions will be age appropriate) At this point the child will be placed on **AMBER and recorded on to the Track It Lights software.**

2. If the child makes the right choices and resumes appropriate behaviour they will return to **GREEN.**

If inappropriate behaviour continues and further warning has to be given the child will be placed on **RED and recorded on to the Track It Lights software.**

At this point the child will be given time in a different classroom and a 4W sheet will be completed (either by the child or with an adult in the case of younger children). Upon the recording of a **RED** all members of the Senior Leadership Team are informed via email. It is an

expectation that a member of the Senior Leadership Team then attends the situation where the negative behaviour has occurred and discusses with the child the incident and ways forward.

3. The child will return to **GREEN** for the next session.

Should the child receive a 2<sup>nd</sup> **RED** within the day they will be sent to the Headteacher. The Class Teacher will also contact parents.

Persistent disruptive behaviour (over a consecutive period of three weeks) will result in the child having a 'Success Card' and targets will be set by the Class Teacher in conjunction with a Senior Leader, the child and parents/carers.

### **Physical Restraint and Searching**

All members of staff are aware of the regulations regarding the use of force in the management of pupil behaviour. Staff in our school **do not hit, push, slap or in any sense physically intimidate children**. Staff only intervene physically if it is absolutely necessary and all interventions are carefully recorded and reported to the parents of the children concerned.

The actions that we take are in line with government guidelines on the restraint of children – these can be found here- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- acting in a way that is counter to maintaining good order and discipline at the school.

The legislation also allows Headteachers to extend this authority beyond teachers to other members of staff. At Fairfields Primary School, we believe it is necessary for Teaching Assistants and Lunchtime Supervisors to also have this authority. We ensure that teachers across the school are trained in appropriate de-escalation of conflict and in the case of physical restraint techniques, these should only be used by qualified Team Teach individuals.

Under common law, school staff can search pupils with their consent for any item. If a member of staff suspects that a pupil has a banned item in his/her possession [weapons, alcohol, drugs, stolen items, fireworks, tobacco or pornographic images], a pupil can be searched – in the presence of another member of staff and with only outer clothing being removed – without the pupil's consent. For less serious suspicions – food, mobile phones, toys, offensive notes – we will not normally conduct a personal search, but reserve the right to do so if necessary. Any searches will be conducted by a minimum of two members of staff. One member of staff, who is the same sex as the pupil, will conduct the search whilst the other will bear witness.

### **Behaviour Outside of the School Site**

The Department for Education has issued all schools with regulations on managing pupils' behaviour outside of the school site and outside of school hours. At Fairfield's Primary School children are subject to the behaviour policy outside of the school site and outside of school hours whilst in school uniform. Any poor or disrespectful behaviour outside of school will have the same consequences as if they were within the school or school hours.

By sharing our policy with you, our community, we believe we can work together to ensure the healthy growth and development of every child at Fairfield's Primary School.

### **The Role of Parents**

We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents, in accordance with procedures outlined above, if we have concerns about their child's welfare or behaviour.

Equally, parents are strongly encouraged to initiate contact with the school if they have information or concerns that need to be brought to our attention.

### **Fixed-Term and Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes as a very last resort and for very specific reasons this may be necessary. A child may be excluded if he/she breaches the Behaviour Policy or brings the school into disrepute. Only the Headteacher has the power to exclude.

### **Associated resources**

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils. <http://media.education.gov.uk/assets/files/pdf/c/charlie%20taylor%20checklist.pdf>

### **Legislative links**

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014 Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

### **Alternative Provisions (in house)**

Whilst at Fairfields we strive for our curriculum to be inclusive and accessible, we also recognise the need to offer an alternative provision to some learners. Our alternative educational provisions are for learners who are unable to access, or unsuited to, mainstream education for a variety of reasons.

They aim to ensure the continued education of learners in a supportive, bespoke and nurturing environment. We strive to reintegrate all learners back into mainstream education wherever possible.

The behaviour of these learners follows the same steps as set out in the Relationships and Behaviour Policy; however, reasonable adjustments are made. There is a close working relationship between teaching staff and our SENCo to ensure the correct targeted provision is in place.

### **Alternative Provisions (External)**

Some pupils may need further external support and access to therapies to help support them in mainstream.

At Fairfields we will approach the Milton Keynes Primary Inclusion Partnership for a supported dual placement at the Milton Keynes Primary PRU.

During this placement, regular meetings and support will be offered to the pupil to enable reintegration into Fairfields Primary to be successful.

#### **Milton Keynes Primary Pupil Referral Unit**

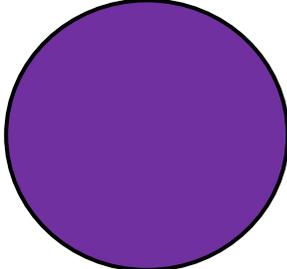
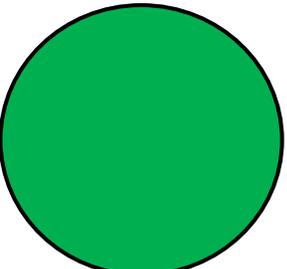
Manor Road, Fenny Stratford

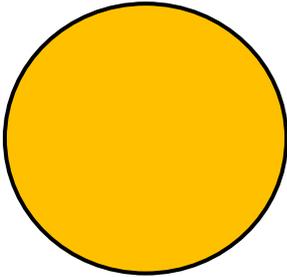
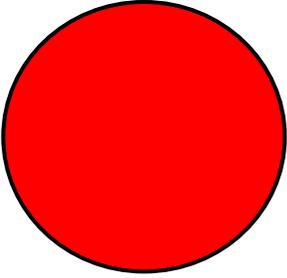
Milton Keynes

MK2 2HP

01908 646147 or 07590 860966

[admin@mkprimarypru.co.uk](mailto:admin@mkprimarypru.co.uk)

	<b>What will happen?</b>	<b>What we will see?</b>
<b>Above expectations</b>  	<p>If you are showing above expected levels of behaviour you may:</p> <ul style="list-style-type: none"> <li>• Be selected as 'Bees Knees' of the week</li> <li>• Attend Fairfields Friday Fine Dining</li> <li>• Have your work displayed or achievements shared on the website</li> <li>• Be given a special responsibility or leadership role</li> <li>• Be nominated for Headteacher award</li> </ul>	<ul style="list-style-type: none"> <li>• Inspired by and immersed in learning</li> <li>• Enjoyment in the learning struggle Showing the confidence to take risks</li> <li>• Leading own learning</li> <li>• Taking on a leadership role in the classroom and within the school Offering others support or challenge in their learning Representing the school to the highest standard</li> <li>• Show resilience in your learning and relationships</li> <li>•</li> </ul>
<b>Expected level of behaviour</b>  	<p>If you are showing expected levels of behaviour you will:</p> <ul style="list-style-type: none"> <li>• Receive effort marks and merits</li> <li>• Receive Learning muscle tokens</li> <li>• Receive a mention in assembly</li> <li>• Have a note sent to your parents telling them of your achievements/successes</li> <li>• Share your work with others throughout school</li> </ul>	<ul style="list-style-type: none"> <li>• Following the rules of the school</li> <li>• Engagement in learning Enjoyment when learning new concepts</li> <li>• Showing initiative</li> <li>• Collaboration with others</li> <li>• Being honest</li> <li>• Be able to make the right behaviour choices</li> <li>• Reflecting, redrafting and growing learning.</li> </ul>

	<p>If <b>Amber</b> behaviours are displayed, you will:</p> <ul style="list-style-type: none"> <li>• Be given a warning by the teacher</li> <li>• Have a discussion with the teacher about making the right behaviour and learning choices</li> <li>• Be asked to move to another place within the classroom to help you re-focus</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> • Refusing to carry out adult's instructions</li> <li><input type="checkbox"/> • Answering back/calling out/mimicking an adult</li> <li><input type="checkbox"/> • Whistling /making inappropriate noises</li> <li><input type="checkbox"/> • Taking or disrespecting other people's property. Pushing others</li> <li><input type="checkbox"/> • Rudeness to an adult</li> <li><input type="checkbox"/> • Not engaged in learning</li> </ul>
	<p>If <b>Amber</b> behaviours persist you will be moved to <b>Red</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Leaving the classroom/playground without permission</li> </ul>
	<p>If <b>Red</b> behaviours are displayed, you will:</p> <ul style="list-style-type: none"> <li>• Be moved to another classroom for 'time out' and reflection</li> <li>• Complete a 4W sheet</li> <li>• Meet with a Senior Teacher in school or the Assistant Head</li> </ul> <p>If a second <b>Red</b> is received within the day you will:</p> <ul style="list-style-type: none"> <li>• Be sent to the Headteacher</li> <li>• Your parents will be called to a meeting.</li> </ul> <p>If you continue to get <b>Red</b> over a period of 2 weeks you will:</p> <ul style="list-style-type: none"> <li>• Be given a 'Success card' and targets will be set with you, the Headteacher, your Class Teacher and your parents to help you improve your behaviour</li> </ul>	<ul style="list-style-type: none"> <li>[ Fighting</li> <li>Swearing or offensive language/gestures</li> <li>[ Physical violence</li> <li>[ Damaging property intentionally</li> <li>[ Throwing equipment</li> <li>[ Stealing</li> <li>[ Confrontational behaviour</li> <li>Verbal threats to pupils or staff</li> <li>Premeditated physical violence</li> <li>Persistent racial harassment</li> <li>Bullying</li> </ul>

Approval: Behaviour Policy

This policy was ratified by the Governors

Date: 13<sup>th</sup> September 2021

Signed: *Nicolette Green*

Next Review on or before:

September 2022

*This policy will be reviewed annually and approved by the Trustees at on an annual basis*