



Fairfields Primary School

Behaviour Policy

September 2023 – September 2024

Aims and Ethos

At Fairfield's Primary School we want to help our children to grow socially, personally and academically, fostering positive, respectful behaviours. We strive to promote and create responsible citizens who are independent, innovative, positive and articulate thinkers who celebrate life and seize opportunities, viewing mistakes as a learning experience and valuing diversity and equality.

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 to all including the protected characteristics
- 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.

This policy takes into account the needs of all children including those with Special Educational Needs, disability and vulnerability.

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 outcomes 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 learning activities. Children will be helped to understand that compassion, kindness, respect, politeness and truthfulness are qualities to which they should aspire and this is embedded within our values, promoted through our 'Learning Power Pals'.

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 into 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 Fairfield's 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 Fairfield's 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's 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/Head of School.
- 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. Any negative trends, within classes, year groups, phases of key stages can be dealt with swiftly and appropriately.

Guidelines for awarding effort marks, merits and Learning Powerpal 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.

Consequences and 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.

Children are learning their way in the world and we need to help them make the right choices and support the development of their moral compass. As part of the learning process, sometimes mistakes will be made.

We need to help children make informed and positive choices, but if poor choices are made, whether deliberate or intentional, consequences need to be implemented. It is the duty of staff within our school to support children and strive to understand the underlying reasons for behaviour whilst recognizing that children should be supported in taking responsibility for their actions.

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:

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**.

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 the incident recorded on Track It Lights through the 'Incident Reporting Form. Details such as 'Location, Trigger, Motive and Action Taken' are all recorded. 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. Parents will be notified by the Class Teacher, on the day they receive the red.

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

Should the child receive a 2nd **RED** within the day they will be sent to the Headteacher/Head of School. 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.

Zero Tolerance Behaviours

There are certain types of behaviours which Fairfield's School have a zero-tolerance approach to, which are:

- Any form of discrimination or harassment including sexual and those against any of the protected characteristics
- Racism
- Inequality
- Homophobia
- Extremist behaviour
- Bullying, including cyber-bullying and prejudicial bullying
- Criminal damage
- Harassment including sexual harassment

Fairfields Primary School strictly adheres to the Equality Act 2010 and Human Rights Act 1998; we will not tolerate any discrimination against someone because of any of the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and/ or sexual orientation). Any zero-tolerance behaviours/incidents, will be referred to the Senior Leadership Team and reported to IFTL.

Equality and Diversity

We must be aware and be vigilant to any form of bullying, discrimination or harassment of any nature. However, we need to be particularly aware of the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) and any form of behaviour occurring against these rights will not be tolerated under any circumstances. As highlighted within KCSIE September 2022, being subjected to harassment, violence and or abuse, may breach children's rights as stated within the Human Rights Act.

Children who are lesbian, gay or trans (LGBT), identify as LGBT or those who are perceived as being to be LGBT may be particularly vulnerable to be bullying and we need to be extra vigilant for signs of this.

At IFTL, we will not tolerate any form of bullying, discrimination or harassment and will ensure they are swiftly and fully investigated. We also believe in educating and supporting our school communities to help prevent the occurrence in the first place.

Sexual Harassment and Violence

We are aware and must be ultra-vigilant for signs of sexual violence and harassment, as we know that it is highly prevalent, and children often do not talk out about this and even accept it as the 'norm'. We must ensure this is not the case at Fairfields Primary School.

Behaviour in Schools Guidance

Within Fairfields Primary School, we follow and adhere to the DfE Behaviour in Schools Guidance (September 22) <https://www.gov.uk/government/publications/behaviour-in-schools>

We ensure they fulfil all the 'must' requirements and where appropriate all the should criteria as we believe in good practice in addition to compliance. The Executive Head Teacher, Head of School/Head Teacher and Fairfields' Senior Leadership Team, take responsibility for implementing measures to secure acceptable standards of behaviour" to meet the national minimum expectation.

We will ensure we will fulfil the national minimum expectation and that it is aligned with Ofsted's 'Good' grade descriptor for behaviour and attitudes:

- High expectations that are commonly understood and applied consistently
- Visible leaders that support staff to follow the policy
- Measures and interventions are in place to improve behaviour
- Behaviour does not normally disrupt teaching, learning or routines, and disruption is not tolerated
- Bullying is not tolerated, and the environment is safe and respectful; and 6. Incidents of bullying,

aggression and discrimination are dealt with quickly and effectively.

Positive Handling Interventions and Searching

Fairfields School will adhere to the permitted actions in line with government guidelines on the restraint of children. The Education Act 1996 forbids corporal punishment but permits staff 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.

KCSIE September 2023 states -

'There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.'

Reasonable means 'Using no more force than is needed.' When using reasonable force in response to risks presented by incidents involving children with SEND including disabilities, mental health or with medical conditions schools should consider the risks carefully and recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, nondiscrimination and their Public Sector Equality Duty.

Early and proactive intervention with a focus on de-escalation is the key approach and 'positive handling' will only be used as a last resort according to the criteria stated above. Appropriate training by qualified team-teach trainers needs to be provided for staff where you can anticipate positive handling may be required and positive handling plans for these children, agreed with the parents/ carers, need to be in place. If positive handling does occur, they must always be recorded within the positive handling bound and number book and parent/ carers informed.

In line with KCSIE September 2023, Fairfields Primary School recognise the importance of planning and implementing positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, and effective adaptations and personalized approaches to meet varied needs can help to reduce the occurrence of challenging behaviour and the need to use reasonable force.

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 their possession (weapons, alcohol, drugs, stolen items, fireworks, tobacco or pornographic images) a pupil can be searched in the presence of another member of staff without removing any item of clothing, without the pupil's consent but the parent/ carer must be informed. Any searches will be conducted by a member of staff who is the same sex as the pupil being searched.

Within Fairfields Primary School, we believe in the approach and ethos outlined within the Ofsted document, *'Positive environments where children can flourish.'* We promote our staff working positively and confidently with children and that we must find the least intrusive way possible to support, empower and keep children safe. Building relationships of trust and understanding, understanding triggers and finding solutions and where incidents do occur, defusing and de-escalating the situation and/ or distracting the child wherever

possible are key.

Searching, Screening and Confiscation advice for Schools

Fairfields Primary School comply to the searching, screening and confiscation DfE advice for schools. This reflects the response to the treatment of Child Q in December 2020.

If the police attend an incident at school that requires searching, the role of school staff is to always retain a duty of care for the pupils and advocate for their wellbeing. An assessment will be made of the balance between the potential mental and physical wellbeing of the child, and the risk of not recovering the suspected item.

Our staff will be aware and knowledgeable about all other appropriate and less invasive approaches have been exhausted before involving the police. If a search does take place, schools should do everything “reasonably possible” to inform parents ahead of the search, and must inform them after a search takes place.

At least two other people must be present with the child throughout the search, one of which must be an appropriate adult.

Schools will always focus on the wellbeing of the pupil during and after any search, whether an item is found or not. This should involve relevant staff, such as the Designated Safeguarding Lead.

IFtL executive team will be informed should a police search be required within any IFtL school.

Children’s personal property

Staff have the right to remove children’s property should the item be considered to be a distraction from children’s learning, inappropriate to task or a health and safety risk – it is to be kept in a safe place and returned to the parents at the end of the day. School staff will always refer to the Head of School/Head Teacher for guidance and support and all items will be safely stored in the school safe for the period of time agreed. Parents will always be involved if this action occurs. In the unlikely event of staff suspecting that children are carrying knives or items that could harm others, staff have the right to search children. This will be with 2 members of staff present. This is to ensure the safety and wellbeing of the entire School community. Parents will be notified of this action.

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 Fairfields 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 Fairfields 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 Suspensions and Permanent Exclusions

At Fairfield's Primary School, we do not wish to suspend or 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 suspended or excluded with the direct agreement of the Executive Head Teacher and Head of School. Every effort will be made to avoid the need for any exclusion, but schools will have the right to suspend/ exclude pupils whose behaviour infringes on the safety of themselves or others and infringes upon the rights of the school community. Parents/ carers have the right to appeal any decision to exclude their child both fixed term and permanently. Parent/ carers will be informed of any form of suspension or exclusion in writing and their rights to appeal will be clearly explained within the letter.

At Fairfield's Primary School, we all believe in the importance of inclusion and meeting of varied needs and therefore will regularly review and adapt provision to help reduce the need for exclusion. Close collaborative working and partnership with parents/ carers and external agencies are also seen as key. Should the last resort of an internal exclusion, fixed term suspension be required, provision will be carefully considered and reviewed to help prevent the reoccurrence and these will be discussed and documented in the reintegration meeting. During the period of suspension, the child will be provided with appropriate work as detailed within guidance.

Internal exclusions may be used as part of a continuum to enable the child to regulate, reflect on their behaviour as part of the restorative practice bespoke to their needs. As with suspensions, these will be used as a last resort and adaptations will be made to help prevent the need for more moving forward. Internal exclusions must be logged and shared with parents/ carers at all times.

We adhere to all the latest guidance and fulfil all legal requirements relating to behaviour and exclusions including the 'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion' and with Section 89 of the Education and Inspections Act 2006. Any form of suspensions, exclusions or internal exclusions will be reported to IFtL on a half termly basis.

Permanent exclusions will only occur in extenuating circumstances and only with the agreement of the CEO.

Any decision to exclude a pupil will be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; fair; and proportionate. Permanent exclusion will only be used as an absolute last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school, would seriously harm the education or welfare of the pupil or others in the school. The Chief Executive Officer, Sarah Bennett, must be fully consulted and informed of any potential permanent exclusions.

In highly exceptional circumstances, if a child is permanently excluded, we will work with parents/carers, IFtL and the local authority, to arrange a place at an alternative educational setting as soon as possible so as to minimise any further breaks in education provision. We will notify the local authority/social worker immediately and should work with the local authority to ensure that the child is found a place in another educational setting quickly. During any gap in provision, we will work closely together with IFtL, social workers, local authorities and other professionals to ensure adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people.

The Executive Headteacher and Head of School/Head Teacher, have the power to suspend a pupil from the School after consultation with the Trust CEO. We may suspend a pupil for one or more fixed periods, for up

to 45 days in any one academic year.

We must inform the parents immediately, giving reasons for the exclusion. At the same time, they make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The School informs the parents how to make any such appeal.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Head Teacher, Head of School/Head Teacher and Deputy Headteacher. The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be re-instated. If the governors' appeals panel decides that a pupil should be re-instated, the Head of School/Head Teacher must comply with this ruling.

Suspension and Permanent Exclusion guidance (September 2023)

At Fairfields Primary School, we will comply with the DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England' July 2023.

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101422/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

We fully believe and adhere to the DfE "ambition to create high standards of behaviour in schools".

As stated within the guidance, we will adhere to the following:

- Headteacher/Head of School is able to cancel an exclusion that has not been reviewed by the governing board (previously referred to as rescinding/withdrawing a suspension or exclusion). It is expected this will be used where, following investigation, it is felt the suspension or exclusion should be cancelled, but where suspension or exclusion was the correct response initially. Where this occurs, parents and governors must be notified, as should social workers/virtual school heads if relevant. Cancelled suspensions and/or exclusions should be reported to governors on a termly basis.
- When a pupil is suspended or excluded, parents must be notified "without delay". This requirement extends to social workers and/or virtual school heads as applicable for looked-after children and children with a social worker.
- When a pupil is suspended or excluded, the local authority must be notified – regardless of the length of suspension.
- We will work closely with social workers and virtual school heads if they are allocated to the suspended or excluded pupil.
- Data monitoring for governing boards and Trustees will be in place to ensure exclusion is used only as a last resort.

Inclusion, SEND and Behaviour

Some children with additional needs, may require additional bespoke support and intervention to help meet their needs and support them in making positive choices.

The programme of support will be highly bespoke, personalised and specifically targeted to address these needs with the collaboration of the parents/ carers. The successes will be reviewed and the programme of support adapted adaptations made as frequently as the needs of the child requires.

Longer Term Impacts of Covid and Awareness

It is important that we ensure we create a positive culture is embedded throughout all our schools and we create calm and respectful environments whereby everyone, children, staff, parent/ carers, follow the rules. We recognise that mental health can result in changes within behaviour or emotional well-being. We also recognise that some children will have been exposed to a range of adversity, which may include serious illness, bereavement and long-term anxiety, leading to an increase in SEMH needs. Moreover, for some SEND children, their provision is likely to have been adapted which may have had an impact on their behaviour. At IFtL, we will ensure we support all these needs both at a wider school level and at a more bespoke, personalised level, as required. Some children may require additional support and we will therefore ensure we work closely with external agencies and providers, for example, Educational Psychologists, social workers, counsellors etc., to help provide the best support possible for all our children.

Governance:

The timeframes set out in the School Discipline Pupil Exclusions and Reviews (England) Regulations 2012 remain in force. This applies to all exclusions, including those that were issued before 23 March.

Within IFtL, we will endeavour to meet the timeframes set out in regulations for review meetings and IRPs, but recognise these might need to be extended if there are current coronavirus outbreaks or disruptions and the health risks of holding meetings. The Regulations themselves envisage that the timeframes may not always be met, which is why they specify that meetings and panel hearings must still go ahead even if the relevant deadline has been missed. It is for the governing board or IFtL Trust to assess the facts of the case and decide whether the statutory deadlines are achievable or whether, in the circumstances, the meeting has to be delayed. Governing boards and IFtL will continue to take reasonable steps to ensure meetings are arranged for a time when all parties are able to attend. However, it is recognised with the return of schools full time into education since September 2021, the timeframes are expected to be met unless in exceptional circumstances.

Recording and Reporting Behaviour

All higher levels of inappropriate behaviour and zero tolerance behaviours will be recorded using Track It Lights and parent/ carers will be informed. Fairfield's Primary School will inform the Trust (IFtL) of any internal exclusions, fixed term suspensions or permanent exclusions.

School requirements

Fairfield's Primary school will incorporate the IFtL responsible citizens and behaviour core values within the school policy and include how these core values will be promoted and met within the school. Fairfield's Primary School will ensure we have included details of the process and procedures for exclusion, positive handling and will ensure we publish all relevant information to meet website compliancy. The school will ensure the policy complies with all government guidance and requirements including the DfE Behaviour in Schools Guidance July 2023.

Safeguarding Statement

Safeguarding is everybody's business. IFtL MAT is committed to ensuring that all our children and young people are safe and feel safe. The right to be safe for any member of the IFtL community is a non-negotiable and paramount. Safeguarding and child protection is crucial, and we are fully committed to ensuring the

welfare and safety of all our children and staff. IFTL and all the schools within the Trust must fully adhere to all safeguarding and child protection legislation, policy and procedures at all times and under any circumstances. Any concerns at a Trust level will be referred to IFTL Safeguarding Lead, Kim Kemp, the DDSL Jamie Ainscow or any of the DSOs - Sarah Bennett, Michelle Gardner, Hayley Cook or Jennifer Doherty and to the relevant designated safeguarding leads/ officers within each school for concerns pertinent to children within the school. IFTL fully adheres to all Safeguarding and child protection legislation and MK Together Partnership/ Northamptonshire Safeguarding requirements, including the Milton Keynes/ Northamptonshire Whistleblowing Policy and procedures and all requirements within KSCIE 2023 and Working Together 2018.

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 Behaviour Policy; however, reasonable adjustments are made. There is a close working relationship between teaching staff and our SENDCo 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

Monitoring

The Head of School/Head Teacher, Deputy Headteacher, Assistant Headteacher (SENDCo) monitor the effectiveness of this policy on a regular basis. They report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The School keeps a variety of records of incidents of misbehaviour. When necessary, the class teacher records repeated classroom incidents and year groups keep a log. The Head of School/Head Teacher, Deputy Headteacher, Assistant Headteacher (SENDCo) record serious incidents reported to them or dealt with by them. The Midday supervisors always report incidents of antisocial behaviour and other problems to the

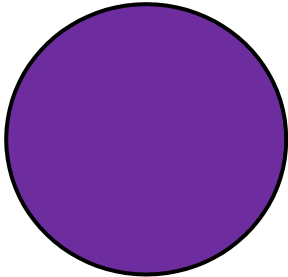
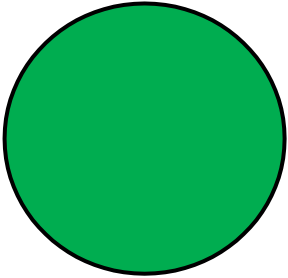
class teacher.

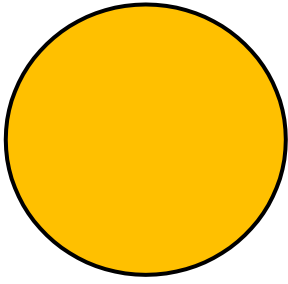
The Head of School/Head Teacher and Deputy Headteacher keep a record of any pupil who is suspended for a fixed term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the School policy is administered fairly and consistently.

Review

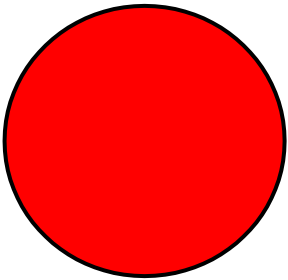
The governing body and staff review this policy every year. Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how policy might be improved.

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



If **Amber** behaviours are displayed, you will:
 Be given a warning by the teacher
 Have a discussion with the teacher about making the right behaviour and learning choices
 Be asked to move to another place within the classroom to help you re-focus

- Refusing to carry out adult's instructions
- Answering back/calling out/mimicking an adult
- Whistling /making inappropriate noises
- Taking or disrespecting other people's property.
- Pushing others
- Rudeness to an adult
- Not engaged in learning
- Leaving the playground or classroom without permission



If **Amber** behaviours persist you will be moved to **Red**

If **Red** behaviours are displayed, you will:

Be moved to another classroom for 'time out' and reflection

Complete a red incident form on Track It Lights.

Meet with a Senior Teacher in school or the Assistant Head
 Class Teachers will discuss with parents/carers by the end of the day.

If a second **Red** is received within the day you will:

Be sent to the Headteacher/Head of School
 Your parents will be informed.

If you continue to get **Red** over a period of 2 weeks you will:

Be given a 'Success card' and targets will be set with you, the Headteacher/Head of School, your ClassTeacher and your parents to help you improve your behaviour

- [
- Fighting
- Swearing or offensive language/gestures
- Physical violence
- [
- Damaging property intentionally
- [
- Throwing equipment
- Stealing
- Confrontational behaviour
- Verbal threats to pupils or staff
- Premeditated physical violence
- Persistent racial harassment
- Bullying

Approval: Behaviour Policy 23-34

This policy was ratified by the Governors

Date: September 2023

Signed: *Nicolette Green*

Next Review on or before:

September 2024

This policy will be reviewed annually and approved by the Governors at on an annual basis.