



FENSTANTON AND HILTON  
PRIMARY SCHOOL.

# BEHAVIOUR POLICY 2020

# Fenstanton and Hilton Primary School Behaviour Policy



## Introduction

The key purpose of this policy is to provide a safe, happy and caring environment in which everyone is given the opportunity to learn and develop positive attitudes and values. This policy establishes how we help children become aware of their behaviour and how the consequence of this affects their learning, others and their environment, acknowledging our legal responsibilities under the Equality Act 2010 in respect of safeguarding and pupils with special educational needs (SEN).

## Our vision and values

*Respect, Kindness, Honesty, Collaboration*

Children only have one childhood. Being part of a community of children is unique within life's experience. In this school, we value every child and strive to enrich the whole person. We believe that learning should be vivid and real: a joy in itself. We nurture adaptable and flexible learners who are passionate about learning and have the skills to embrace every challenge and opportunity with confidence.

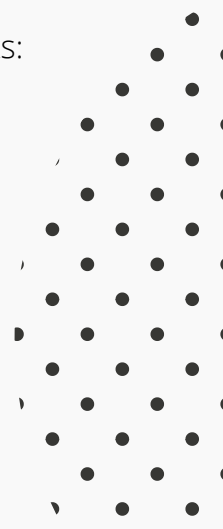
## Our expectations

Our approach is one of promoting values of good behaviour within an ethos which fosters discipline and mutual respect between pupils, between staff and pupils, and between all members of our community. We do this by providing strategies to assist children in demonstrating the '5Rs' - resilience, readiness, resourcefulness, reflectiveness and responsibility. Our success is measured not only by a reduction in incidents but also by how we deal with them.

## Rights

Fundamental to our approach is that all members of our community share the same rights:

**The right to be treated with respect**  
**The right to be safe physically and emotionally**  
**The right to learn without unfair distraction**



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## Responsibilities

Whilst all members of our community share these rights, we also share the responsibility to respect the rights of all members of our community. All classes have on display a school rights poster which can be used to reflect on and consider the impact of individual behaviour on other members of our community. (Appendix 1)

## Aims:

- To provide a safe, happy, engaging and caring environment in which everyone is given the opportunity to learn and develop positive attitudes and values.
- To encourage everyone to take responsibility for their own actions and their consequences.
- To provide a supportive, welcoming and friendly atmosphere where mutual respect is fostered.
- To provide a clear set of expectations to which everyone can aspire.
- To encourage children to become independent in their approach to work and in managing their own behaviour
- To enable children to reflect upon their words or actions, and in our talk with them to encourage consideration of consequences, and reasoning.

We focus on aiming to help children to develop an understanding of what is right, what is wrong, and why.

## Recognising and rewarding good behaviour:

To promote and encourage good behaviour, we have a house system. All children are automatically assigned to a house team when they join the school.

All adults are encouraged to recognise good behaviour, attitudes to learning, progress and high quality work by awarding house points. Children collect these on their House Point Cards.

- When children have collected 100 House points they are awarded a bronze certificate
- When children have collected 200 House points they are awarded a silver certificate
- When children have collected 300 House points they are awarded a Gold certificate and their family members are invited to attend a special assembly to see them receive their award.

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- When children have collected 500 House points they are awarded a platinum certificate.
- When all the children in a class earn 100 house points then the children can have a class party for an hour
- When all the children in a class earn 200 house points then the class can choose a special activity or session for an afternoon.
- When all the children in a class earn 300 house points then they are given a budget of £50 to plan a special day.

## Managing Unacceptable Behaviour:

The vast majority of pupils at the school behave well and have positive attitudes to school and learning. However, we also acknowledge that there are times when pupils will not always meet the high standards we expect.

In the first instance of inappropriate behaviour, it is important to praise and recognise pupils for the behaviour you expect and to give attention to pupils who are making the correct choices.

- **Stage -1 Praise the behaviour you expect**
- **Stage 0:** Polite request to change behaviour - distract and reposition
- **Stage 1:** I have asked you to...please ( describe what you want to see) this is your first request.
- **Stage 2:** A minimum of 2 requests should be given
- **Stage 3:** Give a FINAL request/warning. Make clear the behaviour and attitudes you want to see and the consequence (Time out A).
- **Stage 4: Time out A**

### Time out A:

Every class has a time out table.

Children are still included in the teaching and learning in the classroom but asked to remove themselves to designated time out table.

Children record their name and use the timer to reflect and then, when ready, rejoin the class.

Where children are frequently in time out A ( 3X a week), a meeting will be held with parents/carers to discuss/ share concerns and discuss support.

- **Stage 5:** Child is given chance to return to class and usual expectations however if behaviour still persists two further warnings/requests will be given before moving to **Stage 6: Time out B**

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- **Stage 6: Time out B:** Child is escorted (with minimal interaction and with work to be completed during lesson being missed) to a partner class and should complete work without support at, time out table. A behaviour reflection sheet should be completed. (Appendix 2) A time out B letter will be sent home.(Appendix 3)

Due to Covid 19, this step in the behaviour policy will not be available in a partner class. Class TAs will observe Time out Bs outside the classroom.

Children will be expected to complete work without the usual support they would benefit from if they were in class.

*(It should be more preferable to be in class than out of class)*

- **Stage 7:** If behaviour and work has been completed at stage 6, child will be given the opportunity to return to class. If however behaviour continues a final warning will be given; either... or..
- **Stage 8:Time out C:** Child is given time out C. Child is escorted to a member of the senior leadership team, where they will spend the rest of the session. Child will be expected to complete work set in class either at home or at school. Time out C letter sent home.( Appendix 4) Meeting with parents carers to be arranged.
- **Stage 9:**  
Where there are consistent patterns and concerns regarding the behaviour of a pupil, the school will implement in partnership with parents a support plan. This will be individualised and provide specific support to promote positive attitudes to learning and behaviour, Request for multi-agency involvement.

***At any stage the school may have to consider exclusion, particularly where the health and safety of other children and staff is placed at risk. The school will follow the county council and DFE guidance and do everthong possible to avoid exclusion.***

- **Stage 10:**
- Behaviour support plan in place. Individualised programme in place. individual risk assessment and timetable. Multi agency review and plan. Consider appropriate placement.
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## Managing physical and dangerous behaviours:

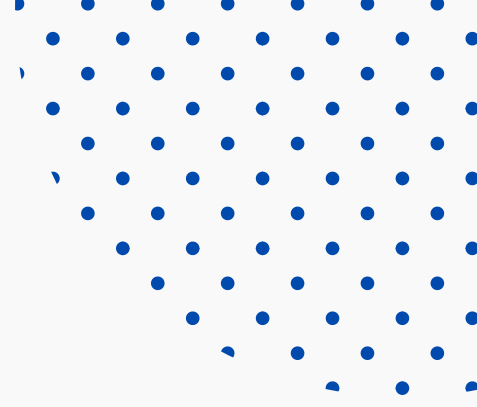
If a child is behaving in a manner that is a risk to themselves or others then staff may use “reasonable force” as outlined below.

The term ‘reasonable force’ covers the broad range of actions used by most staff at some point that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

The Department for Education states that schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight; and
- Restrain a pupil at risk of harming themselves through physical outbursts

***This will always be a last resort when all other strategies have been deployed***





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