

Fairways Primary School



Behaviour Policy

May 2025

Approval

This Policy is monitored by the Governing Body, and will be reviewed annually by the Headteacher and the Senior Leadership Team

Approved by Governing Body on 19th May 2025

Signed:(Chair of Governors)

Ethos

In our school we foster an atmosphere where all children feel safe, secure and respected. We want the teachers to teach effectively all the time, and our children to have the maximum opportunity to learn.

The **rights** of **everyone** in our school community are:

- the right to be safe
- the right to have respect
- the right to learn

1) Aims

It is **everyone's** responsibility to allow others their rights.

These **rights** are underpinned by our three core values:

Respect

Responsibility

Perseverance

- To ensure involvement in, and a commitment to, this policy from all members of the school community including parents.
- To create a safe, calm atmosphere where learning can take place.
- To create an environment where people are listened to, and treated with respect and understanding.
- To progressively increase children's self-esteem, confidence and self-discipline in academic and social areas. We recognise that for some children this would be developed within a behaviour plan.
- To foster a caring attitude for members of the school community and for the school environment.
- To enable pupils to develop social skills and moral values for use in later life.
- To value, appreciate and respect one another irrespective of age, ability, gender, disability, creed or ethnicity.

In order to achieve these aims we believe it is vital that there must be a consistency and fairness of approach by all adults involved in the children's welfare.

2) Routines

We believe that children will be safe and well behaved if expectations of behaviour are explicit in different areas of school life. Listed below are the main expectations of appropriate conduct at different times.

a) Conduct about school

i) Children are expected:

- to treat other pupils and adults politely;
- to be reasonably quiet when walking around the school;
- not to wander around buildings or other unsupervised areas during playtime or lunchtime;
- to care for buildings and grounds;
- to carry out tasks sensibly, in a safe manner;
- to collect and return equipment in an orderly, safe way;
- not to bring sweets, chewing gum, valuables or toys to school unless agreed in advance with a member of staff.

ii) All adults who work in school will:

- praise good behaviour;
- be prepared to correct infringements of the code;
- be aware of children who have a behaviour plan;
- expect and explain high standards;
- not ignore incidents;
- investigate disturbances (in the hall, library, toilets etc.);
- support each other;
- check jobs are being done safely;
- remind parents of the code from time to time.

b) Conduct in assembly

i) Children are expected:

- to walk to and from the hall in a quiet, safe reasonable way;
- to participate in assembly where appropriate;
- to sit still and listen to the person conducting the assembly without interruption or disruption.

ii) All adults who work in school will:

- ensure pupils leave the class in an orderly, supervised way;
- ensure punctuality;
- lead the class into the hall;
- value assemblies by participating and attending where possible;
- be ready on time when leading assembly.

c) Conduct in the classroom

Class routines/behaviours are discussed with each class regularly, with rules written in language the children understand, so they develop 'ownership' of them. These 'classroom rules' will be written down, displayed and discussed.

i) Children are expected:

- to enter and leave in an orderly, safe and reasonable way;
- to work in a way that is appropriate to the lesson and in accordance with any specific aspects of a behaviour plan where appropriate;
- to be silent at specific times when asked, e.g. registration;
- to get on with and complete a given task as well as they are able;
- to be polite to each other and all adults;

- not to interrupt adults or children unless in an emergency;
- not to interfere with the work of others;
- to care for materials, books and apparatus in class – both in usage and storage;
- to share equipment when necessary;
- to take care of the general appearance of the classroom and tidy up mess;
- to respect other people's belongings;
- to ask permission before leaving the room for whatever reason.

ii) All adults who work in school will:

- expect high standards of behaviour and work;
- set an example in tidiness and storage of equipment;
- take care with display work;
- not ignore incidents;
- explain and listen to children, and suggest alternative action;
- organise the room in a way that children find easy to operate in;
- be aware of modifications to the normal code that are contained in an education or behaviour plan.

d) Conduct at play and lunchtime

i) Children are expected:

- to leave the classroom in a quiet, orderly way;
- to stay inside only with permission or in line with a behaviour plan implemented as part of an IEP;
- not to re-enter classrooms without permission;
- to respect others and not interfere with games of other children;
- to be polite and responsive to all adults and supervisors;
- to report any problems to the adults on duty;
- to use apparatus approved and agreed by staff;
- to line up quietly and co-operatively when called;
- to be aware of, and use, basic hygiene procedures;
- to collect and eat their lunch with good manners, which includes:
 - i. talking quietly while eating
 - ii. correct use of cutlery
 - iii. finishing before getting up
 - iv. not playing with food and
 - v. tidying up and disposing of litter.
- to leave the dining hall quietly;
- not to argue, name-call (including 'play' fights), throw stones, climb on fences, or kick, punch or spit;
- to not use language others feel is rude, aggressive or offensive (this includes swearing as well as comments which may be deemed as racist or sexist);
- not to leave the school premises;
- to behave in an appropriate way in the quiet area;
- to use the parts of the playground designated for their age group;
- to respond quickly and appropriately to the whistle;
- to re-enter the school sensibly, in an orderly way;

ii) All adults who work in school will:

- be out on duty promptly;
- be fully aware of the children when on duty;
- remind children about toilets as they leave class;
- listen to, and if necessary act on children's complaints;

- intervene before significant problems develop;
- refer incidents to other members of staff;
- inform other staff when whistle is to be blown when they are the duty teacher;
- be back in class before the children re-enter;
- be aware of any plan that amends normal expectations and be informed of progress towards restoration of normal policy following regular review of targets.

e) Conduct for wet dinner/playtime

- i) Children are expected:
- to involve themselves in activities that are quiet and sensible;
 - to listen and respond politely and promptly to adult supervisors;
 - to keep the rooms tidy and return equipment properly before the end of break;
 - not to use scissors, glue or other potentially hazardous equipment;
 - to stay in their appointed rooms (in case of fire alarm);
 - to be ready for the next lesson session by sitting calmly and quietly.
- ii) All adults who work in school will:
- ensure there are activities available for the children to use;
 - have high expectations of behaviour;
 - be aware of pupils who have a behaviour plan;
 - communicate with other adults about any problems which may have arisen during the break.

f) Conduct at other times/places

- i) Children are expected when using the toilet:
- to use the toilets properly;
 - to observe rules of hygiene;
 - to keep the areas tidy;
 - to report any mess/problem to an adult immediately.
- ii) Children are expected for P.E. lessons:
- to bring their own P.E. kit in a bag;
 - to have their kit labelled;
 - to get changed sensibly and walk to lessons without disruption;
 - to follow the school safety code concerning jewellery and hair;
 - to listen and take part in lessons with the minimum of noise;
 - to take care of, return and store equipment safely;
 - to be aware of the safety of others at all times.
- iii) Children are expected when visiting the pond:
- to only visit under adult supervision;
 - to keep the area tidy, and respect life in & around the pond;
 - to be aware of the potential danger of deep water.
- iv) Children are expected if the fire bell rings:
- to keep quiet, listen and respond to the adult in charge;
 - if out of class, to go out of the nearest exit and make themselves known to the nearest known adult;
 - to co-operate quietly and quickly to the register check;
 - to stay calm.

- v) Children are expected on the way to and from school:
 - to come to school and leave school in a quiet, orderly and well behaved way. It will be explained to them that their behaviour at these times reflects upon the community's perception of our school.
- vi) All adults who work in school will:
 - be trained in each of these areas;
 - explain to the children the reasons behind each statement;
 - ensure supervision will be adequate enough to discourage bad behaviour from starting;
 - follow up incidents;
 - be aware of modifications for pupils who have a behaviour plan.

3) A System of Positive Re-enforcement

To value the efforts of those children who do regularly abide by this code it is important that each class has a reward system. This will vary depending upon the age of the children.

All children are in teams and are encouraged to earn points for their teams.

In Key Stage 1 and Key Stage 2 team points will be given, as well as stickers, to re-enforce good behaviour, co-operation and effort. Each week the team points are counted and the winning team is announced in a Friday assembly.

At Foundation Stage children are given a physical reward such as a sticker or an object in addition to verbal praise.

Recognition of good behaviour will also occur through:

- i) issuing of 'Well Done' tokens by supervising staff and prefects in assemblies to children who listen exceptionally well. These can be taken back to class after assembly and may be exchanged for class tokens. (Tokens will be kept in a pocket in the office).
- ii) the award of Certificates of Merit to children in Friday's work assembly.

4) School Rules

A copy of the school rules symbol will be placed at strategic points around the school where adults and children can refer to them.

5) Classroom Rules

Each class will write up to five rules for their own class. This should occur at the beginning of the academic year and be reviewed regularly. These rules **must** be based on the 'rights' statement, and could be based on the enclosed symbol. Circle Time is a valuable time to reinforce and discuss classroom rules.

6) Infringements of the Behaviour policy

It is vital that all members of the school community know what will happen if a child infringes another's rights. The following tally system will be applied in instances of unacceptable behaviour.

a) Classroom - Key Stage 1 and 2

Before a tally is issued the teacher will be sure that the child knows that the behaviour is unacceptable

Number of Tallies	Penalty
One	The teacher will write the child's name on the board and the child will receive a class based penalty such as loss of playtime, sit alone for a while, loss of privilege etc.
Two	The child will be sent to another class to work for about 20 mins. A record of two tallies in a day will be recorded, and highlighted, in a class behaviour book which will be monitored by the Deputy Headteacher
Three	The child will be sent to the Head Teacher, Deputy Head Teacher or SENCO and remain out of their class for the rest of the day. Parents will be informed by telephone (or letter) with a possible follow up with parents and class teacher to discuss behaviour and establishment of a behaviour plan and involvement of SENCO

If a child gets three tallies on two separate days during a term then a letter will be sent home inviting parents to see the class teacher. This will be entered on the child's record for future reference.

If a child gets three tallies on four separate days, during a term, a letter will be sent home for the parents to see the Head Teacher. Behaviour will be discussed, a warning will be given about exclusion, a nominated Governor will be informed at this stage, and this will be entered on the child's record for possible future action.

If a child gets three tallies on five separate days, during a term, this may mean a period of exclusion. The Head Teacher, with Governors informed, will contact the parents. They will be informed of the poor behaviour, and given the date from which the fixed term exclusion will take place. Parents will normally be given 24 hours notice so they can make necessary child care arrangements. Parents will be informed in writing of an exclusion and be given a return date; when both child and parents will be expected to attend an interview with the Head Teacher before returning to lessons.

Hopefully a child will realise the seriousness of exclusion and his/her behaviour would improve. After exclusion 'the slate' is wiped clean, and the same procedures come into effect. A decision to exclude a pupil permanently would depend upon a range of factors. This step would be carefully considered on an individual basis in full consultation with staff, parents and Governors. Local Authority (LA) guidance would also be sought. Our discipline policy will take effect for an academic year. At the end of each term 'the slate' is wiped clean and all children have a fresh start.

b) Classroom - Foundation Stage

At Foundation Stage children are given two verbal reminders when infringing the school rules. If a child continues with the unacceptable behaviour they are asked to 'sit out' and think about their actions. Children are given a sand timer to show the duration of their time out. When there are more than two 'sit out' sessions in a day the class teacher will speak to the parents or carers. If there is a serious breach of the school rules the child is spoken to by the Head Teacher or the Deputy Head Teacher and the parents are also invited in to discuss the incident.

c) Lunchtimes - Key Stage 1 and 2

A complementary system will apply at lunchtimes. Everyone will be fully aware of conduct expectations. The following tally system will be applied. Before a tally is issued the child will be told that the behaviour is unacceptable.

Number of Tallies	Penalty
One	A verbal warning is given and the child's name is entered into the incident book. A senior member of staff would talk to the child about their behaviour.
Two	Child is brought to senior member of staff or class teacher. The rest of lunchtime play is lost and other loss of privilege if considered appropriate. The child is not allowed out for the rest of that week break and lunch time.

7) Severe Behaviour

Some children's behaviour may be dangerous or extremely disruptive. This behaviour includes physical or verbal abuse to any member of the school community as well as actions which compromise the health and safety of the school community. In such cases the child will be moved from his/her class and placed in a closely supervised situation until their parents can be contacted. A fixed term, lunchtime or permanent exclusion may be considered at this time.

In situations where a child is subject to a behaviour plan, that seeks to modify unacceptable behaviour, the plan is likely to specify amendments to normal procedures. This may happen as a result of an educational psychologist report or external medical advice that there is a diagnosis of a condition that can be identified and which needs to be dealt with by way of a behaviour plan. This plan may include elements of variation or temporary disapplication which is subject to regular review with a view to moving ever closer to a complete implementation of the full policy as soon as possible. The plan will be drawn up by teachers, SENCO and parents.

The implementation of a Race Equality Policy requires to schools to keep a Racist Incident Log. This log is kept by the Head Teacher. Any incident in school which is deemed by the adult in charge to be racist is recorded in the log. Serious incidents may be reported to the LA. The parents of any child involved in an incident which is reported to the LA will be notified in writing.

8) The Role of Parents

Fairways School believes the role of parents in the success of this behaviour policy is vital. It is essential that children see all the adults involved with them co-operate and provide them with a consistent message.

- i) Parents should:
 - be fully aware of this code of conduct;
 - realise their response to school has a direct bearing on their children's behaviour and attitude;
 - set a good example to their children whilst in school;
 - support the aims of the school and become involved if infringements of the code occur;

- make it as easy as possible for the children to conform to the code (e.g. by ensuring punctuality, by informing school of absences, by supplying the children with labelled kit for sport and school uniform).
- ii) Implications for Parents:
- encourage your child to respect the code;
 - be positive about the behaviour and progress of your child;
 - if a problem arises approach the school immediately so that it can be resolved.

9) Anti-bullying Policy/Statement

The definition of bullying is that it is behaviour which is “a persistent and deliberate action that is designed to cause hurt”.

Bullying in any form is unacceptable and will be dealt with promptly.

We aim to prevent bullying by:

- successfully implementing the Behaviour Policy;
- ensuring that all staff are aware of the need for vigilance for cases of bullying especially at playtimes;
- regularly raising and discussing issues related to bullying through assemblies, R.E. stories, books, role play;
- using Circle Time to teach effective strategies to deal with bullying;
- involving all children in drawing up School Rules and Class Rules;
- acting as role models in school;
- asking children to inform us of any cases of bullying;
- looking for patterns in absenteeism, reluctance to join in particular activities and by looking for changes in mood and behaviour.

A consistent approach by all staff in line with the Behaviour Policy is essential.

All cases of bullying will be recorded by the class teacher. The class teacher will speak to the children involved and establish which of the “rights” are being infringed. The class teacher will ensure that appropriate playground staff are aware of the situation. The class teacher will monitor the situation and inform the Headteacher if the situation persists.

The bully may receive sanctions outlined in the Behaviour Policy. It is important that the “victim” is reminded of the steps which they must take if they feel threatened. It is also important that all children know that cases of bullying are always dealt with.

Serious or persistent bullying will be dealt with as each case requires with specific reference to the rights of everyone in the school community.

Behaviour Policy for Reception Base

Our Reception base covers two classrooms, a toilet area and a large garden. There is also a middle area for adults only or children whilst under supervision. This behaviour policy covers the behaviour expectations of staff working with children in these areas in our base.

Agreeing to the expectations of this policy, we as staff can be assured that we have clear established expectations for all children in our setting.

In all areas of the base we:

- Observe and encourage our school core values: Respect, Responsibility and Perseverance.
- Expect children to look after themselves, others and care for the toys and equipment in our base.
- Look for examples of good behaviour and hard work and reward these through our 'house team' marble reward system. Children are awarded marbles as a reward which they put into their house team pot. Every day the marbles are counted in each class and the winning team get ready to go home first. At the end of the week, the total from the classes are collated and the winning team are announced in the Reception Celebration Assembly. The aim of our marble system is to encourage children to enjoy rewards for their own behaviour, but also to understand how their own and others' behaviour impact on the group.

Every day, one child in each class is also rewarded with the 'class mascot' for good behaviour. This is celebrated with their peers at school and taken home to be shared with families.

- Encourage discussion with children about their emotions and when issues arise amongst children, we encourage a 'talk first' approach. This involves the children explaining to each other how they are feeling such as, "Stop, I don't like it."; "That made me feel...."; "Please say you are sorry." Most minor problems like toy sharing can be resolved at this point. Children are given praise for resolving their own conflicts. Children are reminded of our sentence support. We believe that clear discussion with children is the best way to resolve problems.

We regularly have 'circle time discussions' with children where issues can be discussed. We also teach friendship skills, such as reading non-verbal cues, giving useful phrases for meeting new friends and talking about issues with others.

We as a staff recognise our own roles as models for good behaviour amongst the children in the base. We promote a happy and caring atmosphere. We establish and promote excellent relationships with children and parents / carers and keep lines of communication open.

Unacceptable Behaviour

It is unacceptable for any child in the base to purposefully hurt another child or adult through physical harm or verbally.

It is not acceptable for any child to purposefully damage toys or property belonging to another child or the school.

Unacceptable behaviour is addressed according to a standard procedure used by all staff with all children:

- The behaviour is stopped immediately; this may mean moving a child away from an incident.
- The situation is calmed down.
- All parties are listened to in turn.
- The adult explains what is unacceptable behaviour – using references to the core values of 'being respectful, being responsible'
- Children are given 'time out' for a time deemed reasonable to reflect on the behaviour. The behaviour and amount of time is recorded in a Time Out book and, where deemed necessary, on Safeguard.
- Children are asked to apologise for their behaviour.

If time out is a persistent course of action, parents / carers are spoken to by the class teacher.

Lunch Times

Unacceptable behaviour is addressed according to a standard procedure used by all Mid-Day Assistants and TAs. Children are given 'time out' to reflect on their behaviour. This is recorded and fed back to class teachers. Where necessary, children may be spoken to by a more senior member of staff after the lunch time period.

Extreme or Persistent Unacceptable Behaviour

Extreme or persistent unacceptable behaviour i.e. biting, aggressive physical behaviour, is stopped immediately. The children involved will be separated and moved away from the incident and other children.

As with the unacceptable behaviour above, the child who has instigated the incident will be placed for time out for a reasonable amount of time by the member of staff dealing with the incident. Children may be spoken to by a senior member of staff. Children will be asked to apologise under supervision and then be supported to re-engage with their peers appropriately.

Parents of all parties involved will be informed during the school day via telephone.

Outside

More boisterous behaviour is allowed, children may run and use louder voices in the garden, but screaming is not acceptable.

Sticks are eligible toys but children are reminded to play safely with them.

We promote digging in the designated digging areas only!

Sheds are closed storage spaces adults are in control of these areas.

Art Spaces

These are areas for child-led creative work. Children are encouraged to help themselves to resources but take responsibility for using them appropriately and tidying up as they work. Pictures prompts and literature is designed to support children's learning.

Children may wash up their dirty equipment and may be supervised by an adult.

Staff may limit the number of children working in these areas if they become busy.

Carpet Area

If the area is not designated as an adult led activity, children may choose items they want to use on the floor from the resources around the room, they must put items away before getting out new items.

Role Play

We encourage child led work in this space.

Children may dress up in clothing if it is available to them and we are happy for them to move throughout the base in fancy dress. We only ask that items are returned when finished with and that if the weather is bad outside they are not worn there. Children are asked to take responsibility for respecting the clothes.

Toilet Area

Children should only be here to use the toilets and/or wash their hands. Quiet voices are all that are needed. Children should use one cubicle per child.

Reading Corner

This is an area for quiet and calm reading or looking at books.

Children are expected to care for the books and resources appropriately.

Activities set up in this area remain in this area.

Children are expected to tidy up when they have finished with resources.

Snack Time

Children are to eat their snack during the designated snack time in the morning.

Children must wash their hands before eating and sit down to eat or drink.

A healthy snack is provided and they are encouraged to drink water at this time.

Children are expected to independently clear up their rubbish and put it in the bin and keep the area tidy. A dustpan and brush is available in each room for children to clean up any food dropped on the floor.

The fridge is a 'closed' storage area. Children must be supervised if asked to remove any contents.