



Behaviour Guidance

Rationale

The guidance is based on the research recommendations reported by the EEF in the Improving Behaviour in Schools Guidance (2019) and the work of Paul Dix as published in the book “When the adults change, everything changes” (2017).

The EEF recommends that schools ensure their approach to promoting positive behaviour follow the following:

- Recommendation 1: Know and understand your pupils and their influences
- Recommendation 2: Teach learning behaviours alongside managing misbehaviour
- Recommendation 3: Use classroom management strategies to support good classroom behaviour
- Recommendation 4: Use simple approaches as part of your regular routine
- Recommendation 5: Use targeted approaches to meet the needs of individuals in your school
- Recommendation 6: Consistency is key

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>

Behaviour Policy Principles

Fairway Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the our school values of being: ‘Ready, Respectful, Responsible.’

Aims of the behaviour policy

- To provide a safe, comfortable and caring environment where learning takes place
- To ensure high expectations and standards for pupils’ behaviours for learning
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach that reinforces the school’s values
- All adults take responsibility for behaviour and follow-up personally



Behaviour Guidance

- Adults use consistent language to promote positive behaviour
- To use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and pupils that:

- Foster the belief that there are no 'bad' pupils, just 'bad choices'
- Encourage pupils to recognise that they can and should make 'good' choices
- Recognise behavioural norms that reinforce the school's values and positive behaviours for learning
- Promote self-esteem and self-discipline and self-motivation
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome pupils at the start of the day and following transition time ie after lunchtime
- Never walk past or ignore pupils who are failing to meet expectations
- Always redirect pupils by referring to the values of 'Ready, Respectful and Responsible'
- Actively promote and recognise desirable behaviours publicly

The Headteacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise through values reward cards, phone calls/postcards and certificates
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions and communicate this data regularly to relevant teams of staff.



Behaviour Guidance

- Support teachers, teaching assistants and lunchtime supervisors in managing pupils with more complex or challenging behaviours

At Fairway we recognise that members of staff who promote positive behaviour well, consistently do the following:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know classes, groups and individual pupils well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion

Pupils want teachers to:

- Give them a ‘fresh start’ every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

In line with the EEF report’s recommendation 4, we recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow.

“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat pupils down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them,



Behaviour Guidance

being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.” Paul Dix, Pivotal Education

The school has three simple values ‘Ready, Respectful, Responsible’ which can be applied to a variety of situations and are taught and modelled explicitly. Our Behaviour Blueprint is clearly displayed around the school. APPENDIX A.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Values	Visible consistencies	Recognition over and above
Ready Respectful Responsible	-Daily meet & greets -Expected behaviours praised first -Wonderful Walking -Daily reinforcement of the school values	-Recognition boards -Star and Values certificates -Home contact (calls & texts) -Postcards -Headteacher / SLT praise -Class rewards -Lunchtime rewards

Relentless Routines		
Praise in Public (PIP) Remind in Private (RIP)	Wonderful Walking around school Team Stop 1, 2, 3 classroom transitions	Consistent language TIME IN not TIME OUT

Behaviour Pathway
We use a consistent and gentle approach to addressing poor choices: <ul style="list-style-type: none"> ✓ use pupil’s name ✓ child level ✓ eye contact ✓ deliver message
1. Reminder
I noticed you chose to (noticed behaviour) This is a REMINDER that we need to Be (Ready, Respectful, Responsible) You now have the chance to make a better choice Thank you for listening



Behaviour Guidance

Example - 'I notice that you're running. You are breaking our school value of being responsible. Please walk wonderfully. Thank you for listening.'

2. Warning

I noticed you chose to (noticed behaviour)

This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (TIME IN not TIME OUT)

If you choose to break the rules again you leave me no choice but to ask you to leave the room/go to the area outside the classroom / phase leader's classroom

.....(pupil's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation

Example - 'I have noticed you are not ready to do your work. You are breaking the school value of being ready.

You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3. Calming time

I noticed you chose to (noticed behaviour)

Classroom/ shared area

You need to:

1. Wait outside the classroom/Go to shared area
2. Go to sit with the class next door.
3. Go to sit in the Phase Leader's classroom
4. Go to Deputy or Head teacher's office

Playground

You need to:

1. Stand by other staff member
2. Stand at the wall
3. Go to Deputy or Head teacher's office
4. I will come and speak to you in two minutes

Example - 'I have noticed you chose to use rude words. You are breaking the school value of being respectful. You have now chosen to go and sit in the quiet area outside the classroom. I will come and speak to you in two minutes. Thank you for listening.'

TIME IN not TIME OUT that counts.

***DO NOT describe child's behaviour to other adult in front of the child**

*** *Other members of staff must not ask the child to describe their behaviour or get involved unless prompted***



Behaviour Guidance

4. Follow up, repair and restore

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

Remember it's not the severity of the sanction; it's the certainty that this follow up will take place that is important

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

At Fairway Primary Academy, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should always remain professional and calm. We refer to a child's behaviour becoming 'dysregulated'.

Conversations should follow a script, and behaviours should be discussed as the behaviours they are and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher, teaching assistant or lunchtime supervisor who was first to notice and deal with the behaviour.

Sanctions and consequences



Behaviour Guidance

Sanctions should:

1. Make it clear that unacceptable behaviour affects others, is a serious offence against the school community and is contrary to the school's values
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
4. Sanctions need to be in proportion to the offence

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

All incidents are logged on Bromcom.

To support consistent approach to recording incidents on Bromcom, a levelled approach is used.

These 'Levels' are not referred to with the pupils and must be applied using professional judgement.

The consequences below are indications of the level of consequence and are not an exhaustive list. Consequences are personal to the individual pupil and their needs.

Typical behaviours at Level 1

- Low Level disruption
- Failure to follow instructions (first time)
- Low Level failure to be Ready, Respectful or Responsible. Corrected following reminders.

Possible consequences:

- Time In
- Loss of social time

Typical behaviours at Level 2

- Repeated Low Level Disruption or failure to be Ready, Respectful or Responsible



Behaviour Guidance

- Significant disruption to learning of themselves or others
- Verbal or physical aggression

Consequences:

- Time In
- Loss of social time (longer than at Level 1)
- Movement to another area
- Senior Team to provide support alongside the member of staff
- Parents informed of patterns of behaviour and invited in to discuss strategies with teacher

Typical behaviours at Level 3

- Significant verbal or physical aggression
- Discriminatory language or aggression i.e. Racial, Gender, Homophobic, Transphobic
- Targeted intimidation or bullying

Consequences:

- Time In
- Loss of social time (longer than at Level 2)
- Movement to another area
- Senior Team to provide support alongside the member of staff
- Parents informed of patterns of behaviour and invited in to discuss strategies with teacher
- Behaviour Tracker is agreed with parents, pupil and school staff
- Possible suspension
- External agency support is requested

Typical behaviours at Level 4

- Significant incidents of intimidation or bullying, usually repeated incidents.
- Physical assault causing significant harm



Behaviour Guidance

Consequences:

- Loss of social time (longer than at Level 2)
- Senior Team to provide support alongside the member of staff
- Parents must attend meeting to discuss strategies with a member of the leadership team and/ or a member of the partnership
- Behaviour Tracker is agreed with parents, pupil and school staff
- Possible suspension / exclusion
- Possible Managed Move
- External agency support is requested

At Fairway Primary Academy, we use a clear behaviour pathway that could lead to consequences:

1. Reminder
2. Warning
3. Time-In/Calming Time
4. Follow up/Reparative Conversation
5. Parents should be informed via phone call, pick up update or text
6. Incident logged on Bromcom
7. Possible loss of social time

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the guidelines below:

- Sent to Phase Leader, Deputy Headteacher or Headteacher
- Parents phoned or parents called to school
- Seclusion (separated to sit for the rest of the day with Phase Leader, DHT or HT)
- Suspension



Behaviour Guidance

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences, family circumstances or other influencing factors. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use specifically identified and trained staff to build relationships with each individual child. These children will have bespoke 'Individual Risk Assessments' Appendix B.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only. At Fairway Primary Academy, the vast majority of our staff who work daily with pupils have received de-escalation and physical restraint training through 'Team Teach'.

The school will record all serious behaviour incidents on Bromcom and any restraints in the bound and numbered book.

See APPENDIX D for physical restraint guidance.

Suspensions

Suspensions will occur following extreme incidents at the discretion of the Headteacher, who will refer to the DfE Guidance:

<https://www.gov.uk/government/publications/school-exclusion>

A suspension will be enforced under these conditions:

- Staff need respite after an extreme incident or a series of serious incidents
- The child needs time to reflect on their behaviour
- To give the schooltime to create a plan which will support the child better
- The child being at home may have a positive impact on future behaviour

If these conditions are not met, other options may include time in seclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults



Behaviour Guidance

At Fairway, we take any incidents of violence toward staff and other pupils very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on Bromcom. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, and very rare at Fairway Primary Academy, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child.

Permanent Exclusion or Out of School Transfer/ Managed Moves

Exclusion is an extreme step and will only be taken in cases where:

Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. In all cases of persistent misbehaviour, external agencies will be contacted for additional support, guidance and strategies.

-The risk to staff and other children is too high

-The impact on staff, children and learning is too high

Permanent exclusion will be a last resort, and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Bullying

Bullying is defined as the **repetitive**, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.



Behaviour Guidance

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time.
- Difficult to defend against

Bullying can include, but is not restricted to:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Physical Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Fairway's approach to preventing and addressing bullying are:

- To express our belief that all pupils should be included fully in the life of the school.
- To provide a learning environment free from any threat or fear.
- To reduce and to eradicate wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy.
- To respond effectively to all instances of bullying reported to us.
- To establish a means of dealing with bullying, and of providing support to pupils who have been bullied.
- To provide support for pupils who are accused of bullying, who may be experiencing problems of their own.

Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.



Fairway Primary Academy



Behaviour Guidance

There may be occasions when adaptations may need to be applied e.g. swimming lessons or on trips but the same principles of promoting good behaviour through the policy will always apply.



Behaviour Guidance

BEHAVIOUR BLUEPRINT

READY, RESPECTFUL & RESPONSIBLE

VISIBLE CONSISTENCIES

- Daily meet & greets
- Expected behaviours praised first
- Wonderful Walking
- Daily reinforcement of the school values

RECOGNITION OVER & ABOVE

- Recognition boards
- Star and Values certificates
- Home contact (calls & texts)
- Postcards
- Headteacher / SLT praise
- Class rewards
- Lunchtime rewards

RELENTLESS ROUTINES

- Praise in Public (PIP)
- Remind in Private (RIP)
- Seek help when needed
- Wonderful Walking
- 1, 2, 3 classroom transitions
- Team Stop
- Consistent language
- TIME IN not TIME OUT

STEPPED BOUNDARIES

1. Reminder
2. Warning
3. Calming time
4. Follow up - repair & restore
5. Parental involvement
6. SLT
7. Behaviour tracker
8. Suspension / Exclusion

RESTORATIVE QUESTIONS

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?



Behaviour Guidance



Risk Assessment Record: Behaviour



A	Name of Student		Class:		Class Teacher:		Teaching Assistant:	
B	What are the behavioural patterns that present health and safety hazards?							
	1.	Flight risk:						
	2.	Injury to others:						
	3.	Self-harm:						
C	What risks do they pose and to whom?						Estimate Risk Level - H / M / L	
	1.	Flight risk:						
	2.	Injury to others:						
	3.	Self-harm:						
D	What measures have been taken to reduce the risks?						Estimate Risk Level - H / M / L	
	1.	Flight risk:						
	2.							
	3.	Self-harm:						
E	What further action is needed to reduce the risk? (State actions/Specify dates)						Estimate Risk Level - H / M / L	
F	What activities can be reasonably safely managed without disproportionate costs?							



Fairway Primary Academy Positive Behaviour Tracker



Name:

Week beginning:

Targets will be highlighted in green, yellow or pink for each lesson.

Green = Everything went really well – I completed all of the tasks that my teacher set.

Yellow = I could do better – I started, but didn't complete all of the tasks that my teacher set.

Pink = Despite being reminded, I refused to complete the tasks that my teacher set to the best of my ability.

In Class and Playground Targets	Monday						Tuesday						Wednesday						Thursday						Friday					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1) To only say things that are kind and helpful																														
2) To follow instructions																														
3) To keep my hands and feet to myself																														

☺ I will take my tracker and report to: Miss Byrne/Mrs Addis before break, before lunch and at the end of the day. This means I can talk about how I'm feeling.

☹ If I get pink on my chart, I will have some additional reflection time with the adult I show my tracker to in order to talk about how I could have chosen my actions differently.



Behaviour Guidance

1. DEFINITIONS

- 'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder
- 'Force' can mean guiding a pupil to safety, intervening in a fight between pupils or restraining a student to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed
- 'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom
- 'Restraint' means to hold back physically or to bring a pupil under control

2. THE LEGAL POSITION

Whilst it is very rare that reasonable force is required at Fairway Primary Academy, it is important to clarify the legal position.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying pupils on a school trip.
- Staff should use their professional judgement of each situation to make a decision to physically intervene or not.
- Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED?

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil:
 - o who disrupts a school event, trip or visit
 - o leaving the classroom where this would risk their safety or disrupt others from attacking someone
 - o Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment –this is always unlawful.

The school will record all serious behaviour incidents on Bromcom and any restraints in the bound and numbered book.