



Fishergate Primary School Behaviour Policy



Aims:

- To maintain a calm, purposeful and happy atmosphere within the school
- To have a calm, consistent and empathetic approach to behaviour throughout the school
- To foster positive, caring attitudes towards everyone where individuals' achievement is acknowledged and valued
- To make boundaries of acceptable behaviour clear to ensure safety
- To encourage increasing independence and self-discipline so that children become able to take responsibility for their own behaviour
- To encourage parental involvement through positive partnership
- To support our pupils who are disadvantaged, have experienced adversity or have SEND to experience success

Principles:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)
- All behaviour should be seen as communication
- All adults in schools respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself
- Management of behaviour is built on strong, warm relationships
- Staff understand that not all behaviours are a matter of 'choice', and that this language may be unhelpful
- Staff understand that pupils who are disadvantaged, have experienced adversity or have additional needs may need extra help to manage their feelings and that tailored targeted support should be given swiftly
- Parental engagement and involvement is absolutely crucial when addressing and planning support for a pupil's social, emotional and mental health needs

Our Golden Rules:

Children are expected to follow the school's Golden Rules, which are displayed in each classroom, and throughout school:

Ready, Respect, Safe

We believe that these three all-encompassing rules are easy for the school community to remember. Regular class discussions, especially at the start of term, ensure children understand that rules such as *Always walk when inside the school building*, or *Have your kit ready for every PE lesson* can be included under the three key principles of being ready for school, respectful of others and safe in our behaviour at all times.

Managing behaviour:

For times when a child is struggling to make the right choices, we aim to resolve issues quickly so that the impact on learning is minimised. Every day (and for some children, every lesson) is a fresh start, and we have high expectations of every child's behaviour. The following stages are rarely



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needed as our PSHE curriculum and the use of the 'zones of regulation' equip our pupils to deal with their feelings appropriately.

Stage 1: A reminder is given for any misbehaviour. Wherever possible, this is done privately.

(For example: *This is a reminder to put your hand up if you have something to share.*)

Stage 2: If a reminder is ignored, the pupil is told that they will miss 5 minutes of playtime.

(For example: *At the moment, you will need to spend 5 minutes with me at playtime. I would like you to try to earn this time back.*) If the child behaves well for the remainder of the lesson, they can earn back those 5 minutes and be praised for having made the right choice.

Stage 3: If the inappropriate behaviour continues, the child is informed that they will miss 10 minutes of playtime. Again, this is done privately, wherever possible.

(For example: *You are struggling to work without distracting the people around you, and you know our rule about concentrating on your own work. You are going to spend 10 minutes of your playtime with me.*)

The teacher may decide that the pupil will then either be moved to a different table, or be taken to an agreed class to work there. For some pupils, a micro-script may be used in this situation (see below).

Serious behaviours: deliberate violence/hurting, swearing, racist, sexist or homophobic language (incidents of which will be recorded separately), spitting and defiance are considered to be extremely serious. Behaving in a way which puts the child, or another pupil, in danger is also considered a serious behaviour. In these rare situations, Mrs Clarke will speak to the child involved, and will inform parents of the incident. The child will miss the whole of their next lunchtime. Sometimes, this may be combined with an appropriate consequence, for example helping the midday supervisor team to clean the hall after lunch.

Incidents of racist, sexist and homophobic bullying are taken extremely seriously. Such incidents are recorded separately by the headteacher. Parents are always informed.

A more tailored approach is used for some pupils as a result of their SEMH or SEN needs. It would not be fair to rigidly use the stages outlined above in all cases. A structured programme of support will be set up for any child who is repeatedly involved in these kinds of incidents. We work flexibly with parents and carers, and outside agencies, to tailor a system which will enable the child to succeed in school. It may involve a visual reward system or a change to the timetable. Some children have a personalised positive behaviour system with achievable goals. The number of pupils who need this additional support is very low. Staff are always mindful that any behaviour is a form of communication, and will investigate the underlying reasons for this and put appropriate support in place.

In Early Years, the same rules are followed as the rest of school. However, the stages outlined above are not used; behaviour is managed on an individual basis and alongside discussion with parents.

The school has the right to exclude pupils where the headteacher feels this is the appropriate consequence, although this is rare. However exclusions will occur where a pupil has seriously assaulted a member of staff, or where all other strategies to support a child's behaviour, including the involvement of external agencies, have failed.



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Practical Strategies:

Every member of staff is a role model, with high expectations of the way they manage their own behaviour. Staff are trained to remain calm and respectful, even in difficult situations. This consistency means our children feel secure: they know that they will be met with the same kindness, calmness and consistency by every adult.

Staff are skilled in de-escalation and pre-emptive techniques in order to support children in calming down: staff verbally acknowledge a child's feelings, without judgement; conversations about behaviour are conducted in private where possible to avoid shaming children; humour might be judged to be a useful distraction.

We maximise opportunities for pupils to take responsibility for themselves in their behaviour by providing choices and strategies wherever possible. e.g., counting to 5, walking away from the person, using a 'Time Out' card.

Staff spend far more time acknowledging exemplary behaviour, than managing poor behaviour. Good behaviour is praised both publicly and privately, as appropriate; teachers use positive examples to draw all children into the behaviours we want to see. Staff also use the strategy of 'catch them being good', especially for those pupils who are struggling to conform to our expectations.

Restorative conversations are used when needed in order to teach better behaviour and to bring closure to an incident so that everyone involved feels they have been heard fairly and can move on. Staff make enough time for a real conversation and sit or walk alongside the child in order to encourage open, non-judgemental discussion. The following questions can be used to structure a restorative conversation:

1. What happened?
2. What were you thinking or feeling at the time?
3. How did this make people feel?
4. What do you think or feel now?
5. Who has been affected?

The discussion is tailored to the needs and maturity of the child, to encourage them to reflect on what happened for themselves. We believe there is no replacement for knowing our children; staff take the time to get to know children well, taking a genuine interest in their personal lives and interests, and as a result, these difficult conversations are more likely to succeed. Usually, we expect apologies to be made, sometimes by adults too.

Scripted interventions, or micro-scripts are used for particular children where an adult needs to communicate clearly and de-escalate a potentially difficult situation. The midday supervisor team use a generic script when needed:

I can see you're upset. I want to help. When you're ready, tell me about it and I'll listen.

Come with me... (if the child would benefit from being moved away).

If a child is too distressed to take responsibility for their behaviour:

You are upset at the moment and need some time to calm down. Later, we will talk about what happened and we will sort this out. I/your teacher/Mrs Clarke will help you.



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When they are ready to have that conversation, staff follow these guidelines:

- Get down to their level, talking alongside them
- Remind them clearly of the rule and of why you are there
- Explain the sanction (5 minutes with me, I will need to tell Mrs Clarke, Go and sit outside Mrs Clarke's office)
- Remind them of previously successful behaviour and the need to show that again
- Thank them for listening and walk away

The stages are used by MSAs in the same way as in class, but any consequence needed is immediate: children are asked to walk with the MSA for 5 minutes, or to sit on a bench. Where this has been necessary, the class teacher is always informed. Serious behaviours are dealt with as outlined above.

All staff understand the child who appears defiant may need time to calm down before an incident can be dealt with. Some children benefit from 'time out', sitting outside the classroom, or on their class sofa, retreating to a corner of the playground, or engaging in an activity which calms them. We understand that a distressed child cannot be expected to take responsibility for their behaviour at that time. Adults in school also communicate clearly that it is fine to feel emotions such as anger and frustration but that we must manage our actions – what we do about those feelings. It is never the child who is criticised, only the behaviour. Circle time activities, and the PSHE curriculum develop children's self-awareness and ability to articulate feelings. ELSA and well-being support is also available for pupils who need more structured help with difficult feelings.

Acknowledging 'over and above' behaviour

The overwhelming majority of our children behave exceptionally well almost all of the time. Below is a list of examples of the ways in which staff recognise the efforts made by pupils to go 'over and above' our expectations:

- Immediate, specific, verbal feedback
- Headteacher awards
- Good Manners awards
- Kindness awards
- Table and house points
- Pin Race
- Fishergate Heroes board
- Contact with parents/carers: notes in planners, phone calls and seeking out parents on the playground

Resources

Fishergate School has adopted the principles of behaviour management advocated by Paul Dix, Executive Director of Pivotal Education and staff have also received training from the Behaviour Outreach Support Service; we use practical strategies from the Learning for Peace toolkit to develop the ability of pupils to understand and manage their feelings successfully.

For further information, see supporting policies:

- **Safeguarding Policy**



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- **Positive Handling Policy**
- **Anti-Bullying Policy**
- **Relationships and Sex Education Policy**

The School has adopted the DfE guidance on exclusion

Reviewed and approved by governing body Autumn 2023