FAIRLANDS PRIMARY SCHOOL

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POLICY STATEMENT

BEHAVIOUR MANAGEMENT

APPROVED BY GOVERNORS	September 2023
TO BE REVIEWED BY	**September 2026**

FAIRLANDS PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

INTRODUCTION

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure, and respected.

AIMS OF THIS POLICY

- Promote pro-social behaviour to enable children and staff to develop trust, respect, courtesy and consideration for each other
- Manage difficult or dangerous behaviour
- Understand what behaviour might be communicating
- Use de-escalation and preventative strategies
- Maintain a positive environment where all members of our community feel happy, safe, secure, and respected.

PRO-SOCIAL BEHAVIOUR

We encourage:

- **Respect** listen to others and care for property
- **Safety** create an emotionally and physically safe environment;
- **Achievement** take pride in our achievements and in our school
- **Kindness** show care and sensitivity towards others
- **Politeness** speak courteously to one another

STRATEGIES TO SUPPORT PRO-SOCIAL BEHAVIOUR:

STRATEGIES FOR ALL

In the first instance, it is the class teacher's responsibility to develop strategies to manage behaviour positively within the classroom. Individual phases have their own class-based praise & reward systems that will engage and motivate children at an age-appropriate level; these are detailed in the Phase Handbooks.

The following strategies are used to encourage pro-social behaviour choices in daily provision:

- Plan for good behaviour by ensuring that all lessons are accessible, lively and engaging

- Lessons will provide a suitable level of challenge

- Teachers attend to the lesson 100% of the time, aiming for 100% engagement

- Teachers will actively teach class routines to ensure slick transitions

- Separate the (undesirable) behaviour from the child

- Use the language of choice

- Keep the focus on primary behaviours

- Actively build trust and rapport

- Model the behaviour that you want to see

- Recognise that 'stable' behaviours are different for different children

- Always follow up issues that count, ensuring that any consequences given are educational and appropriate

- Work to repair and restore relationships

- Tactical Ignoring

- Teacher proximity

- Non- verbal signals

- Eye contact

- Rule reminders

- When-then direction or describing the behaviour seen

- Redirection

- Give choices

- Refocus

- Focused questioning

- Allow take-up time

- Partial agreement

The de-escalation script is used consistently:

[name]

I can see something has happened.

I am here to help.

Talk and I will listen.

Come with me and…

Positive phrasing is used:

Stand next to me
Put the pen on the table
Walk in the corridor
Switch the computer screen off
Walk with me to the library
Stay seated in your chair
Please / thank you

Negative/ambiguous phrasing is avoided:

Stop being silly
Be good

Don't throw the pen!
Stop running!
That's not very nice!
Don't talk to me like that!
Calm down!

Limited choices are given:

Where shall we talk, here or in the library?
Put the pen on the table or in the box
I am making a drink, orange or lemon?
Are you going to sit on your own or with the group?
Are you starting your work with the words or a picture?

STRATEGIES FOR A FEW CHILDREN

When the full range of everyday, class-based behaviour management strategies fail to encourage pro-social behaviour, staff may need to get support from outside the classroom.

The first avenue of support is from other staff within your phase, using pre-agreed preventative and reactive strategies.

Headship Team involvement

Where there is frequent intervention from staff, or where a more serious incident occurs the headship team will meet with parents to discuss escalation of the child's behaviour.

STRATEGIES FOR EXCEPTIONAL INDIVIDUALS

Individual Risk Management Plan / Individual Provision Plans

An individual child may require their own plan to support them with making pro-social behaviour choices. These plans identify existing pro-social behaviours; anxiety/difficult behaviours; and crisis/dangerous behaviours and the planned strategies to respond to these. Alongside this support, school will consider if a request for an Education, Health and Care plan needs assessment should be made.

Pastoral Support Programmes

A Pastoral Support Programme is a formal, 16-week programme that provides targeted support for children at risk of exclusion. This will usually involve referral to agencies from outside the school. This will be used when meaningful and appropriate.

DSPL 2 services

Fairlands is part of a local tiered system for behaviour support within the locality. Partner schools can refer to the board for partner support provided other local schools. Fairlands is a tier 2 partner school. For children with specific social, emotional, and mental health needs, school may refer to Larwood outreach support (tier 3), this is to seek specific strategies and advice tailored to the individual. In some circumstances, Tier 3 is able to step up this provision to tier 4 in order to provide a sixteen-week respite place at a local provision (The Willow centre).

Exclusion

Exclusion is an exceptionally rare sanction within the school behaviour policy. The decision to exclude, whether permanent, fixed period or lunchtime, is taken very carefully and will be based upon strict

adherence to procedures in [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

DEALING WITH SERIOUSLY UNSAFE BEHAVIOURS

The safety of the children is paramount in all situations. Sometimes, staff must act quickly and decisively to stop a pupil's unsafe behaviour, such as serious fighting, vandalism, dangerous refusal to follow instruction, serious verbal abuse or persistently stopping the whole class from functioning. Staff will take steps to remove other children from the location or attempt to make an area safe by clearing it from objects.

RECORDING INCIDENTS

The school uses an information management system (CPOMS) to record incidents in a consistent format. CPOMS will be used where behaviours become persistent or there is an unexpected change in behaviours.

Incidents which happen at lunchtime are reported to the teachers, who make the decision whether it is appropriate to record on CPOMS.

REVIEW

The local governing body will monitor and review this policy in line with its annual cycle of policy review.

APPENDIX 1

ANTI-SOCIAL BEHAVIOUR

At Fairlands Primary School, we consider the following behaviour to be unacceptable:

- **Physical assault –** includes fighting, violent behaviour, wounding, obstruction, jostling, biting, hitting, kicking, punching, play fighting, deliberate scratching, spitting and holding tightly anywhere, especially round the neck, possession of, or use of an object that could be used intentionally to harm someone else.

- **Verbal abuse and threatening behaviour -** includes threatened violence, aggressive behaviour, use of swearing or bad language, verbal intimidation, unkind remarks, lying, establishing gangs, emotional abuse.

- **Bullying –** includes '**behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally'**.

- **Racist abuse –** includes taunting and harassment, bullying, graffiti, derogatory statements and swearing that can be attributed to racist characteristics.

- **Sexual Misconduct –** including abuse, assault, harassment, bullying, graffiti, lewd behaviour.

- **Drug and alcohol related –** including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol or substance abuse.

- **Damage –** to school or personal property to any member of the school community, vandalism, arson, graffiti.

- **Theft –** including stealing school property, personal property, extortion.

- **Persistent Disruptive Behaviour –** includes challenging behaviour, disobedience, persistent violation of the school rules, having temper tantrums.