



Our School Vision is **Happy , Safe, Achieving** – this is at the heart of all our policies. The Rights of the Child (UNCRC) is also reflected in our policies.

Rationale

"Teachers are central to the positive ethos of the school and the classroom, which sets the expectations of respect and consideration for everyone in the school. These aspects of education are the building blocks of achievement in school and of citizenship in the wider community.

Where truly excellent practice happens, we see spectacular results for our young people – high self-esteem, confidence, ambition, sound values and increasing attainment."

Peter Peacock - Better Behaviour 2004

Aims

At Fernielea we aim to

- create a positive environment conducive to quality learning and teaching
- build relationships based on rights, respect and responsibilities
- encourage children to take ownership of their behaviour and its effect on others
- develop children's self esteem, self discipline and self control
- promote the values of honesty and fairness
- recognise and reward positive behaviour and personal achievements
- work with parents and outside agencies to support our school community
- develop children who are responsible citizens, effective contributors, confident individuals and successful learners



Learning and Teaching

At Fernielea we believe that

- **Children** have the right to work, play and learn in a friendly, safe and supportive school environment.
- **Staff** have the right to work in a pleasant and safe environment with appropriate support and co-operation from the colleagues, pupils and parents.
- **Parents** have a right to know that their child is safe and supported at school and that the treatment they receive is fair and appropriate. They have the responsibility to support the school's teaching and learning policy and behaviour policy.

The teaching and promoting of positive behaviour is delivered in a variety of ways. Some of these are structured, planned lessons and other methods are encompassed within our whole school ethos.

Planned learning and teaching to promote positive behaviour
Creation of classroom charters reflecting The Rights of the Child (UNCRC) – beginning of year
Class circle time – weekly
PSE lessons
Health & Wellbeing focuses
Pupil Council –meetings
Pupil Voice Groups
Assemblies – weekly – share success and achievements
Certificates – weekly – presented at assembly focusing on the 4 capacities
Displayed work around school and in class
Golden Time – timetabled reward for keeping school rules
School newsletters – share good news
Communication – via social media, website, class blogs, parent session, open days
Involvement of outside agencies e.g. Police liaison officer
Prefects
Leadership Roles at all levels
House Captains and Vice Captains
Opportunities to represent the school in a variety of settings

Whole School Ethos
Positive relationships between adults and pupils are paramount
Verbal praise
Stickers for good effort/playground behaviour etc
Star writer stickers and displayed work
Positive comments and stamps/stickers on children's work
Buddy system
Playground Helpers and Play Leaders
Contact with parents
Achievement Wall
Communication



All children will be expected to follow the agreed Golden Rules and co-create classroom charters reflecting the Rights of the Child (UNCRC) and how to ensure that all children and adults know how to protect those rights. When a child deviates from these there is a simple, clear system for restorative and supportive actions (appendix one). The type of behaviour will determine the actions taken and the adult/s involved.

Yellow Level

Behaviour	Action	Involved adult/s
Dropping litter	<ul style="list-style-type: none"> • Tactical ignoring • Praise others displaying positive behaviour • Non verbal sign • Description of reality • Allow take up time • Reminder of rule • Positive redirection • Cool off time – timed and in agreed location • Removal of Golden Time • Reflection Sheet 	<ul style="list-style-type: none"> • Support staff • Class Teacher • SLT <p>This behaviour should be dealt with by the adult who encounters it wherever it takes place.</p>
Time wasting during class time		
Disrupting lesson (chatting, inappropriate use of equipment)		
Not considering others' rights as detailed in Classroom Charter (initial instance)		
Chewing gum		
Display of uncooperative play		
Name calling		
Running in corridor		
Refusing to follow instruction		

Orange Level

Behaviour	Action	Adult/s involved
Any continuation of yellow level behaviour – after all actions have been taken	<ul style="list-style-type: none"> • Final warning and consequence explained • Incident logged on central logging system– consider type of incident (Bullying, Racist etc) 	<ul style="list-style-type: none"> • Support staff • Class Teacher • Parents <p>Support staff will report incident and written report of Incident logged in</p>
Hitting/Kicking/Punching		
Inappropriate language		
Repeatedly disrupting learning and teaching		
Spitting		



Throwing objects	<p>SLT alerted</p> <ul style="list-style-type: none"> • Teacher to phone parent • Incident report filed if required in Pastoral Notes • For physical – kicking, hitting, pushing punching etc – 10 mins off Golden Time • Behaviour Reflection Sheet will be completed with member of staff and restorative conversation held between child and the others involved (if deemed appropriate). Behaviour Reflection sheet sent home to parent/carer • Time to reflect on actions with a member of staff may take place during a lunchbreak. • Staff consider completion of a Person Centred Risk Assessment (PCRA) and share with parent/carer 	pastoral notes. SLT alerted SLT investigate (ABC form) if required
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Red Level

Behaviour	Action	Adult/s involved
Any continuation of Orange level behaviour	<ul style="list-style-type: none"> • Immediate referral to DHT/HT • Contact parents • Restorative Justice model followed if appropriate 	<ul style="list-style-type: none"> • Support staff • Class teacher • Parents/Carers • DHT/HT • Police Liaison Officer
Physical attack		
Bullying		
Stealing		
Leaving class without permission		



Refusal to follow instructions – when all above levels have been implemented	<ul style="list-style-type: none"> • Courting exclusion • Temporary exclusion(in line with ACC Avoiding Exclusion Policy) • Removal from role 	<ul style="list-style-type: none"> • QIO • QIM
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All staff will model positive behaviour at all times. Teaching staff will also act as behavioural leaders following a **Preferred Code of Practice**.

- First person to create calm is the staff member – de-escalate
- Unnecessary confrontation will be avoided – tone of voice, body language
- Description of reality – make child aware of the behaviour which is inappropriate
- Positive corrective language
- Focus on primary behaviour
- Child will be given space and time to calm before approach is made or conversation takes place – if the child is in a safe place
- Tactical ignoring
- Take up time
- Partial agreement
- Non verbal cues – eye contact, hand signal for quiet
- Distraction techniques

Planning and Assessment

Classroom Charters will be created at the beginning of the year and will be displayed in the class. This will highlight the rights of a child and how everyone can work towards this. Golden Rules will be displayed in every class and around the school. This will be referred to if a child is not following the rules. Children will also be reminded that everyone in Fernielea will be 'Happy, Safe and Achieving'. A conversation should take place with the child highlighting what they should change to ensure that this is the case. Weekly Circle Time sessions will be planned for and detailed in forward plans and will follow the school's Health and Wellbeing programme. The majority of assessment will be formative and can be recorded against Health and Wellbeing plans. Professional judgement will be key and the observations of other adults within the school.

Organisation and management

- All classes will have their classroom charters displayed clearly and they will be reviewed regularly.
- Circle Time will be timetabled weekly and the children will be aware of the focus if prior knowledge is necessary.
- Golden Time activities will be clearly visible and children will sign in a week in advance. Loss of Golden Time will be recorded in each class and explained to the child.
- Achievements and children's work will be displayed in an aesthetically pleasing manner.



- Playground will be sectioned off into safe play zones and children will be clear as to where they can play and what activities are on offer.
- The support staff will monitor their area and record/share any behaviour that causes concern.
- All incidents will be recorded in Pastoral Notes and it will be noted if there was a phone call home. SLT to be included on alerts for all incidents
- Support staff will use walkie-talkies at playtimes and lunchtimes. A member of the SLT will be available to support staff over the lunch break.

Support for pupils

All information regarding rules and procedures within school will be shared appropriately with all children. Children with specific needs will have differentiated instructions and explanations. Any child who has an identified behavioural need will have an IEP or Child's Plan created in discussion with parents, Educational Psychologist, class teacher and any other relevant agencies.

Equal opportunities

At Fernielea we work to ensure that all children are treated equally with respect and in a fair and just manner.

All children have the opportunity to learn about aspects of behaviour and strategies to manage behaviour regardless of gender, race, and class, physical or intellectual ability. We will ensure that expectations do not limit pupils' achievements and that assessments do not involve any cultural, social and linguistic or gender bias.

Monitoring

As positive behaviour is an integral part of the school, its ethos and its successful running, it is appropriate for all staff to make sure that the responsibility is shared. Any concerns should be brought to the attention of the SLT. This policy will be reviewed annually by all the staff to ensure it continues to be meaningful.



Appendix One

Supportive and Restorative Actions

These are the strategies employed by all staff to de-escalate a situation. Initially all actions will be the least intrusive in terms of volume, tone and consequence issued. Only when there is a safety issue will a more intrusive approach be taken.

- Tactical ignoring
- Assertive, not aggressive – think of voice tone and body language used
- Reminding and restating of classroom/school rules
- Provide take up time
- Avoid argument and confrontation
- Warning of behaviour and consequence (time off Golden Time)
- Give choice (either continue current behaviour and take consequence or make good choice of alternative behaviour)
- Removal of other children being affected
- Use cool off time in designated area
- Use time out – colleague assisted approach – child sent to agreed classroom
- Give the child space to calm down before discussion can take place
- Child tidies up any mess made as a result of their actions, supported by an adult.
- Restorative discussion, supported by staff, to take place between the child and any others involved