



FERNDALE PRIMARY
SCHOOL

Behaviour Policy

2016

Behaviour at Ferndale Primary School

At Ferndale we understand the need for a simple, consistent approach to behaviour management throughout the school day, including lunchtimes and before and after school clubs, resulting in robust systems and equality for all. We aim to thank pupils for positive behaviour through meaningful rewards, whilst addressing poor behaviour with a clear set of sanctions.

All children are expected to follow the school values of: Honesty, Respect, Equality and Teamwork. Our values underpin this behaviour policy and are at the centre of any discussions we have with children regarding their behaviour choices.

The ethos of the school is underpinned by the belief that each child has the right to work, play and learn in a friendly, safe and supportive environment. We also believe that staff have the right to deliver their responsibilities in a similar environment.

Addressing Unacceptable Behaviour

EYFS

Where a child chooses to behave in a way that is deemed unacceptable we will use a system that allows the child to think about their actions and to think about the impact on others. With the young children we recognise that behaviour needs to be dealt with as soon as it occurs.

Step 1 – a child will not receive the smiley face for that particular session of the day.

Step 2 – a child will be asked to have a few minutes in time out, sitting within the environment in a designated area to think about their actions and then return to activities.

Step 3 – **Reflection.**

KS 1 and KS 2

At Ferndale we have developed a whole school approach to sanctions, using a card system. Depending on the seriousness of the negative behaviour, a card will be given and recorded on a class chart (see appendix for agreed cards). For low level behaviour a verbal warning will always be given to allow the child a chance to modify their behaviour, for more serious offences the card will be instant. Cards will be collected over a half termly period and may result in **Reflection**.

- Red card = reflection
- 2 orange cards = reflection
- 10 yellow cards = reflection

What is Reflection?

In the Early Years, Reflection will take place with the AHT for the phase as soon as the incident has occurred. In KS 1 and KS 2, Reflection will take place during a morning and lunchtime, when the child will spend time in a fully staffed room.

We will ask the child to think about their actions, we encourage them to calmly reflect on the choice they made and then discuss how they could have made a better choice. We talk about feelings and how our

actions affect these. If it is appropriate we may encourage the child to record the discussion in pictures, or if it is an older child, through a written activity.

They may also be able to 'make amends' by writing a letter or making a card.

Parents will always be informed if their child has been in reflection. If a child is in reflection on a regular basis, a meeting may be held with parents, class teachers and the phase leader AHT for their year group.

Additional approaches

Some of our children do have specific needs and require 1:1 support. If it felt that this approach to behaviour management will not be meaningful to a particular child, then alternative strategies will be used as appropriate to the child.

Also, if this approach to behaviour management is not proving successful for a particular child, additional support may be given. This may include:

- Contact and involvement of parents
- Involvement of Behaviour Support Teacher (BST)
- Individual 1:1 talks with a trusted member of staff
- Circle time in class
- circle of friends work with identified peers
- anger management group

If individual children are consistently failing to respond to the normal approaches to managing behaviour outlined above then it may be necessary to involve outside agencies. This should be discussed with the Lead Behaviour Professional (LBP) and the SENCO and an individual rewards and consequences system may be developed.

Where a child is exhibiting behaviour which may impact on their own and others' safety or is proving disruptive to the teaching and learning environment in the school and they have not responded to the normal approaches to managing behaviour then it may be necessary to carry out positive handling. If this is the case then the *Positive Handling Policy* should be followed.

Rewards

All staff work together to apply consistency in dealing with children and wherever possible, positively reinforce consistent effort and good behaviour through verbal praise, house points, stickers and visits to Senior Leaders.

EYFS

Children receive constant praise and rewards for making good choices throughout the school day through smiley face charts. Two smiley faces in a day will result in a child being given a raffle ticket. The raffle tickets will then go into a Friday draw and 4 winners will be chosen.

KS 1 and KS 2

In addition to the everyday rewards given, children are rewarded for not having any sanction cards. The longer they can be without a card, the better the reward:

Whole week Raffle ticket for class draw, three winners per week will win a small prize and a sticker.

Half term	A text will be sent to parents in celebration of this achievement.
Term	An 'in school' treat will be given.
Year	An 'off site' treat.

Fresh Starts:

Children have many chances to put things right:

- Each week is a new opportunity to be in the class raffle.
- Each half term all cards are cleared.
- Each term is a fresh start to win the termly prize

The yearly prize is very special and is only for children with no cards all year.

Lunchtimes:

All lunchtime staff have been trained in this approach to behaviour management to ensure that the rewards and sanctions are given consistently throughout the day. The children benefit at lunchtime from an increasing range of activities including: lunchtime clubs run by The WBA Foundation; a climbing wall; a set of monkey bars; two sets of wooden jungle gym trails and a tyre trail. There are also sets of playground markings with a variety of small play equipment and quiet areas for pupils. All of these help keep children active and alleviate potential behaviour problems.

Reviewed and updated September 2016

Agreed Cards

Before a yellow card is given a member of staff will give a verbal warning and the child will be asked to change their behaviour.

Yellow: (after a warning has been given)

Answering back
Not completing a given task
Ignoring instructions
Name calling
Repeatedly winding someone up
Being somewhere in school without permission
Running in school

Orange:

Running out of the classroom
Poor attitude towards adults
Making fun of someone
Threatening someone
Insulting someone's family
Lying
Inappropriate language (not swearing)

Red: (on purpose)

Kicking
Punching
Pushing
Swearing
Stealing
Spitting
Throwing furniture
Racist comments
Damaging property
Retaliating physically