



**Furze Field Primary School**  
Instilling a love of learning



# **BEHAVIOUR POLICY**

## STATUTORY

OWNER:	Deputy Head & Inclusion Manager
GOVERNOR'S COMMITTEE:	Full Governing Body
DATE OF LAST REVIEW:	Summer Term 2022
NEXT REVIEW DATE:	Summer Term 2023

## The Behaviour Policy

### Vision

Here at Furzefield, our children develop their own self-worth in a climate of trust and happiness. Everyone is challenged to recognise and reach their full potential in order to become confident and valuable members of the local and global community.

### Guiding Principles

- Our behaviour policy supports our school vision, and is designed to promote good behaviour choices and deter undesirable behaviour.
- We use only positive language in all interactions with children.
- Staff encourage pupils to make positive choices about their behaviour.
- Whilst recognising the value of consistency, we appreciate that children are individuals and sometimes require an individualised approach.
- Vulnerable pupils, including looked after children, children with SEN, physical or mental health needs, will receive behavioural support according to their need.
- We are committed to improving outcomes for all children and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of children and good relations across the whole community.

### Rules/expectations

Through all interactions, we communicate a basic set of expectations and values as we believe this is fundamental in establishing the principles of the school behaviour policy. Rules, rewards and sanctions do not work in isolation but serve to guide and reinforce a general ethos. With this in mind, the school has agreed the following rules:

1. We respect all members of the community.
2. We follow instructions.
3. We use our hands, feet and other objects in a kind way.

These rules are displayed in all classrooms and throughout the school. At the start of each academic year, each class discusses how these rules will affect them and how they should be applied in their year group's setting. This discussion forms the basis of a shared agreement between staff and children.

At Furzefield Primary School, we believe that all children should be educated and grow up in a world that supports, nourishes and upholds their rights. The United Nations Convention for the Rights of the Child state that every child around the world has rights to which they are entitled from birth and which are enshrined in international law. At Furzefield, children learn about these rights in a cross-curricular way. They are encouraged to recognise and respect their own rights and those of others and to understand that many children around the world are not having their rights and basic needs met.

We hope that *Rights Respecting Schools* enables our pupils to learn how to better respect themselves and others in our local and wider communities, supporting each other to become the best possible citizens that they can be.

We encourage all parents and carers to adopt our positive approach to behaviour and, for consistency, to implement our rules and expectations in the home setting.

## Definitions

**Poor behaviour choices** can include examples of:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**If poor behaviour choices continue, or become more severe** can include examples of:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting

## Rewards

We believe in focussing on intrinsic rewards in recognition of their effect in promoting the value of making good choices. By 'catching children being good' as often as possible, we increase the number of opportunities for praise, maintaining a positive environment conducive to good behaviour. This praise may take a number of forms, including: verbal; non-verbal; positive touch; messages in a home/school book; stickers; being sent to other teachers/school leaders; star of the week, messages sent home via the 'Marvellous Me' app.

In addition, the school will use a variety of suitable rewards including: celebrating success and good choices through assembly time; house points; 'Caught Being Good' cards; and experiential rewards such as 'golden time'.

## Consequences

When children make poor behaviour choices which break the school rules, they will receive:

- Yellow Card – although intervention strategies may be used and warnings given prior to a yellow card being issued, this is a clear and final warning that continued poor choices will lead to sanctions being taken.
- Red Card - age-appropriate consequences are applied.

These consequences can be given by any member of staff.

If poor behaviour continues, additional age-appropriate sanctions will be applied.

All consequences will be applied with reference to the school rule that has been broken, and care will be taken to ensure that the child understands the reason for that consequence. The consequences, and the behaviours which led to them, will be recorded on a central system.

The rules and consequences are regularly reinforced through assemblies and PSHCE, as well as being communicated to parents. Children will discuss poor behaviour choices with their class teacher after every incident and members of the SLT should incidents continue to occur.

## Consequences Table

Number of behaviour points in a school term	Action(s)	
<p>5-10 <b>(STAGE 1)</b></p>	<ul style="list-style-type: none"> <li>Teacher to discuss behaviour and potential strategies with the parent(s). Reward charts, Strengths &amp; Difficulties STAR analysis or other tools may be used to support here.</li> <li>Consider referring to the nurture team for further support.</li> <li>The teacher will review how the pupil is getting on, keeping the parent(s) informed throughout the process.</li> </ul>	<p>Further support from the Nurture Team, Inclusion Manager or Behaviour Support may be required, depending on the situation.</p>
<p>10-15 <b>(STAGE 2)</b> <i>*Parents will be sent a letter</i></p>	<ul style="list-style-type: none"> <li>The teacher will further discuss behaviours and actions with the parent(s).</li> <li>A behaviour plan will be created, followed and regularly reviewed.</li> </ul>	
<p>15-20 <b>(STAGE 3)</b> <i>*Parents will be sent a letter</i></p>	<ul style="list-style-type: none"> <li>Behaviour concerns will be referred to the Achievement Leader.</li> <li>Parent(s) will meet with the Achievement Leader to further discuss strategies and make action points. This will be reviewed over a two week period.</li> </ul>	
<p>20+ <b>(STAGE 4)</b> <i>*Parents will be sent a letter</i></p>	<ul style="list-style-type: none"> <li>The child will be placed on report for specific time period.</li> <li>Parent(s) will review the report on a daily basis with a member of the Senior Leadership Team – e.g. Deputy Head, Inclusion Manager, Head Teacher etc.</li> </ul>	

*Note: At Furze field, we understand that every child's needs are different. This table is a 'best-fit' guide and certain circumstances may require a more expedited approach.*

*\*Letters can be seen at the end of this policy.*

### Application of behaviour policy off site

We expect children to behave in a polite manner and show respect for themselves and others whenever they are representing Furzefield School. This includes all educational trips and visits; sporting events and residential trips. Staff will apply the same school rules and, as far as possible, the same system of consequences in these situations.

### Individualised support

Children are individuals with individual needs. Whilst we try to be consistent in our approach to behaviour, we recognise that this may not be appropriate for all children. Where a child has particular emotional or behavioural needs or where consistent application of the behaviour policy has failed to have a positive impact on a child's behaviour, an individual behaviour plan will be drawn up for that child – see Stage 2 of the Consequences Table (p. 3).

This plan should include achievable and measurable behaviour targets for the child and a clear system of warnings and consequences that the child is able to understand. The plan should include rewards for when appropriate behaviour is maintained and should be agreed with the child. Staff directly involved with the child should be clear about their role in implementing the plan and supporting the child to improve their behaviour.

If an individual behaviour plan is written, it will be shared and signed by the child, teacher and parents. Behaviour plans will be available in the child's classrooms so that all members of staff are aware of the support a child may need to promote good behaviour choices.

### Intervention Strategies

At Furzefield, we believe in positive intervention strategies which encourage children to:

- take responsibility for their own behaviour
- respect the rights of others
- develop positive self esteem
- build positive relationships

For guidance on suggested strategies for achieving these goals, see Appendix. In addition, strategies may include: 'think sheets' as part of break/lunchtime sanctions; time out; circle time; draw and talk; Massage in Schools Programme; and learning anger management strategies.

### Physical intervention

See separate policy.

### Bullying

See separate policy and related article.

### Monitoring

Behaviour is a regular item on the agenda of Senior Leadership meetings. The monitoring of behaviour is conducted by members of the Senior Leadership team. Those members with overarching responsibilities will monitor distribution by age, ethnicity, gender, SEN and disability. This monitoring will inform future policy decisions.

This policy is reviewed annually.

Appendix  
Intervention Strategies - Guidance

The following preferred practices are integral aspects of Furzefield's Behaviour Policy. They are based on Bill Rogers' behaviour management methods and the core goals of encouraging children to:

1. own their own behaviour
2. respect the rights of others
3. develop a positive self esteem
4. build workable relationships

The following are examples of certain scripts and strategies that we can have in mind when tackling unacceptable behaviour.

**Descriptive Reality:** Avoiding the use of the 'why' questions which really doesn't help to move a situation on and can often be confrontational.

*"You're out of your seat. The bell has gone. There are seats over there, thank you..."*

*"What's happening?"*

*"There's a pile of books on the floor here..."*

*"Several children are talking. I need you to..."*

**Rule Reminders:** When class rules are clear and agreed by all, they can be a powerful reference tool.

*"How are you supposed to..."*

*"What do you do when...?"*

*"You're right, but it's the rule that we..."*

*"You know our rule for..."*

*"In our class/school, we have a rule that..."*

*"What's our rule about?"*

*"Who can remind me of our rule about?"*

**Primary vs. Secondary Behaviour:** Not becoming side-tracked or playing into the hands of the child looking for confrontation.

Tactical ignoring.

Deferred consequence, follow up secondary later if necessary.

**Take-Up Time:** Win-win and face-saving for all involved. There should be an expectation of compliance.

*"Thanks..."* at the end of a request/statement.

Moving away, followed by positive recognition when good choice is made.

**Assertive Directions:** Clear, direct, assertive verbally and non-verbally.

*"I want you to go back to your own table, thanks."*

*"I need you to..."*

*"I'm looking for..."*

*"I don't speak to you like that and I don't expect you to speak to me like that, so I need you to..."*

**Directional Choices:** Reinforcing behaviour as a choice, and making consequences clear.

*"I need you to put it away or put it on my desk, thanks."*

*"When you have..., then..."*

*"After you have..., then..."*

*"Yes you can..., after you have..."*

*Redirect 3 times, then make the consequence clear – yellow card, red card, etc.*

*"If you choose not to move now, you are choosing to see me at breaktime."*

**Partial Agreement:** Avoids confrontation.

*"I'm sure you were and now I need you to..."*

*"Maybe you were, I..."*

*"Maybe it's not, but I want you to..."*

*"Maybe you didn't, but we have a rule about..."*

**Non-verbal strategies which can help to encourage positive behaviour.**

- Tactical ignoring.
- Physical proximity.
- Visual signs to praise.
- Visual signs to remind.
- Using the 'look'.
- Photographs of child/children modelling the correct behaviours.
- Use of positive touch to refocus, reassure, etc.

**Escalation and De-escalation**

Things that can make the situation worse:

- Threatening the person.
- Giving the person no room to manoeuvre – getting too close.
- Raising your voice, sounding angry, swearing, making accusations, calling pupils names.
- Using threatening gestures and body language.
- Seeing the conflict as a contest.
- Dealing with the person in front of an audience.
- Giving an unrealistic ultimatum (that can't be carried out).
- Assuming that the person is deliberately trying to offend or upset you.
- Interrupting, demanding, not listening.

Things that defuse tension and make conflict resolution more likely:

- Staying calm (At least on the outside!) - calm yourself before trying to calm others.
- Becoming more assertive – say calmly how you feel and why you feel like that.
- Saying what you would like to happen.
- Labelling the behaviour and not the person.
- Using a calm voice and non-threatening body language.
- Giving a choice and not an ultimatum, and time to comply.
- Listening and trying to understand the situation from the other person's point of view.
- Using humour, if appropriate.
- Trying to soothe.
- Trying to avoid an audience.
- Not standing too close.
- Looking for common ground.
- Capitalising on your relationship.
- Keeping the options open.
- Using a 'mental script' (see above).



Headteacher: Mrs Susan Chrysanthou NPQH, MA, B Ed (Hons)  
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Email: [enquiries@furzeffield.surrey.sch.uk](mailto:enquiries@furzeffield.surrey.sch.uk)

Date: \_\_\_\_\_

Dear \_\_\_\_\_

As you know we closely monitor the behaviour of all pupils at Furzeffield.

Unfortunately, your child, \_\_\_\_\_, has now reached **Stage 2** on our Consequences Table (p. 3 of the Behaviour Policy). This means that they have accrued more than 10 points on our behaviour log during this term.

As a result, we have formulated a behaviour plan to support your child in school. This will be shared with your child and those who work closely with them, in order to help foster positive choices and make improvements.

I request that you come in and discuss this further on:

\_\_\_\_\_ at \_\_\_\_\_ in \_\_\_\_\_  
(Day/date) (Time) (Location)

If this time is not convenient, please contact me to rearrange as soon as possible.

Thank you for your support with any actions we are taking.

Yours sincerely

Class Teacher





Headteacher: Mrs Susan Chrysanthou NPQH, MA, B Ed (Hons)  
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Date: \_\_\_\_\_

Dear \_\_\_\_\_

As you know we closely monitor the behaviour of all pupils at Furzeffield.

Unfortunately, your child, \_\_\_\_\_, has now reached **Stage 3** on our Consequences Table (p. 3 of the Behaviour Policy). This means that they have accrued more than 15 points on our behaviour log during this term.

As a result, I request that you come and discuss this with me, in my role as Achievement Leader. We will discuss further strategies to support your child at school and at home. As part of the meeting, we will arrange convenient times to review agreed actions over the subsequent two weeks.

Please come in for a meeting on:

\_\_\_\_\_ at \_\_\_\_\_ in \_\_\_\_\_  
(Day/date) (Time) (Location)

If this time is not convenient, please contact me to rearrange as soon as possible.

Thank you for your support with any actions we are taking.

Yours sincerely

Achievement Leader





Headteacher: Mrs Susan Chrysanthou NPQH, MA, B Ed (Hons)  
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Email: [enquiries@furzeffield.surrey.sch.uk](mailto:enquiries@furzeffield.surrey.sch.uk)

Date: \_\_\_\_\_

Dear \_\_\_\_\_

As you know we closely monitor the behaviour of all pupils at Furzeffield.

Unfortunately, your child, \_\_\_\_\_, continues to be having behaviour difficulties and has now reached **Stage 4** on our Consequences Table (p. 3 of the Behaviour Policy). This means that they have accrued more than 20 points on our behaviour log during this term.

As a result, I request that you come and discuss this with me, in my role as \_\_\_\_\_. Your child will be placed on report for an agreed time period. During this period of time, you will be required to come and review progress on a daily basis with either myself or another agreed senior member of staff.

Please come and meet with me on:

\_\_\_\_\_ at \_\_\_\_\_ in \_\_\_\_\_  
(Day/date) (Time) (Location)

If this time is not convenient, please contact me to rearrange as soon as possible.

Thank you for your support with any actions we are taking.

Yours sincerely



## Appendix 1 - Behaviour Plan Template

**Behaviour Plan number:**

**Furzefield Primary School**

<b>Name:</b>	<b>Year Group/ class:</b>	<b>SEND Code of Practice:</b> SEN Support/ EHCP hours
<b>D.O.B:</b>	<b>Date:</b>	<b>Review Date:</b>
<b><u>Target:</u></b> I can/ will		
<b>If yes (Rewards):</b>	<b>If no (Consequences):</b> 1.	
<b><u>Target:</u></b> I can/ will		
<b>If yes (Rewards):</b>	<b>If no (Consequences):</b> 1.	
<b>Staff involved (as child would address them):</b>	<b>What helps me:</b> • •	
<b>Agreed by:</b>  <b>Teacher:</b>  <b>Child:</b>  <b>Parent/ carer:</b>	<b>Signed:</b>	
<b>Date review held:</b>	<b>Evaluation:</b>	<b>Next steps:</b>