

FARNBOROUGH PRIMARY SCHOOL BEHAVIOUR POLICY



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School Ethos

At Farnborough Primary School we believe that every child should feel happy, safe, and secure when they come to school. We want all our children to feel proud of themselves and their achievements. Through a supportive and positive environment where children can discuss their mental health and emotions openly. We encourage all our children to have high aspirations for themselves and our community as well as showing respect for others. Our children can make positive contributions to our school and local community through creating a culture of respect and equality. At our school it is our aim that every child enjoys learning in a fun, child centred and stimulating way that enables them to succeed, not only as learners but as young citizens of the wider community.



In achieving the above we feel that our behaviour policy is paramount in supporting the whole school community in achieving this.

Introduction

The high expectations we have for behaviour at Farnborough Primary school is created in a collaborative and inclusive process with our children at its heart. The behaviour of our school community, both children and grown-ups, has a profound effect on how every child feels and therefore impacts on more than just behaviour but on their entire attitude towards learning. Through our children feeling able to share their feels and emotions openly we can create a school community built upon trust and respect for others.

The school's behaviour policy is continually evolving and developing. Each year every pupil contributes towards setting and agreeing their class's code of behaviour. This present policy was revised November 2023.

The Headteacher and staff discuss with all pupils in assemblies and class sessions our school values for inside and outside the classroom.

The policy is reviewed annually, and adjustments made as necessary.



Our vision for behaviour at Farnborough

- For all children and adults to feel valued and respected by treating others the way that they would like to be treated.
- For all children and adults to show respect for all aspects of the school environment including school equipment.
- For all children and adults to feel that positive behaviour leads to a happier school.
- For all children to be able to make considered choices by using The Zones of Regulation to support them.

The role of the Headteacher

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to the Local Committee, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

Promoting Good Behaviour

We aim to create a happy, positive, safe, learning environment where children are motivated and take responsibility for their learning and emotions. Establishing an ethos where all children's ideas are valued, and all children are encouraged to take risks and make mistakes as part of their learning.

Our policy expects children and adults to be good role models and follow the fundamental Farnborough Golden Rule:

“Treat others the way that you would like to be treated.”

Zones of Regulation

At Farnborough we believe that supporting and promoting positive mental health and emotional wellbeing is paramount to enabling them to make considered choices about their behaviour. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation curriculum, we aim to teach our pupils to identify emotions in themselves and others and provide them with bank of strategies to help regulate their

emotions and improve their wellbeing. Self-regulation can go by many names, such as self-control, self-management, and impulse control.



The Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.


There is progression across the curriculum with children in Early Years learning to identify different emotions to children in Upper Key Stage 2 discussing how our behaviour can impact upon the feelings of those around us.

The Zones of Regulation form an important part of our behaviour management system as it allows us to positively work with and support our children in recognising those feeling and behaviours allowing them to have the skills to understand and regulate their emotions independently.

Supplementary Reproducible E for Elementary Ages



The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

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Adapted from *The Zones of Regulation 2-Storybook Set* | Available at www.socialthinking.com

Our School Values

- Dream Big
- Respect
- Perseverance
- Always helping others
- Smile
- Working Together
- Being proud of who we are and celebrating differences.
- Listen
- Achieve
- Looking after and respecting our environment.

These values work alongside the British values. All our class codes, as devised by the children with their teachers and support staff, are based on the above values.



Rewarding Good Behaviour

All adults give positive feedback to children for modelling the school values, which may include:

- House Points
- Additional playtime
- Certificates
- Stickers
- Given additional whole school responsibilities.

Individual classes may also have their own positive reward systems in addition to the whole school system.

Celebration

Every week each we have a Celebration Assembly to recognise in and out of school achievements as well as children who have demonstrated our school values. Each week there is a focus for the school which links to our school values and is discussed and shared with the children during assemblies, circle time and class PSHE sessions.

Children will be rewarded for positive behaviour reflective of the school values, class rules and golden rules to earn their golden time.



House Points

To encourage team work and collaboration all of our children are split into four Houses which were chosen by the school council. Our houses are Ennis Hill, Farah, Redgrave, and Simmonds.

Through a shared goal of achieving house point for their houses we encourage the children to work as part of a whole school team, celebrate their successes, feel a sense of achievement for themselves and others and cooperation with others. Throughout the school year children can earn points from any adult working within school for:

- Good behaviour
- Excellent work
- Excellent Homework
- Sporting achievements
- Extra-Curricular achievements
- Positive and Helpful Lunchtime behaviour

Pupil Voice

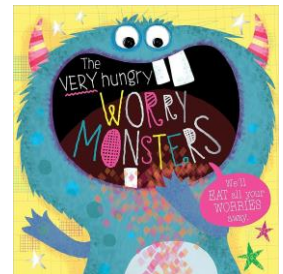
Pupil Voice is very important to our school community all of our children's views and opinions are very important to us. We aim to provide the children with several different opportunities to share their views and opinions. School Council has 2 elected pupils from each class. Children are given the opportunity to discuss issues and listen to each other's views and concerns which the class council representatives are then able to take and discuss with school council which contribute to school improvement.



We have many different ways of giving our children the opportunity to share their thoughts and feelings at Farnborough. Within each of the classrooms there are worry monsters for the children to feed their worries to. These are then checked regularly by the adults working in the classrooms to support the children with their worries. If the worry is anonymous and it is a class issue the teacher will raise the concern at class level. If named the class teacher will privately discuss the worry with the child and aim to find a resolution.

Staff are always available to talk to pupils about any concerns and the children are encouraged and reminded through posters and assemblies.

Through the Zones of Regulation our children can share the emotions and feelings by showing staff how they are feeling and the zone they are in. This supports both children and adults in having open discussions. Our pupils are encouraged to put forward ideas on any issue in school by speaking directly to elected council representatives.



VIP and House Captains

To develop and encourage independence our Year 6 children have the opportunity of becoming VIPs and House and Vice Captains. To become a VIP (Very Independent Person) our pupils must demonstrate, in several different ways, the way in which they have developed independence in school and within our wider community. All Year 6 pupils are actively encouraged to work towards becoming VIPs, within the classroom the children identifying the qualities needed, allowing them all to know what is required of them.



Those children identified as good team leaders and role models in Year 6 also have the opportunity to become either House Captains for our four houses. The pupils take on responsibilities throughout the year demonstrating their leadership skills.



Going for Green

A Going for Green card system is in place to support behaviour management within our classrooms. This system is used consistently throughout the school to ensure that children and all adults are aware of behavioural expectations and the procedures that are followed should it be necessary to intervene with any behavioural issues. This system is used by all adults including support staff both in the classroom and the playground. Each classroom has a behaviour chart displayed with a section for each child. Behind the name of each child is a series of coloured cards. Green cards represent expected behaviours which are regularly celebrated.

Whilst our Green Card system is for the expected behaviours within our school, our aim is that all of our children aspire to be the best that they can be. Gold and Silver cards are to recognise the children's achievements that are above and beyond the normal classroom expectations or make a difference to our whole school community.

Silver Cards:

This is something the children can achieve for exceptional effort with a piece of work, act of kindness, an exceptionally positive attitude to their learning.

These may be for one off events/incidents and the children could achieve a number of these throughout the term and year.

Children would turn their card to silver and then reset each day to their Good to be Green card.

The reward for achieving a Silver Card would be 10 house points.



Gold Cards:

In order to achieve a Gold Card, children would need to show a greater commitment or a long-term demonstration of our school values.

- Dream Big
- Respect
- Perseverance
- Always helping others
- Smile
- Working Together
- Being proud of who we are and celebrating differences
- Listen
- Achieve and
- Looking after and respecting our environment.



Consistency is very important when trying to achieve a Gold Card.

Children need to demonstrate an exceptionally positive attitude to their learning, make a difference to the school community, contribute to school life, run extra-curricular activities long term for their peers, continuously demonstrating kindness and including others, or overcoming a particular challenge which is relevant to the individual. The reward for achieving a Gold Card will be that every fortnight, the children that have achieved a Gold Card, would have an hour in the new library to play games together whilst enjoying some snacks of their choosing.

Lunchtimes

The lunchtime supervisors will take responsibility for the children's behaviour promoting the school's values. Children are expected to respect all the adults. The same class rewards, House Points and consequences apply to lunchtimes.

Managing Behaviour

All of our teaching/support staff actively promote positive behaviour. In addition to this, our classrooms are engaging and positive environments which allow our pupils to learn and develop in safe and positive way. Staff have strategies in place to ensure each classroom fosters this learning environment, making considered choices about the below:

- Seating/groupings.
- Structure of each lesson.
- Clear routines.
- Resources are easily available and accessible.
- The adult can see all pupils.
- Individual pupils do not monopolise the teacher's attention.
- Staff move around the class.
- An appropriate level of challenge for all pupils.
- Praise positive behaviours and choices.
- Attention-seeking behaviours are discouraged.
- Appropriate noise levels for different activities.
- An agreed signal/command for gaining the attention of the whole class.
- Off-task behaviour is minimised.

Should intervention be necessary a verbal warning is given. If a pupil does not moderate their behaviour the green card is changed to yellow, and two minutes of playtime is lost. On the rare occasion that, after a yellow card, behaviour remains a concern an amber card is shown, and ten minutes of playtime is lost. At this stage children are warned that the next stage of the process is a red card.

Red cards are given when the system of yellow and amber cards fails to moderate behaviour or when a single incident is considered severe enough. If one red card is issued parents will be informed.

A second red card in the term will result in a meeting between the parents and child and a member of SLT. The class teacher will meet with the parents to discuss an action plan. An appropriate consequence will be applied in consultation with SLT. The action plan will be updated to incorporate any changes.

A third red card in the term, will result in a meeting between the parents, the child and the Headteacher. This will be to review previous interventions and the next steps of action. If appropriate other agencies will be contacted. A new behaviour plan will set and the action plan updated. This plan will be monitored for half a term and then reviewed by the SLT/Headteacher.

Instant red card behaviours:

- Deliberately hurting another child
- Deliberately upsetting another child
- Swearing
- Abusive or threatening language towards their peers or a member of staff
- Persistently refusing to follow instructions
- Deliberately damaging property
- Stealing and vandalism

Behaviours which fall outside of the behaviour card system:

- Leaving school premises without permission Exclusion
- Persistent red card behaviours or extreme intentional actions.
- Physical assault/ violence towards an adult or a child
- Bringing offensive weapons/and or drugs onto school premises
- Use of an offensive weapon/and or drugs
- Racist comments or harassment of other pupils on racial grounds

In the rare case that an incident such as the above was to take place, the incident would be reviewed and dealt with on a case-by-case basis.

Managing Playground Behaviour

Teachers and other adults involved in playground supervision are responsible for ensuring that the pupils play sensibly and safely. Playtimes should be enjoyable for everyone, providing opportunities for all pupils to experience a range of social interactions, to explore the environment beyond the classroom and to develop physical skills. Appropriate playground behaviours are most likely to develop when pupils know what is expected of them, management is consistent, and adults are alert to potentially unsafe practices. Appropriate playground behaviour will be discussed during circle time, whole school assemblies etc.

Staff on playground duty use several strategies to monitor behaviour at break and lunchtimes:

- Move around monitoring all areas of outside space.
- Support children in organising games where needed.
- Making sure individual pupils do not monopolise the grown-up's attention.
- Positively encourage pupils to engage in appropriate games.
- Ensure all children are within the playground or in a monitored area.
- Consistent use of the Good to be Green system.

Procedures for dealing with serious incidents.

The first adult called upon to deal with a serious incident or emergency will:

- Send an orange triangle to the office via a pupil.
- Ensure that all parties involved in the incident have been identified.
- Record facts as soon as possible after the event
- Make facts available to the member of the SLT called upon to deal with the incident.
- If a pupil has been injured, an accident report form will be completed.
- Good to be Green system will be followed, and procedures completed.

Parents are always informed if a pupil is injured at school. This may be in the form of a telephone call, or a letter home.

Consequences

The severity of the consequence should match the seriousness of the incident. The following range of consequences has been agreed:

- Verbal warning
- Short periods of time out
- Loss of privilege
- Report to the class teacher who will follow up the incident and follow Going for Green code.

Consequences for inappropriate behaviour

At Farnborough we will always promote positive behaviour and learning choices. Every child will be supported in making the right choices. If they are unable to do this there are these consequences are given depending on the severity of the behaviour – See Appendix 1 – examples of behaviour and consequences.

Consequences consist of:

- Card changed on the Going for Green chart
- Miss playtime – for 'yellow' section – appendix 1
- Spend 15 minutes in another class – for yellow section – appendix 1
- Sent to a senior member of staff – for repeated yellow section behaviour and red
- Parents informed verbally or in writing – for red section behaviour
- Internal suspension – for 'red' section behaviour

Class behaviour files are monitored weekly by the SLT. Any issues arising will be discussed with class teachers and parents/carers where necessary.

Identifying persistent negative behaviours







All behaviour incidents are logged and recorded in a way in which allows us to monitor and identify those pupils who are regularly making choices that are not in accordance with our behaviour policy. We will identify those pupils who are behaving in a way which is impacting other pupils around them. If behaviours are persistent and are a conscious attempt to hurt, threaten or frighten someone else then this will be treated as bullying and dealt with in accordance with our Anti-Bullying Policy.


Dealing with racist and bullying incidents

All incidents will be reported to the Headteacher and staff will follow the local authority's procedures for racist incidents and the school's policy for bullying incidents.

Everyone in school must abide by the school's racial equality policy and the anti-bullying policy. See separate policies.

BEHAVIOUR POLICY

Section	Examples	Rewards/Sanctions
	<p>Children will achieve a gold award for demonstrating consistency in:</p> <ul style="list-style-type: none"> exceptionally positive attitude to their learning make a difference to the school community contribute to school life, run extra-curricular activities long term for their peers continuously demonstrating kindness and including others overcoming a particular challenge which is relevant to the individual. 	<p>Special Headteacher Award An hour in the new library to play games together whilst enjoying some snacks of their choosing. Certificate</p>
	<p>Children will achieve a silver award for:</p> <ul style="list-style-type: none"> exceptional effort with a piece of work act of kindness an exceptionally positive attitude to their learning. 	<p>10 house points Certificate</p>
	<p>Each day the children would start on green on the behaviour chart, recognising that each day is a new day to try their best and aspire to achieve silver or gold award. Children will remain on green through demonstrating behaviours that are expected both in and around the classroom or playground.</p>	<p>Green Card on the behaviour chart House Points Achievement Awards Special recognition in assembly</p>
	<p>A child would move to yellow after verbal reminders of the Golden Rules have been given but inappropriate behaviour has continued. Examples of this would be:</p> <ul style="list-style-type: none"> not listening talking when they should not be being unkind name calling shouting out making fun of/mimicking people pulling hair or touching others singing/humming at inappropriate times sulking when they have been spoken to by a grown up rocking on the chair blaming others distracting others bad manners making silly noises winding other children up 	<p>Quite reminder of what is needed to move back up the chart or stop losing Dojos.</p> <p>If poor behaviour continues, the class teacher should spend time discussing the behaviour decision when appropriate.</p> <p>Always make it clear that it is the behaviour that is the problem, not the child.</p> <p>Loss of playtime/lunchtime</p> <p>Sent to another class for 10 minutes to reflect</p> <p>This will be recorded on appendix 2</p>
	<p>Repeated Yellow behaviour</p>	<p>All Red incidents will go to a member of SLT and require the parents to be informed.</p>
	<p>A child would move immediately to Red for serious incidents such as:</p> <ul style="list-style-type: none"> Deliberately hurting another child – e.g., biting, hitting, kicking Intentionally upsetting another child e.g., knowingly saying or acting in a way which will upset another. Swearing Abusive or threatening language towards their peers or a member of staff Persistently refusing to follow instructions Deliberately damaging property Stealing and vandalism 	<p>Serious incidents that result in an instant Red Card will be communicated to the parents by a member of SLT with a written record.</p> <p>This kind of behaviour will result in:</p> <ul style="list-style-type: none"> Removal off the playground for a fixed period Internal Suspension External fixed term suspension Persistent behaviour of this nature may result in behaviour support from an external agencies being called in.

	<p>Behaviours which fall outside of the behaviour card system:</p> <ul style="list-style-type: none"> • Leaving school premises without permission • Persistent red card behaviours or extreme intentional actions. • Physical assault/ violence towards an adult or a child • Bringing offensive weapons/and or drugs onto school premises • Use of an offensive weapon/and or drugs • Racist comments or harassment of other pupils on racial grounds 	<p>In the rare case that an incident such as these were to take place, the incident would be reviewed and dealt with on a case-by-case basis.</p>
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FARNBOROUGH PRIMARY SCHOOL

INCIDENT FORM

Appendix 2

Date _____ Incident Time _____ Place _____

Report completed by:

DETAILS OF INCIDENT:

Please tick who the incident effected.: -

Male ☐ Female ☐ Pupil /s ☐ Year group ☐ Staff Member ☐ Parent ☐ Visitor ☐

Name _____ Yr... Name _____ Yr..... Name _____ Yr...

Brief Summary of the incident:

Who is alleged instigated the incident: -

Male ☐ Female ☐ Pupil /s ☐ Year group ☐ Staff Member ☐ Parent ☐ Visitor ☐

Name _____ Yr.... Name _____ Yr....
Name _____ Yr.....

Ethnic background PLEASE TICK effected persons and cross instigator (leave blank if unknown)

Black or Black British	Pupil (Name)	Asian or Asian British	Pupil (Name)	White	Pupil (Name)	Mixed	Pupil Name	Chinese	
African		Indian		British		White and Black Caribbean			
Caribbean		Bangladeshi		Irish		White and Black African			
Any other Black background		Pakistani		Traveller of Irish Heritage		White and Asian		Any other background (please specify)	
		Any other Asian background		Gypsy /Roma		Any other mixed background			
				Any other White background					

Religion _____ Language spoken _____ SEN _____

ACTION:

Name of adult dealing _____ Role _____

Date: _____ Passed to SLT - Y/N _____ SLT Name _____
SLT Action _____

Circulate to: HEAD ASSISTANT HEAD SENCO CLASSTEACHER (Circle & initial)

Other appropriate staff _____, then to the office.

Other Agencies contacted Govs - Y/N Police - Y/N CRE -Y/N Social Services – Y/N LA -
Y/N OTHER

Parent contacted? YES / NO (Attach copies of any letters Y/N)

Comments:

Monitored by _____ Further Action? _____
S/FORMS/INCIDENT

Farnborough Primary School		Date of Incident:	
Perpetrator		Victim	
Child/children		Child/children	
Outside Person(s)		Date of Birth	
Staff		Class/Year Group	
Unknown		Outside Person(s)	
*Ethnic Origin		Staff	
Sex		Victimless Incident	
Age		*Ethnic Origin	
		Sex	
		Age	

Nature of Incident:	
Verbal Abuse	
Violence	
Nature of Incident:	
Abuse of personal property	
Graffiti	
Possession/Distribution of Racist Material	
Other (state nature)	
Action Taken:	
Signed:	Date:
Head Teacher	
THIS FORM SHOULD BE COMPLETED AND SENT PROMPTLY TO GEORGINA SANGER, A MEMBER OF THE LBB RESEARCH AND STATISTICS.	

*Ethnicity Key:		
B1: White- UK Heritage	B2: White-European	B3: White- Other
B4: Black- Caribbean Heritage	B5: Black- African Heritage	B6: Black- Other
B7: Indian	B8: Pakistani	B9 Bangladeshi
B10: Chinese	B11: Any Other Ethnic Minority	B12: Traveller
**B13: Refugee/Asylum Seeker		

****Please also indicate ethnicity (B1-B11)**



FARNBOROUGH PRIMARY SCHOOL

SAFEGUARDING FORM

Date _____ Incident Time _____ Place _____

Report completed by:

DETAILS OF THE CONCERN / INCIDENT

Please tick who the incident affected:

Male Visitor ☐ Female ☐ Pupil/s ☐
 Year Group ☐ Staff Member ☐ Parent ☐
 Other ☐

Name _____ Year _____

Brief Summary of the CONCERN/INCIDENT (Please record everything the child says):

1. Was the child spoken to alone Y/N
2. Where will the child be in the next 24 hours?.....
3. Is the child at immediate risk of harm? Physical Y/N Emotional Y/N Sexual Y/N
4. Are there any siblings at risk of harm? Y/N
5. Are any other family members at risk of harm? Y/N
6. CAF Form completed Y/N

Ethnic background – Please write the person(s) name adding TICK if an effected persons or cross as alleged instigator (leave blank if unknown)

Black or Black British	Pupil (name)	Asian or Asian British	Pupil (name)	White	Pupil (name)	Mixed	Pupil (name)	Chinese	Pupil (name)

Effected person(s)

Name _____ Religion _____ Language spoken _____ SEN Y/N



FARNBOROUGH PRIMARY SCHOOL

SAFEGUARDING FORM

ACTION:

Name of adult dealing _____ Role _____

Date: _____ Passed to DSL – Y/ N _____ DSL Name _____

DSL ACTION:

Circulate to: HEAD TEACHER ASSISTANT HEAD SENCO CLASS TEACHER (Circle & initial)

Other appropriate staff _____, then to the office.

Other agencies contacted: LADO Y/N GOVS Y/N Has a crime ben committed- Police- Y/N

Safeguarding board- Y/N Social Services- Y/N LA (database)- Y/N Other _____

Parents contacted Y/N Letters Y/N In Person Y/N

Is it safe to discuss your concerns with the child's parents Y/N

Comments (Please record everything the parent says):

