



FAIRSTEAD HOUSE



# Behaviour Policy

Whole school	Yes	WEBSITE
Statutory?	Yes	
Reviewed	January 2023	
Next review	January 2025	

## 1. Introduction

Fairstead House encourages pupils to adopt the highest standards of behaviour, principles and standards. We aim to promote trust and mutual respect for everyone and we believe that good relations, good manners and a secure learning environment play a crucial part in the educational and social development of our pupils. To this end, the rewards and sanctions that support our behaviour management and discipline are organised in such a way as to act as encouragement to all pupils and, therefore, rely heavily on rewarding the positive aspects of academic and personal development. For any individual pupils where staff may require structure in order to support the modification of inappropriate behaviour, there is a range of sanctions available.

The law requires that the Principal (whilst taking account of the governing body's principles of behaviour) has the overall responsibility with regard to measures on behaviour and discipline that form the school's policies regarding behaviour. As stated in the DfE guidance, Behaviour in Schools: advice for headteachers and staff (September 2022) the measures set out by the Principal with regard to behaviour aim to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils

(<https://www.gov.uk/government/publications/behaviour-in-schools--2>)

The Principal must also, as far as is reasonable, regulate the behaviour of pupils when they are off the school site<sup>1</sup> (this is particularly pertinent with regard to regulating cyber-bullying and digital use). The DfE guidance Behaviour in Schools: advice for headteachers and staff (September 2022), makes it clear that teachers may discipline pupils for non-criminal bad behaviour off-site for:

- i. Misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- ii. Misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

This policy is a whole school policy and includes EYFS. It is written with due regard to the duty of proprietors, under section 3 of the Education (Independent Schools Standards) Regulations to ensure that arrangements are made to safeguard and promote the welfare of pupils.

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<sup>1</sup> Section 89(5), Education and Inspections Act 2006

The policy should be read in conjunction with the following other school policies and procedures:

<ul style="list-style-type: none"><li>• Social Respect (Anti-Bullying) Policy and Strategy;</li><li>• Safeguarding (including Child Protection) Policy;</li><li>• Disability Policy – Accessibility plan;</li><li>• Drugs, Alcohol &amp; Smoking Policy;</li><li>• Equal Opportunities &amp; Diversity Policy;</li></ul>	<ul style="list-style-type: none"><li>• Digital Use Policy;</li><li>• Exclusion Policy;</li><li>• Acceptable Use Procedure;</li><li>• Educational Visits Policy;</li><li>• Use of Reasonable Force to Control or Restrain Pupils Policy.</li></ul>
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## 1.2 Aims

- i. To develop a whole school Behaviour Policy supported and followed by parents, staff, pupils and governors, based on a sense of community and shared values.
- ii. By applying positive policies to create a caring and supportive atmosphere in which teaching and learning can take place in a safe and happy environment (in the classroom and online).
- iii. To teach values and attitudes, as well as knowledge and skills. This will promote responsible behaviour and encourage in members of the school to have a respect for themselves, for other people and for property.
- iv. To challenge behaviour which harms the ability of different groups and individuals to learn and work together.
- v. To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for members of the school in keeping with age and ability.
- vi. To make clear to members of the school the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- vii. To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

## 1.3 Code of Conduct

- i. All members of the school community are expected to respect each other.
- ii. All pupils are expected to respect their teachers, other staff, adults and fellow pupils.
- iii. All members of the school are expected to respect their own and other people's property and to take care of books and equipment.
- iv. Members of the school are expected to be well-behaved, well-mannered and attentive.
- v. If a pupil has a grievance against another pupil, it must be reported to a member of staff who will deal with the matter.
- vi. Physical violence is not acceptable, neither is retaliation.
- vii. Foul or abusive language must not be used.
- viii. Any form of bullying, including cyber bullying, child on child abuse, harassment, victimisation or discrimination, will not be tolerated.
- ix. As stated in Part 5 of KCSIE 2022, the School recognises that sexual violence and sexual harassment can occur between two children of any age and sex. The School will not tolerate sexual violence or sexual harassment.
- x. All pupils must observe the school rules.

- xi. Any deliberate action designed to bring the school's name into disrepute may result in suspension or expulsion.

This code of conduct has been formulated with the safety and well-being of all members of the school in mind and to enable the school to function efficiently as a place of learning.

Pupils are reminded of the Code of Conduct through a more child friendly version called 'The Golden Guide', which is displayed in classrooms.

## **THE GOLDEN GUIDE**

- We are Kind and Helpful
- We are Gentle
- We Listen
- We Work Hard
- We are Honest
- We Look after Property

## **2. Rewards and Sanctions**

The school operates with a minimal amount of unacceptable behaviour by treating its pupils with respect and by encouraging and rewarding the positive aspects of academic and personal development. However, there will be times when pupils fall short of expected standards of behaviour. Under these circumstances such individuals must be clear about the repercussions/sanctions which are likely to result.

Staff receive training, support and development to ensure there is consistency in the application of rewards and sanctions across the school. New staff also receive this training as part of their induction process. All serious disciplinary incidents are logged centrally and these logs are reviewed regularly by the Head.

## **3.**

Parents will be kept informed, either through the formal systems of behaviour management or through the Class Teacher, so that they may work with the school to provide a consistent framework of behaviour. Where appropriate, counselling or learning support will be offered.

Any concerns will be responded to in an initially supportive way and managed by the pupil's Class Teacher. A range of strategies will be employed to support the individual concerned. These may include:

- Meetings with the Class Teacher;
- A verbal reprimand and reminder of expected behaviour;
- Loss of free time such as one playtime;
- Moving to sit alone;
- Sending work home or completing work in break time if the pupil has failed to do so in class as a result of misbehaviour;
- Letters of apology (good practice would be to photocopy this);

- Loss of responsibility;
- Not being allowed to take part in a club, trip or activity, or taking part in a school team;
- Speaking to the parent.

In some specific situations a child may be monitored by the Deputy Head. This is first and foremost a supportive measure. The feedback gathered week by week offers parents, student and school the opportunity to build a picture of classroom experiences and to regularly review any interventions the school is providing in support of a student. Being monitored is not a punishment. Its purpose is to provide a framework around a student to help them, their parents and the school work most effectively together when trying to secure positive outcomes and progress.

## **Formal Systems**

### **3.1 Rewards**

- **House Points** are awarded to pupils whose work or behaviour impresses teachers. House Points are stuck into the cards that all pupils are issued with and recorded within the exercise book as part of the marking process, if given for academic success.
- Ten House Points earn a **Token** which is acknowledged by the Head.
- Individuals who achieve an accolade out of school are encouraged to share news of their success with the community during Assembly.
- **Head's Commendations** are awarded by the Head to those pupils who demonstrate leadership, individual academic excellence, consideration, compassion or act as excellent role models on behalf of Fairstead House. A Head's Commendation will be presented during Celebration Assembly on Friday.
- **School Prefects** are posts of responsibility awarded by the Head and Senior Leadership Team. A badge is worn by the post holder and the responsibilities of the post are assigned to the Prefects by the Head in an assembly. These are positions that should be cherished by pupils and can be removed by the Head for behaviour that is contrary to expectations of those in these positions of trust.
- **Heads of School and Houses** are posts of responsibility that are awarded by the Head following the demonstration of consistent, strong leadership potential over a period of time. Badges and ties are presented to those selected during a Whole School Assembly.

### **4.2 Sanctions**

- There is no general sanction within Fairstead House such as a "demerit" and each case is treated individually. There are communication systems to help pastoral and academic teams intervene in a timely fashion, should the need arise.
- Minor breaches of discipline are dealt with in a constructive manner in order to allow the child to correct their behaviour. Sanctions may include a verbal reprimand, a reminder of expected behaviour, loss of free time, letter(s) of apology and loss of privileges.
- Whenever there is an instance of unkind or inappropriate behaviour, it will be addressed. A discussion will take place between the pupil concerned and a member of staff and supportive advice will be offered for the future.

- Where there is a pattern of behaviour developing or more significant examples that need correcting, a range of strategies, depending on severity are used. Details are given in the subsequent sections.
- A pupil may be monitored by staff over time to ensure that any unkind or inappropriate behaviour has ceased. When more formal records are needed, a pupil may be placed on Behaviour Report, or be issued with a card to take from lesson to lesson for teachers to complete or monitored by the weekly report to the Head.

### **4.3 Academic Performance**

- When Prep is not handed in or is late or classwork is unacceptably incomplete, pupils may be required to complete the work set during break times or at home.
- If concerns continue despite these forms of support, a meeting will be convened between the parents/guardians and appropriate staff, for example Class Teacher and Head of Learning Support to determine how the school can best support the pupil concerned.

### **4.4 Behaviour**

#### **Reflection time**

In Y3-6 behaviour that needs to be recorded but at this stage does not need a formal detention will be managed through reflection time. This is a short period of a morning breaktime where children reflect on how they can correct their behaviour. We account for their age and stage and see this time as a key way in shaping pupils up to Y6. It is not the limit of the sanctions that are issues to the Primary years however and if necessary, in line with the attached appendix we may still issue a detention if the severity of the offence requires it.

#### **Yellow Card Procedures (Key Stage 2)**

For more serious incidents, a Yellow Card is issued. This is recorded on MyConcern and the Deputy will see the pupil. The pupil is given an opportunity to reflect on their behaviour and to ensure that it is not repeated.

#### **Red Card Procedures (Key Stage 2)**

A Red Card is issued when a child receives three Yellow Cards in a half term. This is similarly recorded and also follows the details in the Detention section below.

#### **School Detention**

For the more serious demonstrations of a lack of discipline, pupils attend a School Detention, held at lunchtime. The appendix demonstrates the type of offences that may require this sanction. The detention is recorded on MyConcern and parents are informed when the information is entered.

#### **Head's Detention**

For the most serious incidents, a Head's detention may be issued. These are rare and reflect that the pupil needs to consider their behaviour very carefully indeed. Repeated behaviour managed at this level could well result in a suspension. The detention is held after school but a short meeting with the Head is required in addition. These are recorded on MyConcern and parents informed when the information is entered.

- Should concerns become more acute, a meeting will be arranged involving the Head. Individual Targets or a Contract will be set for the pupil at the meeting, which will need to be achieved within a reasonable timeframe, if the pupil is to benefit from remaining at the school.
- Regrettably, sometimes concerns remain and targets are not met, despite every effort. It then becomes necessary to review if Fairstead House can accommodate the needs of the pupil concerned. In these circumstances a further meeting will be convened between The Head, another member of the Senior Leadership Team and the parents of the pupil concerned (the Principal will be consulted).
- The most serious forms of misbehaviour may result in immediate suspension or expulsion.
- Bullying of any type will be considered to be child on child abuse unless proven otherwise. All forms of child on child abuse are unacceptable and will be taken seriously. Sexual violence and sexual harassment will not be tolerated. Serious bullying, where there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm, will be considered a safeguarding concern and must be referred to a Designated Safeguarding Lead.

#### **4.5 Suspension**

- The most serious of offences may result in suspension, requiring the pupil to be temporarily removed from the school, or expulsion. Examples of such offences include physical assault, deliberate damage to property, stealing, verbal abuse, bringing the school's name into disrepute or threatening behaviour towards staff or other pupils, persistent disruptive behaviour in class, sexual misconduct, a breach of the school's Drugs, Alcohol & Smoking Policy, being in possession of an offensive weapon or inappropriate digital material, making malicious accusations against school staff or each other and any other illegal act (this list is not exhaustive). Suspensions will, under normal circumstances, be for a limited period as it is important that the pupil's education is resumed without unreasonable delay. Alternatively, an internal suspension may be issued whereby a pupil works under supervision away from the rest of the school.

#### **4.6 Interviews and investigations**

- An investigation and subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures. Please see Appendix 1, section C for details.

**BEHAVIOUR POLICY**  
**Specific to the Early Years Foundation Stage**

The named practitioner responsible for behaviour management in Nursery is **Mrs Lucie Melen, Nursery Manager** and in Reception is **Mrs Katie Sanders**.

The need for a policy is to ensure consistency among staff and for parents to know at which stage they will be informed and how they should respond. Consistency is of vital importance for the satisfactory emotional development of young children.

**Examples of behaviour causing concern**

- Physical aggression towards other children;
- Physical aggression towards adults;
- Verbal abuse and swearing;
- Withdrawn behaviour;
- Showing unnatural sexual awareness and behaviour;
- Frequent deliberate soiling;
- Any other behaviour inappropriate to age and maturity.

**Stages of management by staff and action expected by parents**

- Direction to another activity (if appropriate for child's level of understanding);
- Apology asked for from child and child asked to explain what they were doing wrong and why;
- If behaviour continues and the above have not been effective child is withdrawn from activity. Parents informed informally;
- Teacher begins to keep written daily record of recurring behaviour problems;
- Head made aware of behaviour if continues;
- Meeting with key person, parents as appropriate;
- SEN support offered if appropriate;
- Referral to GP or Health Visitor may be recommended;
- In extreme and rare cases if parents do not appear to be making the recommended steps towards resolving any difficulties we reserve the right to exclude the child from the Nursery or Reception class.

**Every effort is made to ensure the success of all children however the welfare of each child is our primary concern**

Guidelines for Pupils Behaviour

At Fairstead House we always promote respect and consideration for each other.

We expect that all members of school will:

- Respect their own and other people's property (this includes school property);
- Move around school in a sensible and orderly manner;
- Respond courteously to one another;
- Remember other pupils' feelings;
- Walk in school.

**Actions for Encouraging Positive Behaviour in Early Years Foundation Stage**



- Ignoring inappropriate behaviour as long as not disrupting or hurting any children in our class;
- Encouraging the child to stop and participate;
- Praising and singling out children who are demonstrating appropriate behaviour;
- Praise all good and appropriate behaviours of disruptive children as soon as they are demonstrated;
- Always present the child with choices and always make aware of consequences if behaviour continues;
- Give stickers, when appropriate, to celebrate good work, helpful children, careful work, best of their ability work, etc;
- Egg timer to give children time to focus on an activity or limit the time spent at an activity;
- Interesting things to draw the children to the mat when asked (come and see, smell, hear...);
- Be specific in praise. Use names and specific information;
- Exceptional work is praised, rewarded and the child shows the work to as many teachers in the vicinity as possible (Foundation Staff, Year 1, Assistants, Head);
- Choice activity (first choice) for excellent or best behaviour;
- Teaching assistant moves close to the children having trouble focusing, listening or not demonstrating requested behaviour or activity;
- Activities are changed frequently and the time at choice activities is regulated;
- Incorporating more story based play into choice activities;
- Lots of time to do active activities (songs, stories, PE, outside play when weather permits);
- 3 warnings and reminders about appropriate behaviour, then a time away. If it is a choice activity, the activity is then closed to that child;
- 2 times away given, then the child is removed from the group to a quiet place to calm down and talk about behaviour with the teacher or the teaching assistant (within sight of another staff member at all times). Parents are informed at the end of the session/day;
- If the behaviour persists, the child is given to another School adult so that all parties (children and teachers) can reassess the situation and can have a moment to breathe;
- If the behaviour warrants, we then go to see the Head. Parents are informed.

This policy should be read in conjunction with the Exclusion Policy.

## **APPENDIX 1:**

### **A. Corporal Punishment**

Corporal punishment is outlawed for all pupils in all schools; the law forbids a teacher or other member of staff from using or threatening any degree of physical contact that is deliberately intended to punish a pupil or that is primarily intended to cause pain or injury or humiliation nor any punishment which may adversely affect a child's well-being. Teachers are allowed to use reasonable force to control or restrain pupils under certain circumstances (for example, to avert immediate danger of personal injury). Other staff may do so, in the same way as teachers, provided they have been authorised by the Principal to have control or charge of pupils. With this in mind, all staff at Fairstead House will be aware of 'Use of reasonable force' DfE Advice for headteachers, staff and governing bodies, July 2013.

### **B. SEND and Welfare<sup>2</sup>**

All staff at Fairstead House are aware of the need to make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND. No punishment will breach any other legislation (for example in respect of disability, special educational needs, race, religion and other equalities and human rights) and it must be reasonable in all circumstances.

The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this is the case, staff will follow procedures as set out in the Safeguarding (including Child Protection) Policy. Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

The school works with other local agencies to assess the needs of pupils who display continuous disruptive behaviour, and liaises with such agencies to provide such pupils with support.

### **C. Disciplinary Investigations**

**Ethos:** An investigation and subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.

The overriding concern of the Principal, Heads of Section, Governors and staff of King's Ely is that the pupil body be allowed to live and work in a place of safety, free from physical and emotional threat and inappropriate peer pressure. On the rare occasion when issues arise that jeopardise this culture of a 'place of safety' (both in the real and online world), it may be necessary to question pupils involved about their conduct and behaviour in order to reach a satisfactory understanding of events so that appropriate action may be taken. At any point during an investigation, notes may be taken to verify

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<sup>2</sup> Please refer to the Safeguarding (including Child Protection Policy) and the Equal Opportunities Policy for further information on the safeguarding of and respect for pupils with SEND.

that the record is accurate. Under such circumstances, the pupil(s) involved may be asked to sign the record. It is likely that witnesses will also be interviewed.

### **Precautions will be taken to prevent collusion between pupils involved**

This may mean that pupils will be separated and be kept under supervision until such time as it becomes possible to interview them. Waiting will be kept to a minimum and pupils will be provided with refreshments and reading material if appropriate. All digital devices will be taken away during this period, and, if it is believed that such devices may contain evidence, they may be held until such evidence has been examined.

### **Interviews and investigations**

- Following an incident or allegation, a pupil may be interviewed informally by a member of staff to establish if there are grounds for a formal investigation. A formal investigation may be necessary for more serious incidents where the facts are disputed.
- If appropriate, the pupil will be asked to produce a separate, written account of events in his/her own words. This should be signed and dated.
- Witnesses may be asked to give a written account of the incident, or the main points of a verbal statement should be recorded, read over by the witness and signed with date and time.

### **For the most serious cases the following protocol will apply:**

- For serious incidents (where suspension, requirement to leave or expulsion is a possible outcome), a thorough investigation will be conducted by a senior member of staff. The pupil will be informed of the allegation and the evidence supporting it.
- In a case which is likely to result in suspension, removal or expulsion the parents (or guardian) of the pupils suspected to be involved will be notified at the earliest practical opportunity.
- If a pupil is interviewed formally about an incident or rumour, arrangements will be made for him/her to be accompanied by a parent/guardian (if available in a reasonable timescale) or by a member of staff of his/her choice. A written summary of the interview will be recorded.
- The final hearing of the case will be conducted by the Head of Section (or by a senior member of staff who has not been involved in the investigation). If the recommendation is permanent exclusion or the withdrawal of the pupil from the School, the decision will be referred to the Principal;
- Parents may request a Governors' Review of a decision to expel or remove a pupil. The request should be made in writing as soon as possible and in any event within seven days of the Principal's decision.
- The pupil shall be suspended from School pending the outcome of the Review. The parents will be provided with a copy of the Review Procedure in force at the time.

### **D. Records**

A record is kept of all significant rewards given and disciplinary measures taken. Detentions, Suspensions and Exclusion are recorded electronically.

## E. Searching

In a case where the School has strong suspicions of serious misconduct, searches of a pupil and/or their working or, if a boarding pupil, living area, including their outer clothing, pockets, desks, lockers and bags may be made.

Permission for a search will normally be sought from the pupil, who will be offered the opportunity to reveal any items or information at this time. However, the Principal or any staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may be in possession of a prohibited item<sup>36</sup>. The member of staff conducting the search: may not require the pupil to remove any clothing other than outer clothing (i.e. clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear); should be of the same sex as the pupil; and should ensure that a witness (also of the same sex) is present. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

If deemed appropriate, the pupil's parents or guardian will be informed that a search is going to take place and, within reasonable timescales, will be invited to attend said search. Until the search has taken place, access to the area to be searched will be restricted. Searches will normally be done by a senior member of staff in the presence of another member of staff and the pupil and/or parent and guardian should they choose to attend. A record will be kept of any searches carried out, including the reason for the search, who was present and whether anything was found.

If the search involves a digital device which it is believed may contain inappropriate or illegal material, staff may examine and erase any data or files on the device if they think there is good reason<sup>4</sup> to do so. If inappropriate material is found on the device, it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether that material is of such seriousness that it requires the involvement of the police. Any indication that a child has suffered from child-on-child abuse, including being coerced to send sexual images, 'sexting' and teenage relationship abuse, the matter will be dealt with under the child

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<sup>3</sup> Prohibited items are: knives and weapons; alcohol; illegal drugs; stolen items; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil); an article specified in regulations: tobacco and cigarette papers, fireworks, and pornographic images. (DfE "[Searching, Screening and Confiscation – Advice for headteachers, school staff and governing bodies](#)" July 2022)

<sup>4</sup> "In determining whether there is a 'good reason' to examine the data or files, the staff member should reasonably suspect that the data or file on the device has been, or could be, used to cause harm, undermine the safe environment of the school and disrupt teaching, or to be used to commit an offence. In determining whether there is a 'good reason' to erase any data or files from the device, the staff member should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a staff member may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves." (DfE "[Searching, Screening and Confiscation – Advice for headteachers, school staff and governing bodies](#)" July 2022)

protection procedures outlined in the Safeguarding (including Child Protection) Policy and Part 5 of KCSIE 2022.

A member of staff's power to search outlined above does not enable them to conduct a strip search. A strip search may only be conducted by the police.

## **F. Confiscation**

Items banned from school, will be returned after a set period of time, as agreed by the Head/Class teacher.

