

Fairisle Junior School

Behaviour Policy

'Expect Success'

The basis of our Behaviour Policy is the continued focus on our school value: 'Expect Success':

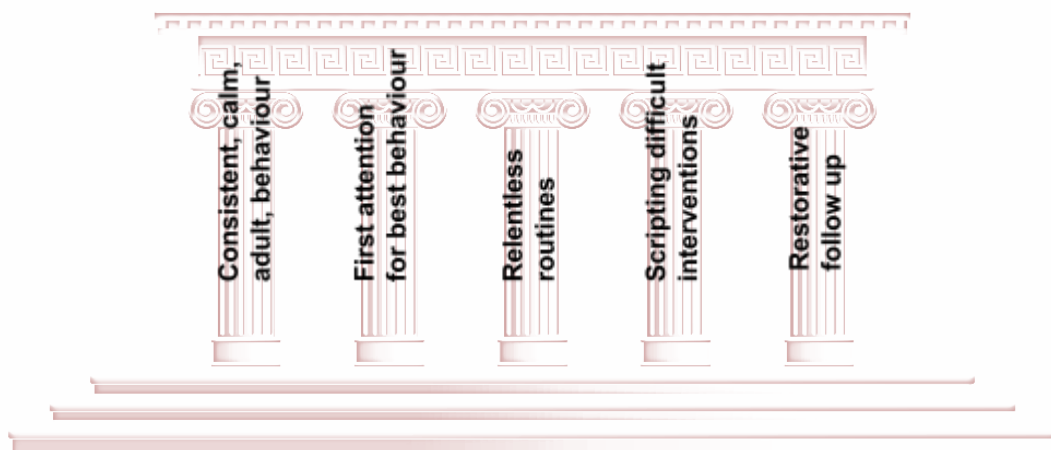
- Children expect themselves to be successful.
- Parents expect success of their children.
- Staff expect success of the children.

The Governors, staff and children seek to maintain a calm and orderly environment in which there is a positive and respectful culture in which staff know children well and care passionately about them. We realise that these are essential for pupils to be able to learn and flourish. We set clear routines and expectations for the behaviour of our pupils across all aspects of school life, not just in the classroom. There is a strong focus on attendance and punctuality so that disruption to learning is minimised.

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen. The environment of our school is one in which children feel safe, and in which bullying, discrimination and peer on peer abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.

This Behaviour Policy has been produced by the school community working together and it reflects our school values. It sets out the expectations of behaviour at our school, and inspires our children to develop positive attitudes and motivates them to work hard. It also clearly defines the consequences should rules be broken, which are applied consistently and fairly by all staff. Parents have a crucial role in understanding and supporting this policy. They need to make it clear to their children that they expect them to abide by it.

Staff follow the 'Five Pillars' to maintain outstanding behaviour in the school: **THE FIVE PILLARS OF FAIRISLE PRACTICE**



Fairisle Junior School has three rules which staff, children, parents and visitors all follow:

- 1) Respect
- 2) Ready
- 3) Safe

To make these work we:

- Are consistent.
- Teach and model good behaviour.
- Believe relationships are pivotal to high standards of behaviour.
- Train and support staff.
- Provide pastoral support.
- Work with parents and other agencies.
- Ensure high quality transitions.
- 'Expect Success'.
- Teach good lessons.
- Are a warm, welcoming and safe school to all.
- Are strict without being nasty, we maintain boundaries and correct children.
- Do not tolerate discrimination or bullying of any kind.
- Work as a team but take responsibility for the children we work with.
- Believe children are responsible for their own self-discipline.
- Expect parents to support the school behaviour policy.

Key points:

- Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- Teachers can confiscate pupils' property in certain circumstances.
- Fairisle Junior School fully complies with and embraces our duties under the Equality Act 2010. Namely that treating a person less favourably because they have one or more of nine protected characteristics would be unlawful. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
- Our behaviour expectations apply to all pupils, at all times, in all areas of school life. We maintain clear and consistent boundaries because we believe this is essential in equipping children for the world. All pupils are expected to demonstrate respect, be ready to learn and be safe. We recognise that calm and purposeful learning environments, built on certainty, fairness and consistent routines, are particularly beneficial for children with special educational needs and disabilities. We adapt our support and make reasonable adjustments to help every child meet our expectations, understanding that some children may need additional help or different approaches to achieve the same high standards. Our commitment is to a safe school where all children learn, achieved through high expectations combined with individualised support.
- We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, we follow the schools' safeguarding policy. We also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we consider whether a multiagency assessment is necessary.

Recognition

We recognise our children's achievements in the following ways:

- Praise
- Phone calls home
- Headteacher's Awards
- House Points & Merits
- Learners of the Week

Children are recognised when they go 'Above and Beyond' and nothing less.

Sanctions

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

When children break the rules we inform them of which school rule they have broken and the sanction.

The most common sanction in school is a strike given in class, including PE. Strikes are not given at break or lunch.

- A strike means a child misses 2 minutes of either their break or lunchtime play.
- If a child receives 3 strikes in a morning or afternoon session a white behaviour form is filled in and sent to SLT.
- If a child receives more than 8 strikes in one week they then miss their Friday lunchtime play.
- If a child receives three or more behaviour forms in one week on the following Monday during break or lunch (so as not to miss learning time) they will have a restorative meeting with a member of the SLT team to discuss concerns and next steps to support the child.

Alternative and additional sanctions can be as follows:

- Verbal reprimand which may include a voice being controllably raised.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing a letter of apology.
- Loss of privileges – for instance the loss of a prized responsibility or not having the same opportunities as peers in the year group.
- Children missing break or lunchtime.
- Children working in another classroom.
- Children working in another school.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- Internal exclusion.
- In more extreme cases, or in cases of persistent low level disruption, we may use fixed-term, lunchtime or permanent exclusion.

With lunchtime detentions, staff must allow reasonable time for the pupil to eat, drink and use the toilet.

The above list is not one to be 'worked through' and there may be times when a child's behaviour warrants a sanction such as an immediate exclusion (for example in an extreme case including but not limited to an assault on a member of staff). In such cases the Headteacher has the governors' authority to act swiftly and decisively.

Restorative Meetings

Following some sanctions a restorative meeting will take place.

The following is discussed:

- What has happened?
- Who has been affected?
- How have they been affected?
- What needs to happen to make things right?
- What will we do differently next time?

A commitment to the relationships between those in the room is reaffirmed.

The School Power to Search

The school has the power to search without consent for items including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers (including electronic cigarettes)
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Staff may use such force as is reasonable given the circumstances when conducting a search without consent.

The school draws on the advice in *Searching, Screening and Confiscation. Advice for Headteachers, school staff and governing bodies* (Updated DfE Guidance – July 2022)

The Power to Discipline Beyond the School Gate

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”. Staff may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In all cases of misbehaviour staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Pastoral Care for School Staff Accused of Misconduct

The school draws on the advice in ‘Keeping Children Safe in Education’.

Preventing Bullying and Harassment

We have a range of strategies in place to create an ethos and environment which helps to prevent incidents of bullying and harassment from occurring:

- Implementing an effective school leadership that promotes an open and honest anti-bullying ethos;
- Adopting positive behaviour management strategies as part of the school’s Behaviour Management Policy;

- Ensuring that all members of our school are aware of our clear expectations that harassment is unacceptable in any form and will not be tolerated by any member of our community, either in or out of school. Where we uncover issues of bullying and harassment that occur outside school, we take positive steps to resolve them, and we enlist the support of other agencies where necessary (e.g. the police);
- Implementing a whole school approach to the teaching of PSHE;
- Implementing a whole school approach to teaching children how to stay safe online;
- Ensuring that anti-bullying statement is promoted in assemblies;
- Providing training on behaviour management and anti-bullying for all relevant staff including lunchtime supervisors;
- Participating in the annual national Anti-Bullying Week and supporting learning on bullying through whole school activities, projects and campaigns;
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing;
- Providing social skills groups for vulnerable individuals and groups;
- Providing information on support agencies such as Childline, including telephone numbers for help lines and addresses for supportive websites;
- Working in partnership with other schools and the Local Authority on anti-bullying initiatives.

Mobile Phones

Children are not permitted to have mobile phones in school. Children should not bring in or use their mobile phones as soon as they enter the school site.

The school reserves the right to confiscate mobile phones and return them to parents at the end of the school day. However, if this happens on more than one occasion, the school reserves the right to confiscate the phone for a longer period of time.

E-Safety and Cyber Bullying

Where bullying or intimidation occurs online outside of school, this falls within the above section on the school's power to discipline beyond the school gate and we will work with children, families and the authorities where appropriate to try to eliminate this.

Date of this Policy:	Summer term 2026
Policy to be reviewed:	Summer term 2027