



Fair Field Junior School



Behaviour Policy

Statement of Intent

Fair Field Junior School is committed to nurturing an individual’s potential and thirst for learning by offering a safe, happy and stimulating environment. We build all we do on our shared values: Respect, Honesty, Perseverance, Kindness, Forgiveness and Inclusion.

Behaviour Policy	
Written by:	Alice Aharon
Date:	October 2020
Approved by:	Jane Williams
Date:	05.11.20
Review frequency:	Annually
Target Audience:	All Stakeholders

The Poppy Acadmy Trust shall conduct the school with a view to promoting high standards of educational achievement. Fair Field Junior School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

This Policy should be read in conjunction with our Equalities Policy and our Anti-Bullying Policy.



Aims

We believe that school must be a welcoming and caring place for all. We recognise that children, families, staff, governors and our local community all have a vital part to play in the success of our school.

The purpose of this policy is to create a happy, caring, secure and stimulating environment where everyone will be encouraged and inspired to do their very best. We believe that high quality teaching promotes effective learning and positive behaviour. We endeavour to work together with parents and staff for the mutual well-being of all who are connected with the school. In working together as a community we seek the best for the children in our care and see the behaviour policy as a part of this goal.

Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions, to understand the consequences of their choices and become responsible for citizens for the future. We use the Hertfordshire STEPS approach through which we help our children to make the right decisions regarding their behaviour and become independent in their choices. Kindness to all is encouraged and we adopt a zero tolerance approach to bullying by adults or pupils and any such incidents will be dealt with promptly and firmly.

Behaviour Policy – General Principles

There are three basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child
- We believe it is our duty to promote and encourage positive behaviour, not just react to that which is unacceptable.
- We teach children how to learn from their behaviour

Everyone at Fair Field Junior School has a part to play in the promotion of high standards of behaviour. Our school values underpin this ethos in our day to day practice at Fair Field. It is important that our clear code of conduct is reinforced by a balanced combination of rewards and consequences within a secure and positive environment creating links to our core values whenever possible.

Our school values are:

Respect, Honesty, Perseverance, Kindness, Forgiveness and Inclusion

The Fair Field ENERGY – The Way We Achieve and Succeed at Fair Field School

- The school will be a calm safe and secure place for learning.
- Everyone will create as many positive learning experiences as possible for all the children.
- Learning will be exciting and will meet the needs of all pupils.
- Everyone will be a good role model for children. We will give time, support and direction to encourage children to be positive citizens.
- All pupils will be valued. They will succeed in learning and school life.



We also believe:

- All children have a right to learn and all staff have a right to teach.
- Children can choose how to behave and must learn to exercise that choice responsibly.
- All children should be encouraged to be honest about their behaviour, with themselves and other people, and be helped to learn from their experience.
- All children should know that they are valued and listened to and will be treated with respect, consideration, politeness and concern.
- All children should learn that good behaviour has consequences, which may include rewards, and that good behaviour is appreciated and encouraged.
- All children should learn that inappropriate behaviour has consequences, which may include appropriate punishment, and that following these consequences, a fresh start is available.
- All children should know that inappropriate behaviour will not be ignored or overlooked but in rejecting the behaviour, the child is not rejected.
- All children should see that staff have high expectations of behaviour, apply the behaviour code consistently and share the responsibility for maintaining high standards throughout the school and grounds.

At Fair Field Primary School we will not tolerate:

- Bullying, whether verbal, physical or emotional
- Racism, whether by word, action or attitude
- Fighting or deliberately hurting others
- Swearing
- Anti-social behaviour

Developing Responsibility

THE ENERGY IN ME – managing myself and thinking for myself

Talking about the different types of learning energy we want to help children to realise that they can think for themselves and develop the right attitudes to 'MY LEARNING' ie: it is within them. The aim is that all children will develop personal "energy" to take control over learning, behaviour and aspiration. All children at Fair Field are in a 'crew' to give them an area of responsibility and ownership throughout the school.

Rewards

- All children start the day in the middle of our colour behaviour chart

Good choices/following the Fair Field school rules (Appendix 1) are rewarded by:

- Pupil of the week – Fair Field Factor
- Silver – children can move up to silver for good choices, good learning behaviours, excellent work
- They can move again during the day to Gold.
- Children can be put into the Diamond Book – for EXCELLENT work.
- Class rewards from teachers eg/ Stickers, marble in the jar, table of the week etc

Children with additional needs

Some children may have behaviour plans specific to their individual needs, as stipulated by external professionals. In these exceptional circumstances these plans are followed in agreement with parents/carers.



Sanctions

Whole school – all children work to the **Fair Field Way** (See Appendix 1). If children are not focused on this expectation:

- i. Given **Warning 1** – explain which Fair Field school rule should be corrected by better behaviour. *Child may be repositioned in the classroom.*
- ii. Given **Warning 2 and put on yellow** – explain again stating that if poor behaviour continues they will be issued a further sanction. *Child misses 5-10 minutes of lunch time or playtime*
- iii. Child issued a **red card** and Senior Leadership Team (SLT) intervene with a COVID appropriate intervention (See Appendix 4 – where possible a child will complete a reflection sheet). *Child misses up to 30 minutes of lunch or playtime*
- iv. If there are repeated incidents of unwanted behaviour at a lower level, it may also be necessary for the Head of School to intervene and liaise with parents. The School's Special Education Needs Coordinator (SENCo) will complete a Roots and Fruits (See Appendix 5) sheet which will be shared with families if appropriate.
- v. Internal exclusion: where a child is removed from their class for a fixed period of time with work provided by their class teacher
- vi. Fixed term external exclusion where a child is not allowed on the school premises for a fixed period of time and work is provided*
- vii. Permanent Exclusion where a child is no longer allowed to attend the school.

***Following a fixed term Exclusion**

After a fixed term exclusion, the child with his/her parents is invited to a reintegration meeting with the Head of School and/or the Executive Headteacher. At this meeting a plan for the child to be successful in school will be discussed and agreed. On occasion it may be deemed appropriate to use a part time timetable, with a careful plan to return to full time, to enable the child to be reintegrated successfully.

Part Time Timetables

If a child is struggling to make good choices with her/his behaviour, the Head of School and/or the Executive Headteacher in conjunction with the parent/s, may agree the use of a part time timetable. This would be in line with the HCC Guidance on the use of reduced timetables for pupils of compulsory school age. This timetable would be temporary with a view to the child's successful return to full time school.

External Agencies and professionals

Children who are repeatedly manifesting inappropriate behaviour patterns may be referred to the external agencies and professionals for additional assessment and advice. See Inclusion policy for more details.

Exclusion

The Executive Headteacher has the power to exclude a pupil immediately for persistent/serious misbehaviour. The Head of School or Executive Headteacher, will follow the Herts Exclusions Guidance for schools in the administering of fixed-term or permanent exclusion.

Recording unacceptable behaviour

Staff will record behaviour incidents on CPOMs (Child Protection Online Monitoring and Safeguarding). Examples of unacceptable and CPOMS behaviours are listed below. CPOM entries may vary based on individual children.

Internal class management	Involvement with SLT and CPOMS entry
<ul style="list-style-type: none"> • distracting others • ignoring instructions 	<ul style="list-style-type: none"> • wilful destruction of property • throwing objects/furniture around



<ul style="list-style-type: none">• talking over staff or when silence is asked for• answering back• unwanted touching of another person e.g. poking, tugging clothes• making inappropriate facial expressions at others• encouraging others to do any of the above	<ul style="list-style-type: none">• classroom refusing to co-operate• leaving class or the building without permission• consistent disruption of lessons (to be discussed with SLT)• racism and homophobia in all forms• spitting at another person• endangering other children by their actions• deliberately hurting another person e.g. pinching, biting• attacking another person• making inappropriate gestures• swearing• verbally/physically abusive to others• encouraging others to do any of the above
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FAIR FIELD
JUNIOR SCHOOL

The FF WAY

The Essential 11



1. Respect the comments, opinions and ideas of others.



2. Make eye contact when speaking to others.



3. Always say thank you when you are given something.

4. Surprise others by performing random acts of kindness.



5. Transitions in class and around school will be swift and calm.



6. Have positive **energy** and enjoy school life.

7. No matter the circumstances, be honest.

8. Learn from your mistakes and move on.

9. Be as organised as possible.

10. When responding to a person, you must answer politely.



11. Regardless of who is in charge, all of these rules apply.





The Fair Field

SUCCESS

code

Set your goal

Understand the obstacles

Communicate your fears

Clear your mind of any doubt

Embark on your journey

Stay on the path

Show everyone what you have
achieved!

Appendix 2

These are the cards children are issued with when they need to leave the classroom. Currently due to COVID restrictions, these cards are only used by our Sports Coach as children are not typically moving freely around the school.



RED CARD

No energy is no
good here!

Yellow CARD



Your energy could
be better...



You have shown
amazing energy

GOLD CARD



Appendix 3

Fair Field Junior School Behaviour Policy *Summary for temporary staff*

For good choices

- 1) Positive praise is our school ethos – children can move to silver and gold throughout a day. (Typically 3-5 children per class).
- 2) Excellent work can be rewarded by putting a child in the Diamond Book (Typically 1/2 children a day per class).

For bad choices:

- 3) **Verbal warning** given by adult
- 4) **2nd Verbal warning**. Child is moved on chart to **yellow**. Child has the chance to move back up. If persistent behaviour then child can be issued with a “yellow card” to miss 5/10 minutes of play. They can be sent to the Library with this at playtime.
- 5) **Red Card**. Child is moved to red and SLT are informed via the walkie-talkie. A COVID friendly intervention will be put into place.
- 6) Multiple red cards – a senior leader may put them on a personalised ENERGY card to bring them “back on track”. This will be for a minimum of 1 week and parents/carers will be informed.



Appendix 4

Children may need support from an adult to complete this.

THINK SHEET

Name:

Class:

Date:

Write or draw what happened.



What can you do to fix it?



What could you do better next time?



Signed by Teacher:

Date:



Appendix 5

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

