



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:	Renu Chotai
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Target Audience:	All Stakeholders

The governing body 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.



AIMS

It is a primary aim of our school that **every member of the school community feels valued and respected**, and that each person is treated fairly.

At Fair Field we teach and model positive behaviour through our core values and golden rules.

Our Values

- Respect
- Honesty
- Perseverance
- Forgiveness
- Kindness
- Inclusion

Our Golden Rules

- Be Safe
- Be Caring
- Be Polite
- Work hard

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

The purpose of this policy is to create a happy, pleasant, secure and stimulating learning environment where everyone will be encouraged and inspired to do their very best. We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be 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 to become responsible citizens for the future. We will adopt a zero-tolerance approach to bullying, racism and all other forms of discrimination by adults or pupils, and any such incidents will be dealt with promptly and firmly.

There are two 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. Everyone at Fair Field Junior School has a part to play in the promotion of high standards of behaviour and teaching positive behaviour.

Hertfordshire STEPS Training

Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer. The steps approach is based on the following principles:



- Shared focus on inclusion of all children and young people within their educational setting
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

In February 2018, a member of the Senior Leadership Team (Renu Chotai) and support staff team attended the full 3 days STEPS tutor training. The training emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm. Our behaviour policy supports these principles. All staff have attended training in January 2019 delivered by these tutors.

Staff and other adults in school will:

- be aware of, understand and support the policies and procedures that help our school work effectively
- model the behaviour and actions expected of our children
- be appropriately organised for what they are here to do
- ensure that they are aware of specific needs and requirements of children in their care
- ensure that everyone is safe and secure within the school environment and on educational visits
- use positive phrasing when speaking with children
- follow the Herts 'Step On' principles when dealing with children's behaviour

How the adults at Fair Field teach positive behaviour:

We help children to be enthusiastic and focussed about learning by:

- recognising and rewarding positive behaviour and achievements
- providing high quality learning and varied experiences in a stimulating environment
- promoting a 'can do' attitude
- displaying children's work in a variety of ways and celebrating their achievements
- providing reflection time to help the children learn from their behaviour



Rewarding Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

- All staff actively seek opportunities to congratulate children regularly.
- Each week, we nominate two children from each class, in the 'Fair Field Factor Assembly' to celebrate their achievements. Photos of these children are then displayed on the 'Celebration Board' and each child is given a certificate to take home. Their names then appear in the weekly newsletter for the community to see and celebrate.
- We promote achievements through the use of Twitter, Flickr, weekly newsletters and the school website.
- All classes have an opportunity to lead two **achievement assemblies** where they are able to show examples of their work.

House Points

- All staff can award children house points (house point tokens are put in jars in each classroom which are emptied weekly into the main school house point jars).
- There are four houses: Willow, Kendall, Orchard and Phillimore, and each child at our school belongs to one of these houses. Children can receive a house point for a range of reasons including following the school rules, great homework etc.
- Each week, points will be counted up and a winning house will be announced in the Fair Field Factor Assembly.
- Every term, the house with the highest number of points will win a house treat.

Classrooms Rules:

The children are encouraged to arrive at a set of classroom rules to which they all sign a pledge to strive to uphold. These are then displayed and referred to when unacceptable behaviour is observed.

Children agree the rules for their own classrooms, such as:

- to be co-operative and considerate
- tidy away all resources once used; respect property
- to treat others with respect and consideration

The school acknowledges all the efforts and achievements of children, both in and out of school.

Each classroom has a green, yellow, red, silver and gold card system. All pupils begin their day on the green card and when they show excellent behaviour, they are moved to silver and praised for being a good example to others by making the right choices. They may be awarded a house point or a suitable reward chosen by the teacher. If a pupil continues to show exemplary behaviour whilst on silver, they are moved up to gold. A child on gold at the end of the day will be sent to the Head of School or a member of SLT for a sticker and to be



congratulated. The child's name is recorded in the Gold Book and these names will be published in the weekly newsletter. Pupils reaching the gold card in the classroom provide the adults working with that child an excellent opportunity to ring parents at the end of the day as a way of celebrating exemplary behaviour and building a rapport between teacher/school, pupil and parent/carer. This system can be displayed in the classroom or recorded individually depending on the needs of the child and class.

Managing Unacceptable Behaviour

Volunteers refer all behaviour incidents to staff (Step Up)

Despite focusing on rewarding positive behaviour, we recognise that at times, children will sometimes make unacceptable choices. Consequences will be used in a balanced way and will focus on the act and not the child. Children should be helped to understand why their behaviour is not acceptable.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school expectations and class rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.)

Parents/carers will be continually involved in supporting the school in managing their child's behaviour issues. Exploring the child's behaviour more deeply will be done using the Herts Steps Roots and Fruits model along with anxiety mapping, see Appendix 1. It may also be appropriate to complete a Families First Assessment if multi-agencies are involved with the child, or a Behaviour Support Plan if the child is at risk of exclusion.

We follow a 4-step warning system as follows:

Step One

Children who go off task will be initially given a 'quiet reminder' and reinforcement of the class rules (on display in each classroom). Behaviours may include:

- Calling out/making silly noises
- Disturbing others
- Wandering around the classroom

Step Two

If children continue to be off task, they will be given a 'warning'. At this point they may need to move from their place on the carpet or desk. (Yellow card)

Step Three – Child's name is moved onto the red card in the classroom and is sent to a step partner class with a slip signed by the teacher (Appendix 2) for a measured amount of time. The class teacher to inform parents and record on CPOMS. **PLEASE BE VERY AWARE OF THE CHILD'S AGE AND INDIVIDUAL CIRCUMSTANCES WHEN MOVING THEM TO A STEP PARTNER CLASS AS SOME CHILDREN FIND THIS MORE UPSETTING THAN OTHERS. WE DO NOT DO THIS FREQUENTLY.**



- Each class has a 'step partner' class agreed at the beginning of the school year.
- The child may be accompanied by another pupil/adult.
- This process needs to be brisk and calm.
- The class teacher keeps a record of Step 3s by adding a brief incident on CPOMS as 'Behaviour – Step 3'.
- Once in the steps partner's classroom, the child should sit down and be left quietly to "reflect" on their behaviour, usually with quiet work. The other children in the class should be encouraged to get on with their own work and not engage in any communication with the child.

(Teacher to assign monitors to move the children's names back to green the next morning.)

Step 4 - If the behaviour persists, the child is sent to a member of the SLT to discuss the choices they have been making. Sanction: child spends time in at break or lunch with the class teacher or in the inclusion room to discuss and reflect on the behaviour. The adult who witnessed this incident/the class-teacher will record this behaviour on CPOMS under 'Behaviour – Step 4'. As above, the class teacher will then inform the parents of ALL pupils involved, including the parents of those pupils who were victims in the incident.

Most behavioural issues that arise can be resolved by the class teacher with support from lunchtime staff/TAs by talking things through with the pupils and where appropriate, imposing a sanction and informing the parents of the outcomes at the end of the day. The inclusion room is to support those children who need to learn positive behavior and have time to think and reflect on incidents in class or the playground. (Appendix 3)

Fast Track - For more serious negative behaviour (bullying, verbal assault, sexual behaviour, school vandalism, physical assault, racist incident, theft as well as repeated unacceptable behaviour) the child is referred to the class teacher who will collate the details of the incident (who, what, where, why and when from all pupils involved) and then refer to the Leadership Team. The parents of all pupils involved will be contacted and an investigation will ensue.

Recording Fast Track and Step 4 Incidents

It is essential that clear and accurate records are kept when logging behaviour incidents. This is to ensure that they are dealt with appropriately and that the school is able to spot patterns of poor behaviour and implement strategies to deal with this effectively.

- The **member of staff who has witnessed this incident (Step 4 or Fast Track) must investigate the situation** thoroughly by speaking to all the children and adults involved and record all of the evidence on CPOMS **prior** to referring it up to a member of the SLT.
- It is essential that all children involved are given an opportunity to explain what they saw or did and why.
- The teacher or member of staff who has witnessed and reported the incident should ensure that the child fully understands which rule they have broken and that it will now be passed to a member of the SLT.
- **All members of SLT must always be tagged and alerted to ALL Fast Track or Step 4 incidents by clicking on the group name 'SLT' in alerts.**



The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. See anti-bullying policy.

Unacceptable behaviour: Three Step behaviour

- distracting others
- ignoring instructions
- 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

Involvement with SLT

- wilful destruction of property
- throwing objects/furniture around classroom
- refusing to co-operate
- leaving class or the building without permission
- leaving school
- spitting at another person
- deliberately hurting another person e.g. pinching, biting
- attacking another person
- making inappropriate gestures
- swearing
- verbally abusive to others
- encouraging others to do any of the above

Language when dealing with unacceptable behaviour

Staff will use positive phrasing when addressing a child for example 'Walk with me, thank you'.

Language will involve clear short and simple instructions when dealing with unacceptable behaviour, for example:

- 'Stand next to me'
- 'Put the pen on the table'
- 'Walk in the corridor'

At all stages of unacceptable behaviour, staff will use the de-escalation script, see Appendix 4.

Choices

Where behaviour is challenging, staff will offer the child choices. The choices will be limited to 2 and will be simple and clear for example, if a child is refusing to do their work the adult will offer two choices 'you do the work at the table or library, table or library.' They will not use the word please when giving limited choices.

Behaviour Steps – On the playground

The 3 steps procedure

The '3 steps' has been adopted by the school as a way for children to help tackle unwanted behaviour from other children including their friends whilst in the playground. (They will remember this from St Johns)

The 3 steps are:

Step 1: Say to the person doing the unwanted behaviour PLEASE STOP. I DON'T LIKE IT.

Step 2: If the behaviour continues, child says PLEASE STOP OR I WILL TELL THE TEACHER / ADULT.



Step 3: If the behaviour still continues then the child TELLS AN ADULT.

Adults will ask if they have followed the 3 steps procedure first and then will deal with incidents and make a decision based on the above guidance. The class teacher and, in some cases, the Head of School must be kept informed of incidents. Name calling and behaviour (which may be persistent) should be recorded on CPOMS and may be classed as bullying at some point.

At lunch times, MSAs report unacceptable behaviour to the Class teacher. All MSAs receive training and policies to support their role.

All more serious incidents must be reported to the Head of School or Executive Headteacher.

Communication with parents

- Working in partnership with parents is crucial in supporting pupils learn how to manage their behaviour and make the right choices. Where there are concerns or there have been specific incidents of unacceptable or inappropriate behaviour, we believe it is essential that parents/carers are informed so they can work together with the school and their child.
- If a child is issued with a “Step 1 or 2” warning then this is considered as having being dealt with “in-house” and parents/carers will not always be informed. However, the class teacher and Senior Leadership Team monitor patterns in behaviour and if there are concerns, then parents/carers will be invited into a meeting to discuss ways the pupil can manage their behaviour more effectively.
- Depending on the nature or seriousness of the incident, class teacher/a member of the SLT who dealt with the incident may ask the parent/carer to come into school for a meeting to discuss the incident. Alternatively, parents/carers may be informed by a phone call from the school.
- When a member of staff meets a parent/carer, brief minutes of the conversation (including people present and actions agreed) must be recorded on CPOMS by adding it under ‘Meeting’. Any actions arising from this meeting must be enforced and then followed up. The SLT will discuss any support needed for patterns of behaviour and meet with parents/carers to discuss any external agency support needed.

Role of the class teacher

One of the core duties of the class teacher is to centrally record inappropriate behaviour on CPOMS.

The class teacher discusses the class rules with each class. In addition to the school values, each class also has its own positive classroom code, which is agreed by the children and displayed on the wall of the classroom. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE. The class teacher liaises with the INCO and in turn, external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the behaviour support service.

If a teacher decides it is appropriate for a child to miss break time, the teacher uses that time to work through the behaviour with the child to prevent reoccurrence.

Role of the Head of School

It is the responsibility of the Head of School to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the



effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School keeps records of all reported serious incidents of misbehavior. Specifically, the Head of School separately records incidents perceived as racist or bullying by identifying this through the categories on CPOMS.

Role of parents/carers

The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school values and golden rules in the school prospectus, and we expect parents/carers to read them and support them.

We expect parents/carers to support their child's learning, and to contact the teacher if they have any concerns regarding their child's behaviour. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behavior.

If the school has to use reasonable sanctions as consequences when a child has broken a school rule, we expect parents/carers to support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Items not allowed in school

Children are not allowed to bring the following items in school:

- Personal electronic devices (for example, tablets or devices for playing games, radio controlled items);
- Mobile phones (except for a minority of pupils in Year 6 who, by prior agreement, may bring in an inexpensive mobile phone (not smart phone) and hand in at the school office
- Cameras;
- Recording equipment (audio or video);
- Sweets or gum;
- Caps, bangers
- Knives or sharp items;
- Guns of any kind (e.g. toy guns, pellet guns);
- Age-inappropriate literature, games, computer games or similar;
- Laser pointers;
- Medicines (parents should hand all medicines to the office) or drugs;
- Any other dangerous items or substances.

This list is not exhaustive and we expect pupils, parents/carers and staff to exercise common sense as to what items should be brought onto a Primary School site.



The role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School in adhering to these guidelines.

Fixed-term and permanent exclusions

The whole team works diligently to avoid exclusions from our school long before it occurs.

Only the Executive Headteacher has the power to exclude a child from school. The school has adopted the Hertfordshire policy on Exclusions, available as an attachment to this policy.



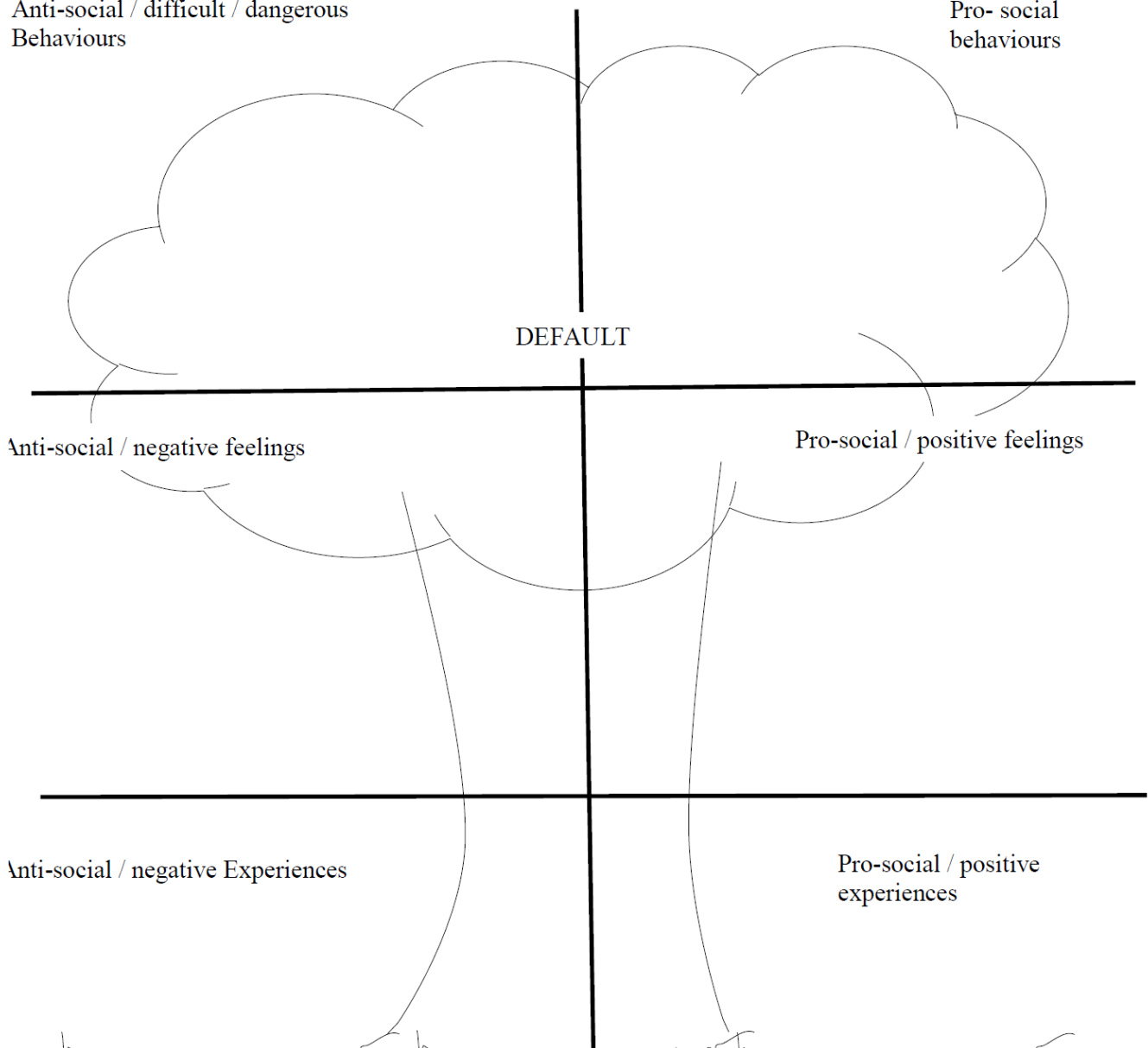
Appendix 1

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous
Behaviours

Pro- social
behaviours



Appendix 2



STEP PARTNER CLASSES

If a child in your class is on “Step 3”, please complete a steps form and send the pupil to the following step partner class accompanied by another child or an adult. The step partner teacher must also sign the form and send back to the class teacher.

If for any reason this class teacher or class is unavailable, please send the pupil to another teacher in a different year group.

Class	Step Partner Class
3Blyton	5Ridley
3Walliams	5Pullman
4Rowling	6Rosen
4Morpurgo	6Blackman
5Ridley	3Blyton
5Pullman	3Walliams
6Rosen	4Rowling
6Blackman	4Morpurgo



Step Partner Slip

Time child being sent to Step Partner: _____

Time child should return to class: _____




Additional Comments:

Signed: _____ (Class Teacher)

Signed: _____ (Step Partner)



Appendix 3

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:



De-escalation Script

- Learner's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- **Come with me and.....**