

## **Behaviour Policy**

**Reviewed:** July 2017

**Next Review:** July 2019

### Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self discipline and encourage in children a respect for themselves, for other people and for property.
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

### **What we expect of children in Junction Farm**

1. To be polite – to teachers, support staff, other children and visitors – and to respect the authority of the adult in charge.
2. To listen to adults and each other in lessons and in assemblies and to consider each other's feelings.
3. To walk about the school quietly and calmly.
4. To take a positive role in all classroom activities and to try as hard as they can.
5. To wait their turn to talk to members of staff and to each other.
6. To value each others work.
7. To work and play co-operatively with each other.
8. To tell the truth, to take responsibility for their own behaviour and not to make excuses.
9. To accept a solution or consequence if they have done something wrong – not to argue or to get angry with the person sorting it out.
10. To be able to say sorry when they have misbehaved or hurt someone.
11. To care for the school and its equipment.
12. To feel responsible for giving a good impression of themselves and the school both within and outside the school.
13. To never resort to physical action to solve a disagreement

Signed by ..... Date .....

### **What children can expect of staff**

1. To listen to them and hear their point of view.
2. To be polite and to address them in a reasonable tone of voice.
3. To value all aspects of their achievements.
4. To be as fair and consistent as possible when they have misbehaved.
5. To ensure their environment is safe.
6. To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
7. To create a positive environment in the classroom and playground.
8. To supervise the playground well.
9. To be in charge and maintain order so that everyone may benefit from a positive environment.
10. To trust them and care about them equally.
11. To treat them as individuals and to take an interest in their lives.
12. To be positive when speaking about the pupils in our school.
13. To see each day as a fresh start.

## **Incentive Scheme**

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children.

The Junction Farm School Scheme is based on a House Point System. All children belong to a House within school:

- Diamond
- Ruby
- Sapphire
- Emerald.

Children can be rewarded for academic and non academic achievements, for effort and for being caring, and for all aspects of good work and behaviour. Team points are highlighted in Friday Assembly.

Individual certificates celebrating achievements will be awarded throughout the year for example – swimming certificates.

Star of the week certificates will be awarded in Friday assembly for those children who have worked hard to follow the schools Rights Respecting School/Personal, Social or Moral target for the week.

## Sanctions

### Minor breaches of Discipline

Sadly, there will be times when children are badly behaved. Children need to discover where the boundaries of acceptable behaviour lie, as this is part of growing up. These boundaries are firmly and clearly outlined below.

Minor breaches of discipline should be dealt with by the class teacher in a caring and supportive

Each case should be treated individually. Children should be aware that they are responsible for their own behaviour and that breaking rules will lead to

Normal sanctions include  
Verbal reprimand  
Reminder of expected behaviour  
Loss of free time –

Parents will be involved at the earliest stage possible and this is the responsibility of the class teacher, if problems are persistent or recurring. Children may be

## **Traffic Light Behaviour System**

All areas of learning have a traffic light system on display. This is a consistent approach to managing the children's behaviour. It is expected that all adults working with the children follow the traffic light system.

1. If a child makes a poor behaviour choice, a **VERBAL WARNING** will be given. A reminder of good behaviour will be discussed.
2. If the child continues to display poor behaviour they will be placed on **AMBER (5 minutes loss of break time)** on the traffic light. A discussion will take place about the child's behaviour with a reminder about the correct choices.
3. Children will be encouraged to make good choices for the remainder of the session. At the end of the session a decision will be made if the child should remain on **AMBER** or return to **GREEN**.
4. If poor behaviour choices continue the child will be placed on **RED (15 minutes loss at break time)** on the traffic light. This must be reported to the class teacher. It is then the responsibility of the class teacher to make a phone call home, informing parents.

## **Major breaches of discipline**

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Headteacher or Deputy Headteacher, who will deal with it.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage with each stage being recorded.

Verbal  
warning by  
member of  
SIT and a

Withdrawal from the classroom for the remainder of the day.  
A formal letter sent to parents highlighting the problem and a request for a face to face meeting where a Behaviour Improvement Plan is formulated. This

If the problem persists than an internal exclusion up to 3 days will be put into place

If the problem is severe or recurring then exclusion procedures are implemented in consultation with the Governing Body.  
A case conference involving parents

**NB A very serious problem may result in normal procedure being abandoned and a child being taken home straight away.**

### **Challenging Behaviour**

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding

When any of the above arises the sanctions need to be adopted.

### **Intervention**

If a child violently attacks another child or adult and does not respond to requests to calm down, then positive handling could be used in pairs of staff, never alone. Staff should never be alone with a violent pupil.

The child should be removed from the situation as soon as possible and a member of the senior leadership is called for, who then applies the appropriate sanctions.

### **Lunchtime Supervision**

At lunchtime supervision is carried out by a team of mid – day supervisors. The mid-day supervisors are expected to ensure that all children are behaving appropriately. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being given a 5 minute time out. Supervisors should keep note of children who are given a time out and report it to the class teacher at the end of the lunch period.

Each day a senior member of staff will be on duty to be called upon if necessary for more senior incidents.

Monday – Mr Clayton

Tuesday – Miss Lawrence

Wednesday – Mrs Weldon

Thursday – Mrs Norton

Friday – Miss Norton

The mid-day supervisors must be treated with the respect expected by all adults at Junction Farm Primary School. Verbal or physical abuse will not be tolerated.

The Head Teacher will meet with Mid-day supervisors every Wednesday to discuss problems as they arise.

### **Extra-curricular activities:**

Children are expected to follow the school rules whilst on site, this includes during afterschool provision by outside agencies. Each agency is made aware of the positive reward system and the traffic light behaviour system. During extra-curricular activities if a child demonstrates poor behaviour on three occasions their access to the club will stop. Through conversation with parents/carers future access to clubs will be discussed with a plan put in place.

### **Children with specific needs**

Some children with very specific difficulties find it hard to behave. If a child's behaviour gives cause for concern we will ask for additional support and behaviour strategies from the Inclusion Team. If these strategies are not successful we can apply to moderating panel for additional 1-1 support. The class teacher should keep detailed records (CPOMs) of all the strategies tried with the child to help the SENCO prepare the report.

### **Record of Incidents**

All behavioural incidents must be recorded on the school CPOMs system (behaviour category). This allows for accurate record keeping, and tracking a chronology of events. All children involved in the incident need to be linked as well as the relevant members of staff.

### **Complaints about Behaviour**

If there are any questions or complaints about the behaviour strategies put in place, they must be brought to the attention of the child's class teacher. From there to the Team Leader, Deputy Head and then the Head Teacher.