



## Behaviour Policy

**Reviewed:** July 2019

**Next Review:** July 2021

### Intention:

At Junction Farm Primary School we take our role to prepare our children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived, through the ethos and work of our school. We want the children in our care to be independent, respectful of themselves and others in our school, our local community and the wider world. We aim to support and prepare every child to make a positive contribution to our rapidly changing society.

It is intended that through the schools policy on behaviour and welfare, and as a result of a strong and embedded ethos, that the children at Junction farm Primary School will be STARS.

S – Safe

T – Thoughtful

A - Adventurous

R – Respectful

S – Successful



## Implementation:

### The STAR System (House Points)

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 reward and incentive scheme is based on a House Point System (The STAR System). All children belong to a House within school:

- Leo (Lion)- Yellow
- Phoenix (Bird) - Red
- Orion (Hunter) - Blue
- Draco (Dragon) - Green

Each child will have a STAR card. When adults award a child with a STAR, it MUST be made clear as to why! Adults will highlight the school ethos (Safe, Thoughtful, Adventurous, Respectful, and Successful).

STARS will be signed for by an adult on each individual STAR card. This will be on display in the classroom.

For every ten stars collected, a physical STAR is awarded. This will be placed in a central storage area in the school hall – these will be used to calculate overall Team Points. Each week, during the Friday assembly, the running total will be announced. The winning house, each term, will receive a reward.

In addition, every completed card will be entered into a prize draw! One lucky winner will be chosen at random, on a termly basis.

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.

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. Children who show consistently good behaviour, will be invited to Hot Chocolate Friday, hosted by the Head or Deputy Head Teacher.



## Sanctions

The behaviour policy is sent home in September for children to talk through with parents and to sign the behaviour contract.

Sadly, there will be times when children make poor behaviour choices. Children need to discover where the boundaries of acceptable behaviour lie, as this is part of growing up.

**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 consequences.

Minor breaches of discipline should be dealt with by the class teacher in a caring and supportive manner. Parents/carers will be involved at the earliest stage possible and this is the responsibility of the class teacher.

1. In the first instance, children should be reminded of their conduct. The STARS system will be reinforced and expectations highlighted. This will be done verbally.

2. If the behaviour persists a **'three strike'** system will be implemented. On the third time of reminding a child about expectations and their behaviour, they will receive:

- 15 minutes loss of break;
- will be asked to complete a reflection journal, with their class teacher;
- parents/carers will be contacted;
- the incident will be logged on CPOMS.

3. If a child is asked to write in the reflection journal twice in a week, the Key Stage Phase Leader will be informed. The Phase leader will then meet with the child to discuss both incidents. The conversation will be logged on CPOMS.

Phase Leaders can issue further sanctions:

- Loss of free time – playtimes;
- Moving to sit alone;
- Sending work home;
- Letters of apology;
- Loss of responsibility.

4. If a child is asked to write in the reflection journal three times in a week, the Head Teacher, Deputy Head Teacher or Assistant Head Teacher will be informed. They will then meet with the child and parents/carers, to discuss all incidents. The conversation will be logged on CPOMS.

Further sanctions may include:

- Loss of free time/off site activities;
- Moving to sit alone (this may be in another classroom);
- Sending work home;
- Letters of apology;
- Children may be placed on a daily or weekly report system to monitor their behaviour with parents' support;
- Loss of responsibility.





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 on CPOMS.

1. Verbal warning by member of SLT and a reminder of future conduct. Parents/carers should be contacted straight away.

2. 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

3. If the problem persists than an internal exclusion up to 3 days will be put into place where the child works separately within school under the guidance of a TA usually within the HT office. Parents recalled into school to discuss the next step.

4. If the problem is severe or recurring then exclusion procedures are implemented in consultation with the Governing Body.  
A case conference involving parents and support agencies should be called, if not already in place.  
Permanent exclusion after consultation with the Governing Body and the V.A.L.T.  
Parents have the right of appeal to the Governing Body against any decision to exclude.

**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 two senior members of staff will be on duty to be called upon if necessary for more serious incidents.

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.

### **Children with Particular 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. 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.

## **Impact**





- To have 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.