

Higham Ferrers Junior School

'Be the best you can be'



BEHAVIOUR MANAGEMENT POLICY

APPROVED:	<i>SEPTEMBER 2023</i>
SIGNED:	<i>SLT</i>
TO BE REVIEWED:	<i>SEPTEMBER 2024</i>

RECORD of CHANGES

Date	Update / Changes
05.20	Policy update and inclusion of COVID 19 amendments
10.20	Policy Review, reformatting and reissue of Behaviour Policy.
09.21	Policy update
01.22	Policy updated
09.22	Policy Review and reissue of policy.
09.23	Policy Review and reissue of policy

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BEHAVIOUR POLICY

“Be the Best you can be”

1. Introduction

1.1 Our mission is:

- a. To deliver an engaging, exciting and relevant curriculum.
- b. Give every child an opportunity to achieve their potential
- c. To model excellence in all areas of school life and encourage this attitude in others in line with section 89 of the ***Education and Inspection act 2006.***

2. Aim

2.1 At Higham Ferrers Junior School we believe that children have the right to learn in a safe and secure environment. We also believe that parents, and all staff have the right to expect reasonable behaviour standards from our pupils.

2.2 We aim to:

- a. Encourage self-discipline at all times
- b. Encourage pupils to be responsible for their own actions in order to develop a caring attitude for themselves, other people, their property and surroundings
- c. Use a consistent and fair approach at all times with all pupils.
- d. Liaise effectively with all parties involved with the interest of the pupil as paramount
- e. Discuss with the pupils their rights and responsibilities, to nurture the values of tolerance and understanding during this period of change

2.3 We will continue to support our behaviour expectations through rewarding good behaviour and imposing sanctions when unacceptable and unsafe behaviour occurs.

3. Implementation

- 3.1 In order to implement our behaviour policy, the following actions are taken at HFJS:
- a. Pupils are regularly made aware throughout their time at HFJS of the school's expectations regarding behaviour when they enter the school.
 - b. Parents are encouraged to read and sign the 'Home/School Agreement' which outlines our behaviour, discipline and protective measures expectations prior to the pupils entering the school.
 - c. We share updated school rules for the different areas within the school and these are presented throughout the school as reminders to the children.
 - d. We continue to teach and demonstrate good behaviour, focussing on positive role modelling of the new rules and routines in place.
 - e. We will continue to discuss current issues and involve children in class activities including P.S.H.E. curriculum, class assemblies, story times and class discussions to ensure that there is a key focus on supporting our children's mental health throughout this time.
- 3.2 In some cases, where necessary, we will consult with parents and outside agencies, should we feel that further support is needed for a particular children's emotional wellbeing.

4. Rewards

- 4.1 To encourage the pupils to follow and display positive behaviour and behave in an appropriate manner we use a range of incentives in school. These will continue to include:
- a. **VIP** . A pupil is chosen from each class every other week to receive a 'VIP' certificate and lanyard in a whole school celebration. The children are selected by the class teacher as a reward for desired behaviour or academic effort.
 - b. **Maths Marvel and Star Reader**. These children are selected by the class teacher every other week. Their achievements are celebrated in a whole school assembly. They wear a special lanyard for the week and receive a certificate.
 - c. **Pupil of the Day**. Each class teacher will select a pupil who they feel has made the most effort throughout the day or who has really impressed for a particular reason – parents will be sent a text to inform them of this.
 - d. **Team Points**. Bronze, Silver and Gold certificates are handed out in assemblies. Children can earn team points in many ways throughout the day.
 - e. **Golden Time**. At the end of each half term, children can earn golden time as a reward for upholding and fulfilling whole school expectations.

Sanctions

4.2 **General Behaviour Sanctions:** We actively support and encourage adherence to the school rules within our everyday curriculum and conduct. Pupils continue to be taught a range of strategies to ensure their personal safety is maintained both in and out of school.

4.3 If unacceptable behaviour occurs or children do not adhere to the protective measure put in place then a range of sanctions that can be enforced are available to staff members:

a. **1, 2, 3 Magic.** The school has adopted the '1, 2, 3 Magic' Behaviour Management Strategy which all adults in school consistently follow. Children are made fully aware of the school's behaviour expectations through assemblies, PSHE and the curriculum. ***For those behaviours deemed to be serious infringements, detention will be applied.***

1,2,3 Magic is split into '**Start**' and '**Stop**' behaviours. 'Start' behaviours are what we want the children to do. 'Stop' behaviours are what we want the children to stop and only these are counted.

Adults working with children will always aim to encourage and develop the 'start' behaviours. This will be routinely done through verbal praise, positive re-enforcement, stickers, certificates, team points, awards and treats such as earning class Golden Time.

When a child does a 'Stop' behaviour they are given a count of 1. The adult holds up a finger and says 'that's 1'.

- The child then has a period of 'take up time'.
- If the child continues to misbehave they are given a 2.
- Again, the child will have a period of 'take up time'.
- If they still continue to exhibit 'stop behaviours, they are given a 3 and told to 'take 5'. Children will also receive a behaviour point for reaching a 3.

'Take 5'. 'Take 5' is 5 minutes in a designated place in the classroom. 'Taking 5' is not a punishment: it is for thinking time. At the end of the 'Take 5' the child returns to their normal working area. No discussion about the counting will take place at this time.

Refusing to complete work. If a child refuses to complete the work in class then this work will be sent home with the expectation that it is completed and returned the following day.

Behaviour Points. A behaviour point will be issued to children when whole school expectations are not fulfilled eg: running in the school building, shirt untucked, inside the school building without a lanyard, reaching a 3 on the 1,2,3 Magic behaviour system.

Behaviour point sanctions:

6 points –detention

9 points – lose Golden time

12 points – reset (work will be completed in another class)

15 points – Independent learning

18 points – meeting with parents/ carer

b. Detentions:

- **Lunchtime detention** A lunch time detention of 50 minutes maximum will be given for **severe** misconduct e.g. physical aggression, verbal abuse towards adults and persistent refusal to cooperate and serious/persistent displays of inappropriate behaviour.

During a detention, the pupil will complete activities designed to help them reflect on the choices they made with their behaviour.


All school staff members have the authority to place pupils in detention.

4.4 Report cards. If a child receives 2 detentions in the same half term then they will be put onto a green report card, the class teacher will inform home of this decision. The card will be signed by the teacher, pupil and the parent at the end of each day. The child will remain on the report card for 2 weeks. If behaviour has improved then they will come off the report.

If the child is issued a detention, or behaviour has not improved by the end of the green report card, then they immediately move to an amber report card and the Assistant Head will contact parents/ carers. It will be signed daily by the pupil, Assistant Head and parent. The child will remain on this for 2 weeks. If behaviour has improved then they will move back onto a green card for 1 week and follow the process above.

If the child is issued a detention, or behaviour has not improved by the end of the amber report card, then they immediately move to a red report card. This is issued by the Head Teacher or Deputy Head Teacher. Parents will be contacted by the HT/ DHT. The child will stay on red report for 1 week. If behaviour has improved then they will move back onto an amber card for 1 week and then to green for 1 week.

If behaviour does not improve whilst on a red report card then exclusion will apply. All report cards will be retained in the pupil's file.



Fixed Term Exclusion. Persistent non-compliance will result in a period of exclusion. For example inappropriate lunch-time behaviour could result in a three day lunch time exclusion. Misconduct in class could result in a one day exclusion. The period of exclusion is dependent on the severity of the incident. Only the Head Teacher or person acting in that role may apply this sanction. It will be decided by the Head Teacher or the person acting in that role whether the exclusion will take place at home or within the school building (internal exclusion).

Longer Period Exclusion. This step is only taken when temporary exclusion and in-school support has failed to impact on the pupil's behaviour. The pupil would have had ample opportunity to change their behaviour and make informed choices before this stage is reached. A formal meeting will take place between the school and parents to agree terms and conditions of the exclusion.

Reintegration After Longer Period Exclusion (not fixed). A meeting will be arranged with parents, Head Teacher, class teacher, a representative from the school governors discipline committee, the pupil involved and any relevant support agencies.

The aim of the meeting is to create a contract which details targets that the pupil has to meet, targets which will relate directly to the reason for exclusion. In severe cases the pupil may have a staged programme of reintegration into the school. All parties are asked to sign the contract to demonstrate an understanding of the school's expectations.

Permanent Exclusion. This severe measure is only undertaken by the Head Teacher and ratified by the school's Governing Body when there is total non-compliance from the child.

4.5 **Exceptions.** In considering the behaviour of the pupil in detail, teachers will miss out a number of the sanction steps detailed previously if:

- a. The behaviour is severe and deliberate.
- b. The sanction steps are not working.
- c. The pupil's health and safety and/or that of others is at risk.

4.6 Parents are actively encouraged to communicate with the child's teacher if a problem arises. Telephone appointments for such discussions can be made through the school office.

Appendix 1

Parents Behaviour Policy Agreement



Behaviour Policy

I/We, parents/guardians of

.....

have read Higham Ferrers Junior School's Updated Behaviour Policy.
I/We understand and support the expectations of behaviour outlined in
the policy during this period of time.

Signed..... Date

Signed..... Date