

# Higham Ferrers Junior School

*'Be the best you can be'*



## ***BEHAVIOUR MANAGEMENT POLICY***

**This Policy was agreed by the Full Governing Body**

Signed:

(Chair of Governors)

## Behaviour Policy

**“Be the best you can be”**

***Our mission is to deliver an engaging, exciting and relevant curriculum. Give every child an opportunity to achieve their potential. 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***

### Our Aims

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.

We aim to:

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

We support our behaviour expectations through rewarding good behaviour and imposing sanctions when unacceptable behaviour occurs.

### Implementation

- ❖ Pupils are made aware of the school's expectations regarding behaviour when they enter the school
- ❖ Parents are encouraged to read and sign the 'Home/School Agreement' which outlines our behaviour and discipline expectations prior to the pupils entering the school.
- ❖ We discuss and design class rules for different within the school and these are presented as 'Class Charters'
- ❖ We teach and demonstrate good behaviour, focussing on positive role models
- ❖ We discuss issues and involve children in decision making during class 'circle time' activities and P.H.S.E. curriculum, assemblies, story times and class discussions
- ❖ Some school assemblies focus on values determined by parents survey at the start of each year

In some cases we set specific improvement targets for pupils' emotional and behavioural development through consultation with parents and with guidance from outside agencies.

### Rewards

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 include:

#### ❖ **Reward Time**

All classes can earn reward time at the discretion of their class teacher. During this time the whole class can take part in a fun group activity of the teacher's or class's choice to develop pupils' interaction and social skills with each other.

- **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 then be sent a text message to inform them.

#### ❖ **Student of the week**

A pupil is chosen from each class every week to receive a 'Student of the Week' certificate in a whole school assembly. The children are selected by the class teacher as a reward for desired behaviour or academic effort and a text will be sent to their parents on the appropriate day. Their names also feature in the school's newsletter.

#### ❖ **Praise list**



Pupils who have worked hard and behaved well throughout each half term are included on a termly 'Praise List'. The list is displayed on the pupils' notice board and each pupil receives a reward sticker, a badge and team points from the Head Teacher.

#### ❖ **Achievement Assembly**

At the end of the year an achievement assembly will be held to celebrate children's successes. Various awards will be presented e.g. outstanding achievement, sportsmanship, outstanding effort and citizenship.

#### ❖ **Positive Correction**

Class teachers have their own individual strategies for rewarding good behaviour within the classroom. Stickers, trophy cups and chocolate raffle prizes are examples of positive incentives used to encourage desired behaviour. Individual classes begin the year by designing and agreeing on class rules which are detailed in 'Class Charters'.

#### **Sanctions**

We actively support the school rules within our everyday curriculum and conduct. Pupils are taught a range of strategies to ensure their personal safety is maintained both in and out of school. If unacceptable behaviour occurs we have a range of sanctions that are enforced. All sanctions have the backing of the law:

#### **Reminder**

When a child displays inappropriate behaviour they are reminded of the relevant behaviour that should be displayed.

#### **Verbal Warning**

Should the child continue to display inappropriate they will receive a "verbal warning" about the consequences and positive choices they should make.

#### **Time Out**

The incident is addressed by the adult, and the pupil may be "timed out". Break privileges may be withdrawn to enable the pupil to reflect on their actions. This will usually be no longer than ten minutes and any work missed will be caught up in the child's "free time" – the child will complete a 'Time-out' form which should be taken home and signed by their parent/s, parents will also be informed by text.

#### **Detention**

During the detention the pupil will complete activities designed to help them reflect on the choices they made with their behaviour. All teachers and teaching assistants have authority to place pupils in detention. Parents will be informed by text and one to one contact from their class teacher

An after school or lunch time detention of a maximum of 50 minutes will be given for severe misconduct e.g. physical aggression, verbal abuse towards adults and persistent refusal to co operate and serious/persistent bullying.

Detentions will be notified via the child's planner or a telephone call.

At this stage repeated detentions may lead to a program of support being introduced.

#### **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 to agree terms and conditions of the exclusion.



### **Reintegration After Exclusion**

A meeting will be arranged with parents, Head Teacher, class teacher, a representative from the school governors discipline committee, the pupil involved and relevant support agencies. The aim of the meeting is to create a contract which details targets that the pupil has to meet. These targets 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 taken by the Head Teacher and ratified by the school's Governing body when there is total non-compliance from the child. See Governor's Exclusion Policy for links between Fixed Term and Permanent exclusions.

### **Exceptions**

Teachers will miss out sanction steps detailed previously if:

- ❖ The behaviour is severe
- ❖ The sanction steps are not working
- ❖ The pupil's safety and/or that of others is at risk

Parents are actively encouraged to communicate with the child's class teacher if a problem arises. Appointments for such discussions can be made at the school office.



## **Behaviour Policy**

I/We parents/guardians of .....

have read Higham Ferrers Junior School Behaviour Policy. I/We understand and support the expectations of behaviour outlined in the policy.

Signed..... Date .....