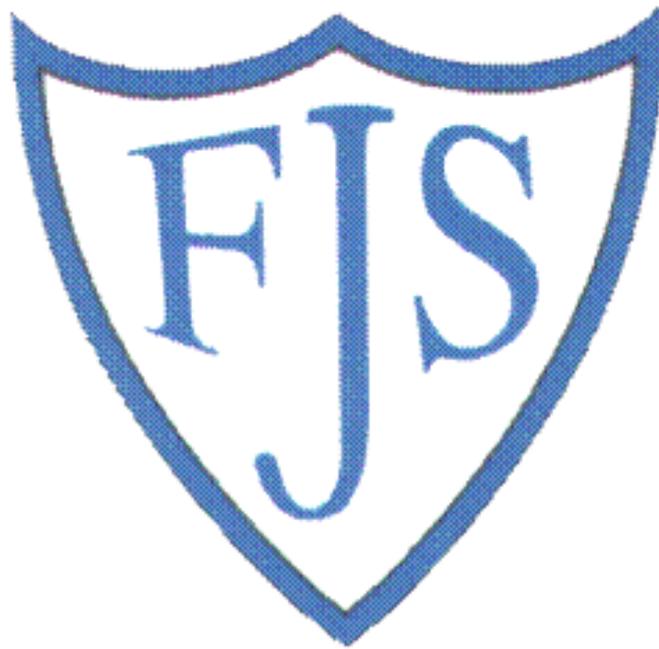


# Forefield Junior School



## Behaviour Policy

Meeting where agreed and ratified: Full Governors – Summer Term

Signed: Dr. C. Breeze Date: 26<sup>th</sup> June 2020

**June 2020**  
**Review 2021**

## **MISSION STATEMENT**

*Forefield Junior School is a P.R.O.U.D. school built on **Passion and Respect**, where **Opportunities** can be seized by **Unique and Determined** learners.*

---

We are passionate about learning in an environment where everyone is empowered to be themselves and to flourish. We respect and value each and every individual and cherish their unique qualities to create a sense of belonging. We are determined to support personal, social and emotional development by encouraging self-belief and providing opportunities for everyone to express themselves and grow in confidence.

By celebrating their diverse contribution to the life of the school and the wider community, each person will be encouraged to build on their foundations, to instil a belief in everyone that they have limitless potential and are always capable of achieving their best - throughout their lives. As a family we share each other's successes and take pride in them.

We will consistently promote the highest of standards in every aspect of school life, provide a vibrant, stimulating curriculum in a safe and happy learning environment, to foster excellent attitudes and behaviour. The inspirational opportunities we provide will fuel a passion for learning and a sense of pride in all we do.

---

***This is what makes us PROUD:***

***Passion, Respect, Opportunity, Unique, Determined.***

## **Overview**

Forefield Junior School has the highest expectations of behaviour for all pupils attending our school. We seek to work alongside parents and build on the foundations established at home and at Forefield Infants. This will require the promotion and practice of positive behaviour by all members of the school community. As a result, we actively seek opportunities to praise and reward children for good behaviour and achievement, recognising their differing abilities. We make a clear distinction between the behaviour and the child – we disapprove of the behaviour not the person. Although incidents are recorded, we start each day afresh and demonstrate through our words and actions that forgiveness and saying sorry, is an important part of getting along with one another.

### **Objectives**

- To create and maintain an ethos of good behaviour in school – ensuring that all children are happy, secure and safe.
- To ensure that all are treated fairly, shown respect and guided in the formation of good relationships and friendships.
- To help children lead disciplined lives and to understand that in being 'PROUD' we are creating good citizens of the future.
- To build our vibrant school community based on shared values
- To use good behaviour as a corner stone of our community; impacting beyond the school walls.

**PROUD to be FOREFIELD:** Being PROUD means showing Passion, Respect, seizing Opportunities, being Unique & Determined therefore all staff promote the following ...

PASSION	RESPECT	OPPORTUNITY	UNIQUE	DETERMINED
<ul style="list-style-type: none"> <li>• I have a thirst for knowledge</li> <li>• I approach activities with enthusiasm</li> <li>• I love a challenge and enjoy solving problems</li> <li>• I know my skills and aim to build on them to be the best I can be</li> <li>• I pursue my interests beyond the lesson and beyond the school</li> <li>• I share my passions and help to inspire others</li> </ul>	<ul style="list-style-type: none"> <li>• I follow the rules and use good manners</li> <li>• I treat everyone as I would like to be treated – showing kindness &amp; consideration</li> <li>• I listen carefully to others – without interrupting</li> <li>• I think carefully about what I say and how I say it</li> <li>• I know that hurting someone is never OK</li> <li>• I look after my own and other people’s belongings</li> <li>• I value and take care of equipment and resources – tidying away when asked</li> </ul>	<ul style="list-style-type: none"> <li>• I aim to be in school every day and on time, with all of the equipment I need</li> <li>• I welcome new experiences &amp; approach activities with curiosity</li> <li>• I always have a go</li> <li>• I attend clubs, enter competitions and fully participate in the life of our school</li> <li>• I appreciate the opportunities on offer - even if they are not for me!</li> <li>• I remember that just because I can doesn’t mean I should!</li> </ul>	<ul style="list-style-type: none"> <li>• I have my own opinion and share my views</li> <li>• I am my own person and value my skills and talents</li> <li>• I recognise that other people have interests and hobbies that I don’t share and that’s OK!</li> <li>• I appreciate everyone’s uniqueness – wouldn’t it be boring if everyone was the same?</li> <li>• I can be part of a team and still be me – because I know that if I work well with others I can achieve more</li> </ul>	<ul style="list-style-type: none"> <li>• I show commitment and keep going</li> <li>• If I have a problem I look for a solution</li> <li>• When things are hard I try my best and appreciate that to be successful I must practise</li> <li>• I know that the more effort I put in, the greater the result will be</li> <li>• I know that success takes time – if something goes wrong once that doesn’t mean it always will</li> </ul>

These are our shared values, lived out daily at FJS where the adults act as role models and encourage everyone to feel PROUD. Upholding our values is the responsibility of every member of staff at FJS and there should be no difference in the way a child responds to any adult that works in the school, or is a visitor to our school. The vast majority of our pupils respond appropriately and as a result are rewarded in the following ways:

**SMILES, PRAISE & STICKERS** – are given to provide instant feedback & reinforce good behaviour. These may be given by any adult in addition to the class teacher.

**DIDDI-DOTS** – where a pupil exhibits one or more of the above examples (PROUD) a Diddi-Dot will be awarded and collected on special reward cards. Upon completion of the card, pupils may visit Mr Swift to choose a prize and receive additional praise/stickers.

**PROUD CERTIFICATES** – during Celebration Assemblies, Proud Certificates will be awarded to individual class members who have regularly shown the qualities listed above. They will be recognised for their PROUD qualities and gain points for their House Team – recorded by House Captains in an appropriate way (restrictions due to Covid-19 guidance may lead to ‘virtual’ records). A teacher may decide to award a PROUD Certificate to the whole class, depending on the circumstances, during the year.

**BRONZE, SILVER, GOLD & PLATINUM AWARDS** – exceptional pupils who demonstrate PROUD qualities throughout the week, including adhering to our uniform policy, completing homework, remembering all equipment and being punctual will receive a ‘SMILEY’ Sticker in their diary. 9 stickers = Bronze, 18, 27 and 36 = subsequent levels. Certificates and badges will be awarded in Celebration Assemblies (restrictions due to Covid-19 guidance may lead to ‘virtual’ rewards).

Individuals or groups of pupils may also receive recognition of their success by (where the guidance around Covid-19 allows) visiting other class teachers, Mrs Russell or Mr Swift to share exemplary work/achievements. To celebrate achievements outside of school, pupils are invited to share news of medals, certificates and trophies with Mr Swift – he will enter them in the ‘PROUD’ Book and share with the school community during assembly. Special visitors may also choose to award certificates and prizes during the year in recognition of hard work & commitment. During lockdown or under Covid-19 restrictions, rewards will be shared/celebrated remotely or ‘virtually.’

#### Main Strategies

- 1) The school rules and protocols will be promoted at all times by staff and children – referencing our Mission Statement Values and Ethos,
- 2) All children will be taught to treat others well and their behaviour will reflect this,
- 3) All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children,
- 4) Children will be taught and reminded to be polite, respectful, well-mannered and well-behaved,
- 5) Rewards & Sanctions\* will be used sensitively and sensibly by staff to encourage and promote impeccable behaviour – all staff will focus on the positive: diddi-dots will be awarded for all aspects of good behaviour and prizes will be given out upon collection of each reward card.. During Celebration Assembly, individual pupils may be highlighted due to their demonstration of one, or more, of our core values: Passion, Respect, Opportunity, Unique, Determined. Those pupils who are always impeccably behaved, week in, week out, will be recognised through Bronze, Silver, Gold & Platinum Certificates.
- 6) We will only issue a red card as part of a stepped response (ie: a verbal warning, followed by a reminder/yellow card before applying a sanction).
- 7) Each member of staff is responsible for ensuring the good behaviour of the children in their care,
- 8) If behaviour issues become persistent, staff will speak to senior leaders to agree an appropriate strategy of help and support,
- 9) Senior leaders will work closely with parents if a child is experiencing problems with their behaviour. Sometimes, our pastoral team (of teaching assistants) may need to provide nurture opportunities outside of the classroom,
- 10) Unresolved behaviour issues will be referred to Sefton’s Behaviour Support Team or other Behaviour Specialists and in extreme cases a one-day exclusion would be issued.

Where poor choices of behaviour are made, this tends to be low level and will be dealt with by the class teacher, following the same consistent process in every class.

At FJS we focus on positive behaviour and reward pupils with Diddi-Dots, however, if a pupil is off-task or disruptive, we will refer to that pupil by name and ask, "What should you be doing?" to re-direct their focus. Highlighting the correct behaviour of other pupils (Praise in Public) or referring to the Class Rules, eg "In our class we work quietly," may also be used and teachers will have a variety of strategies to deal with this – based on their knowledge of the class and the age/stage of development.

If the poor behaviour continued, a verbal warning would be issued: "Name, you are disrupting the class. You need to be quiet so that we can all get on with our work. If you choose to continue you will be given a yellow card." It is likely that this warning would be given to the individual pupil without the need to share this with the whole class (Reprimand in Private).

If poor behaviour persisted beyond this point, the teacher would begin to look for other solutions – eg distraction, change of pace, brain break, mini-plenary or check for environmental factors such as being too hot, cramped, thirsty etc. but if the behaviour continued a yellow card would be placed on the table next to the child.

At this point, the teacher may ask the pupil for their diary as a warning that further poor choices of behaviour would lead to a red card and this would be recorded in their diary for parents to see.

Throughout this process the teacher would remain calm and ensure that it is clear that it is the behaviour, not the child, that is displeasing and that it is possible to reverse the situation by making the right choice. In order to avoid disrupting the class further, it may be necessary for the teacher/TA to speak to the pupil in the corridor or to provide a 'change of face' by asking a colleague to speak to the pupil.

If all other strategies have been exhausted and the pupil is still displaying inappropriate behaviour a Red Card should be issued. A Red Card means that the poor choice of behaviour must STOP. From this point sanctions will be applied. Minutes (up to the whole of a playtime) should be lost from the pupil's own time, during which they should finish incomplete work or reflect on their poor choice of behaviour.

Depending on the severity of the behaviour and subsequent behaviour during the rest of the day, the class teacher should contact the child's parents – either by telephone or at the end of the day on the playground.

One-off red cards should be noted and monitored, but if the issue of a red card is becoming a regular occurrence advice should be sought from the SEN(D)CO or the DHT/HT. We will use CPOMS to record patterns of poor behaviour indicated by several entries in a child's diary.

Where poor behaviour choices escalate into incidents of physical aggression, serious misbehaviour, insolence, damage to property, bullying, racism or posing a risk to the safety/welfare of other children a red card should be issued immediately.

A pupil in receipt of several red cards over a short period suggests that there are deeper issues and the DHT/HT will initiate a Home/School Plan – which will be individually tailored to the specific needs and behaviours of the pupil. It is vital at this point that parents and school work closely together to address the poor behaviour choices and avoid either a temporary or permanent exclusion.

As the vast majority of pupils exhibit exemplary behaviour at all times, FJS has a reputation for providing a calm, orderly learning environment and is justifiably proud of the impeccable behaviour shown when the school participates in competitions (sports, chess etc), trips and residential visits and responding to visitors to school during workshops, themed days and special assemblies. Therefore, any child whose behaviour falls short of our high expectations would not be chosen to represent the school and alternative provision would be provided in the event of missing a trip, visitor or assembly. Every effort will be made to ensure that poor behaviour choices are a catalyst for reflection, discussion and guidance towards better choices. Restorative Justice sessions may be appropriate at this point – allowing everyone involved to have their views listened to and identifying how to move forward.

Sometimes it may be appropriate for a child to receive 1:1 support in class and on the playground and sometimes the support may be more effective if it takes place in the CAFÉ or other quiet area, in order to focus on specific tasks/interventions without being distracted or distracting other pupils. Where several disruptive incidents are likely to detract from the learning of the class, the pupil may be asked to complete their task in another class or under the supervision of the DHT/HT.

Persistent poor behaviour choices that show no sign of improvement despite the support of home/school may be referred to outside agencies for additional support.

In extreme cases, when relationships have broken down and there are no positives to build on OR extreme behaviour poses a serious threat to the safety/well-being of themselves or another pupil/adult and there is no remorse shown: alternative provision, managed transfer, temporary (fixed-term) or permanent exclusion would be discussed – when every other possible solution had been exhausted.

Parents would be notified by telephone and then confirmed in writing that a fixed-term exclusion (usually for one day and usually for the next school day) would be put in place. Upon returning to school the pupil and parents would be invited to a review meeting to agree new targets for behaviour and express remorse for the incident(s) that resulted in the exclusion. It would be hoped that this would 'draw a line' under the poor behaviour and, with support, we would begin to see improvements.



During Lockdown, or under the restrictions of Covid-19 guidance, there will be additional expectations and practical implications. The use of red, yellow and green cards will be modified: because the system is already in place, reference can be made to the coloured cards without the need to physically hand them out.

In light of the need for children to behave differently when they return to school, and the new systems we have put in place to support that, there are amendments to our Behaviour Policy: In order to keep all children and adults safe in school, we must:

- follow any altered routines for arrival or departure: each POD will have a designated entry point and a time for drop-off/pick-up
- follow school instructions on hygiene, such as handwashing and sanitising: everyone will wash their hands regularly throughout the day – on entry, after using the toilets and before eating. In addition they will use the hand sanitiser stations before leaving the building and have access to hand sanitiser in class.

- follow instructions on socialising with others: pupils will stay with their POD throughout the day and abide by Government guidance for social distancing. When using play areas or spaces adjacent to another Pod they will stay within the boundaries and only communicate from a distance.
- move around the school as per specific instructions (eg, one-way systems, out of bounds areas, queuing): pupils will usually move with their POD to access outdoor spaces, toilets and hand-washing – always stay on the left, in single file and maintain a 2m distance.
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands: If you sneeze, use a tissue to catch it, then bin the tissue using the lidded bin & immediately wash or sanitise your hands – avoiding touching anyone/anything. You must keep your hands away from your face.
- tell an adult if you are experiencing symptoms of coronavirus: always tell an adult if you are feeling unwell.
- rules about sharing any equipment or other items including drinking bottles: Only use items that belong to you
- amended expectations about breaks or play times, including where children may or may not play: Your POD will be allocated a playground zone & your teacher will make sure you get time to play outdoors.
- use of toilets: Your POD will use specific toilets – but no more than 2 at a time – be smart, stay apart!
- Responding to coughing or spitting at, or towards, any other person: There will be zero tolerance for this type of behaviour.
- clear rules for pupils at home about conduct in relation to remote education: All online learning will promote our PROUD Values
- rewards and sanction system: Our usual rewards/sanctions will apply – but adapted for social distancing.

We will identify any reasonable adjustments that need to be made for students with more challenging behaviour.

## Our Rewards & Sanctions:

BRONZE, SILVER, GOLD & PLATINUM CERTIFICATES – SUSTAINED EXEMPLARY ATTITUDE TO SCHOOL LIFE – WEEK IN/WEEK OUT!

PROUD CERTIFICATE AWARDED IN CELEBRATION ASSEMBLY – STANDING OUT FOR DISPLAYING 1 OR MORE OF OUR PROUD VALUES

PRIZES AWARDED FOR COLLECTING DIDI-DOTS

DIDI-DOT AWARDED IN A LESSON OR BREAK TIME FOR OUTSTANDING EFFORT/ACHIEVEMENT IN WORK OR BEHAVIOUR

SMILES, PRAISE, GREEN CARD/ STICKERS – WELL DONE!

WHAT SHOULD YOU BE DOING? REMINDER!

VERBAL WARNING

YELLOW CARD

RED CARD

LOSS OF PART/WHOLE PLAYTIME(S)

CONTACTING PARENTS / INFORMING DHT & HT /CPOMS

PASTORAL SUPPORT PLAN – SPECIFIC TO INDIVIDUAL PUPIL – REWARDS & SANCTIONS

BEHAVIOUR SUPPORT IN/OUT OF CLASS – INTERVENTIONS APPROPRIATE TO INDIVIDUAL PUPIL – LOSS OF PRIVILEGES

AT RISK OF EXCLUSION – INVOLVEMENT OF OUTSIDE AGENCIES

# Outcomes

This policy will promote the caring ethos of our school, reflecting our Mission Statement and ensuring that our children and staff are happy and enjoy coming to school. It is underpinned by excellent teaching, learning and pastoral care.

Our simple 'traffic-light' system will be used consistently by all of our staff – in lessons and at playtimes and lunch. This consistency ensures clarity for everyone.

We pride ourselves on working closely with parents, as the first educators of their children, to build a future society based on shared values.

This is why we are PROUD to be FOREFIELD!

Revised and Adopted by the Governing Body June 2020