



BEHAVIOUR POLICY: JUNIOR SCHOOL

Independent Day School for Boys and Girls Fairley House School

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Rewards

Staff are encouraged to use the reward system liberally to reinforce good or appropriate behaviour and in preference to applying sanctions for poor behaviour. Rewards are seen as an essential part of raising our children's self-esteem. The rewards are called PHPs (**Personal House Points**). These can be gained in all aspects of school life for positive, respectful and diligent behaviour.

PHPs

Children use PHP charts (in their diaries) to record the PHPs they have received in their class or in other lessons. 30 PHPs are equivalent to a star badge which is presented in assembly and which also gains five house points for the recipient's house. Staff do not need to award house points unless directed to as part of a competition as star badges are automatically converted to house points in the Rewards and Sanctions Database. PHPs are awarded by staff who mark them in the child's diary, initialling them.

Certificates

Certificates are given out in assembly to children who require special recognition. For example, children might receive a certificate for reading a target number of books. Children are also awarded highly coveted Pen Licences and Saw Licences in Assembly.

House Points

Each child belongs to one of 4 houses named after famous dyslexics, Winkler, Bussell, Yankey and Gates. Children stand for election to be chosen by their peers as House Captain. House competitions are held, with house points awarded. Staff can enter house points themselves in the school database if the competition requires it. For instance, during the Healthy Living Competition children received a house point for selecting a healthy meal. The themes of the competition are designed to promote desirable behaviour or link with the current PSHEE topic. Star badges and Star of the week certificates earn 5 house points which are automatically added on to the House total through the Internal Database. Sports day is an inter-house competition. The winning house receives the house shield each term in Prize Giving, collected by the House Captain.

House Competitions

Are decided by staff to promote desirable values. Examples are Empathy, Kindness, Healthy Living. School Council may also make suggestions for House Competitions.

Prize Giving

Prize Giving is held to recognise achievement and to boost self-esteem. It is held at the end of every term to maximise the number of children who can win an award. Parents are invited to Prize Giving and a formal ceremony is held on the stage in the Assembly Hall with all children present. Children come up on stage to receive their awards from the Head, Deputy Head and a Governor.

No Yellow Card Certificates

Are awarded to all children who have not received a Yellow Card sanction during the term.

Cups

Cups are awarded to individuals to recognise outstanding achievements. There is:

- A cup for overall contribution
- A cup for overall effort
- A cup for significant improvement
- A cup for excellent behaviour
- A cup for kindness
- A Sports cup for the greatest individual contribution to sport
- A Swimming cup, often for the child who has tried the hardest
- A DT/ Art cup for outstanding achievement in this subject
- A Music cup for outstanding achievement in this subject
- A Drama cup for outstanding achievement in this subject
- A Literacy cup for greatest improvement in this subject
- A Maths cup for greatest improvement in this subject
- A Humanities cup for outstanding achievement in History, Geography or RE
- A Science Cup for outstanding achievement in this subject
- A Computing cup for outstanding achievement in this subject
- A cup for Handwriting
- A cup for Special Provision
- A cup for Personal Development
- The Andrew Ramsey Cup
- Head's Award for a child who stands out for positive reasons

Children may keep the cup for a term and win a prize (a book with a book plate with their name). Prize winners are chosen by staff nomination and staff write a paragraph to explain why the child has won, read out by the Head or Deputy Head when the child comes up on the stage. A list of Prize Winners, with the reason they won the cup, appears in the end of term newsletter.

Honour Roll

Children with significant achievements, although below the outstanding level of a cup, receive a certificate and have their name on the Honour Roll in the hall for a term. A list of children on the Honour Roll appears in the end of term newsletter.

Junior Assembly

This is a whole school assembly held weekly to celebrate achievement. It has the explicit purpose of raising self-esteem for children who have often received little recognition in their previous school. Each teacher nominates a star of the week, a child in the class who has overcome a difficulty or performed especially well, either academically or in terms of behaviour. This child receives a 'Star of the Week' certificate in assembly, presented by the Head or Deputy Head in front of the whole school. The Star of the Week is published in the weekly newsletter. Star badges are also awarded in assembly. Classes may bring good work or projects to show. It is part of the speaking and listening policy to encourage children to describe or explain the work they are showing clearly and audibly and to require attentive listening from other children.

Special assemblies may have a visitor such as a dyslexic adult who has achieved despite his or her dyslexia, or an author. Assemblies may have a theme such as anti-bullying or a festival from a range of faiths and cultures, often drawing upon those within our diverse and multicultural community. Canada Day and Chinese New Year are examples. Assemblies make a significant contribution to Spiritual, Moral, Social and Cultural Education and to PSHEE.

Class Captains

A class captain who carries messages and takes the foremost responsibility within the class is chosen each half term by the class teacher. A class captain's badge is presented in Assembly.

School Council

Class Captains and House Captains sit on the School Council. School Council discusses issues of concern to the children and is taken seriously by the adults at school. It is run by a Senior Teacher. Taking part in School Council helps children develop responsible and democratic behaviour and raises self-esteem. It gives children a sense that their opinions matter. School Council may take on important projects such as selling poppies for Remembrance day, giving notices in the assembly or developing and administering a bullying survey.

Monitors

Pupils in Year 5 who are good role models may be chosen by staff as Monitors with special responsibilities such as helping with computers, art supplies, delivering paper

or helping organise materials for assembly. These children also support in a younger form group one morning a week during extended registration. Their role is to socialise with the younger pupils; playing games, reading to them, chatting or helping them to write their diary and organise their folder.

3 Sanctions

It is the aim of the behaviour policy to circumvent or prevent trouble by, for example:

- engaging teaching
- treating children with kindness and understanding
- pre-empting problems if possible e.g. separating children who are having a disagreement
- making polite requests to children and expecting good manners in return
- providing a clear structure for what is expected (e.g. completing diaries in the morning or the going home procedure)
- reminding children of the rules regularly e.g. by rewarding a child who is following the rules

Many children go through Fairley House with no sanctions.

However, if children break the rules, there are clear sanctions. They are designed to help children learn what is right and what is wrong. The system is **reminder, warning, yellow dots, yellow card**. Additionally, children may lose playtime, or stand aside in playtime without participating, or lose Golden Time (where applicable) at the teacher's discretion if the offence is serious and a yellow card seems an insufficient sanction. It is at the teacher's discretion how long the loss of time should be and decisions should be based on a child's age, the seriousness of the offence and the child's disciplinary record.

Yellow Dots

3 yellow dots in a day for low level misbehaviour (talking, calling out) will lead to a Yellow Card. If a child behaves improperly in a lesson they are given a reminder, followed by a warning for repeating the behaviour. The reminder and warning are made concrete and memorable for children by the teacher either placing a laminated "R" and "V" on the child's desk or recording it up on the whiteboard. Continuing the behaviour leads to a yellow dot marked in the child's diary on the page for the day. Each lesson offers a fresh start in terms of reminders and warnings but dots accumulate through the day. It is intended that parents should be made aware of low level misbehaviour through the yellow dot system.

Yellow Cards

If a child has continued to engage in misbehaviour despite reminders, warnings and yellow dots, the child will be given a yellow card. For more serious misbehaviour, such as hurting someone else or blatant defiance, a yellow card is given immediately. Yellow cards are filled out by the teacher, specifying child's name, teacher's name,

date and what the child has done that is wrong, phrased in terms the child can understand. The child signs the card to indicate (s)he knows what it says.

Yellow cards are given for:

- continuing misbehaviour after a reminder, a warning and 3 yellow dots
- deliberately hurting someone else
- fighting
- swearing
- refusing to follow a teacher's instructions
- rudeness
- stealing

Only children who have not received any Yellow cards during the term can earn a 'No Yellow Card' certificate at Prize giving. If a child receives a yellow card, it is entered on the child's Rewards and Sanctions file and is stapled in the diary for parents to see.

Class teachers are asked to help children reflect on their behaviour if they have received a yellow card, perhaps the next day so that the heat of the moment has passed. Children should be asked to think what they could have done differently to avoid being in trouble.

If a child receives 3 yellow cards in one half term, the class teacher should contact the parent by phone or email or arrange a face to face meeting, to find out whether there is anything happening at home that we need to know about and to discuss what can be done to improve behaviour.

5 yellow cards in a term will usually result in an 'Internal' suspension being issued, but this is at the discretion of the Head and it may be necessary for an alternative approach to be used, depending on the individual child. Internal suspensions at the Junior School are half a day.

Fixed Term Exclusion

In the Junior Department fixed term exclusion or suspension may be used at the Head discretion for extreme misbehaviour. To make this concrete for young children, a red card is given with the reason for exclusion and the card is signed by the child. Children are usually excluded for a day but exclusion may be for up to 5 days if it is felt that the child will be unable to control him or herself after a day.

- deliberately hurting someone very badly
- deliberately damaging school property
- swearing at a teacher repeated misbehaviour that does not respond to lower level sanctions
- Unsafe behaviour

Staff are reminded to report serious incidents to the Head if they think it may merit suspension.

Parents are notified and are asked to come to school to collect the child. Suspension is notified in writing and is subject to appeal to the governors. Suspension is recorded in the school's Record of Sanctions for Serious Disciplinary Offences and all related correspondence is retained.

Permanent Exclusion

The Head reserves the right to permanently exclude a child, or to require their removal, if their behaviour does not respond to our clear Behaviour Policy or if they disrupt the education and well-being of other pupils. See Whole School Behaviour Policy for further details.

Rewards and Sanctions Database Record

Each child has an individual rewards and sanctions file on the computer. Class teachers will record yellow cards and yellow dots on the computer including the reason the sanction was given. Teachers also record rewards. This record enables us to build up a full picture of a child's behaviour, positive or negative. It also enables us to look at patterns of misbehaviour, such as being in trouble at playtime or in certain subjects. It allows us to be very specific when talking to parents about behaviour. A printout of the record can be placed on the child's office file and may be shown to parents.

Behaviour Modification

These techniques may be useful alongside other rewards and sanctions.

Timetable monitoring – If there is considerable concern about a child's behaviour s(he) may be issued with a blank timetable to carry to all lessons, so each teacher can record a comment. This often has the effect of modifying behaviour, but if not, it allows us to monitor exactly what is happening.

Alternatively, a specific target may be set and its success monitored through the timetable system. A clear target such as 'I will put my hand up to answer questions' would only need a tick and initials to indicate success. However, some targets may require a comment. The timetable will have explicit instructions for teachers at the top.

At going home time, the Deputy Head will see children's timetables and award a star for a good day or targets met. Timetables are normally sent home for parents to initial each day to encourage home-school liaison. Parents are normally informed when a child begins timetable monitoring.

Occasionally this system operates without the child's knowledge. In this case, staff put comments into a timetable blank on the computer, rather than the child carrying the timetable from lesson to lesson.