

# Junior Department Behaviour Policy

## Fairley House School

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## **Aims**

This is the Behaviour Policy of Fairley House Junior Department for years 2-6. The aim of this policy is to set out the rewards and sanctions applicable in the Junior Department.

## **Scope and application**

This policy applies to the Junior Department only. For details regarding the school's approach to the promotion of good behaviour and the proper investigation and management of allegations of poor behaviour and/or breaches of discipline see the Whole School Behaviour Policy and the Expulsion Policy.

## **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.

## **Personal House Points.**

### **Years 2-5**

Pupils use house 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.

### **Year 6**

Year 6 pupils work towards earning enough PHPs each term to gain their Bronze, Silver and Gold badges.

Bronze = 50 PHPs

Silver 100 PHPs

Gold 150 PHPs

Certificates are given out in assembly to children who require special recognition. For example, Star of the Week certificates or 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. Pupils can also earn a 3 PHP award certificate for a piece of outstanding work.

## **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. 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. At the end of each term, the winning house is awarded the House Shield in prize Giving and earns a special treat for their House.

## **House Competitions**

House competitions are held, with house points awarded. Staff can enter house points themselves in the school database if the competition requires it. The themes of the competition are designed to promote desirable behaviour or link with the current PSHEE topic, e.g. Empathy, Kindness and Healthy Living. .

School Council or The Student Leadership Team 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.

## **Prize Giving 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 effort or achievement in this subject
- A Music cup for outstanding effort or achievement in this subject
- A Drama cup for outstanding effort or achievement in this subject
- A Literacy cup for outstanding effort or achievement in this subject
- A Maths cup for outstanding effort or achievement in this subject
- A Humanities cup for outstanding effort or achievement in History, Geography or RE

- A Science Cup for outstanding effort or achievement in this subject
- A Computing cup for outstanding effort or achievement in this subject
- A cup for Handwriting
- A Therapy cup for outstanding effort or achievement in OT or SLT
- A cup for Personal Development
- 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 Department 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.

There are many positions of responsibility available to the children in the junior department, (see appendix I), which aimed at encouraging good behaviour, responsibility and to provide good role models for their peers.

## **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.

### **Years 2-5**

The system is reminder, warning, yellow dot, yellow card. Additionally, pupils may lose playtime, or stand aside in playtime without participating, (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.

In relation to minor breaches of discipline:

#### **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 "W" 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

If a child receives a yellow card, it is entered on the child's Rewards and Sanctions file on the internal database 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 Department are half a day.

## **Year 6**

The system is reminder, warning, yellow dot, detention.

- 2 yellow dots in a day = lunchtime detention
- Severe misdemeanour = lunchtime detention
- 3 detentions in a term = meeting with parents

### **Detentions**

A year 6 pupil will serve a lunchtime detention with a senior member of staff if they should obtain 2 yellow dots in a day or for a severe misdemeanour such as;

- continuing misbehaviour after a reminder, a warning and 2 yellow dots
- deliberately hurting someone else

- fighting
- swearing
- refusing to follow a teacher's instructions
- rudeness
- stealing

Sanctions for serious breaches of discipline include:

### **Internal exclusion (Suspension).**

An 'Internal' is a suspension held within the school, these are issued if a pupil has gained 5 Yellow Cards or detention in a term. The 'Internal' will remove the pupil from class for half a day. The pupil will do work as normal but will be sat with the Head or a member of the Leadership Team. If a pupil gains two internals in a term, then it will be left to the Head to decide if the pupil's behaviour warrants a fixed term exclusion.

### **Fixed term exclusion (Suspension)**

In the case of extreme misbehaviour or repeated misbehaviour that does not cease in response to yellow cards, the Head reserves the right to exclude the child, usually for one to three days. The aim is to emphasise the unacceptability of the child's behaviour, both to the child and parent, and to allow a cooling off period. Fixed term exclusion can allow the child some thinking time and can give staff and other children who have found a child difficult, some breathing space. Exclusion is unusual and rarely enforced because of its disruption to the child's education. However, against this must be balanced the disruptive effect of the child's behaviour on the education of other children. A typical reason for exclusion is violence against other people or blatant defiance in the face of teachers' instructions. It tends to have a salutary effect with the child usually returning in a more positive frame of mind.

Parents are notified in writing of a child's fixed term exclusion and of their right of appeal to the governing body. The letter will identify the reason for exclusion and its length. Parents are expected to accompany their child to school when he or she returns, for a meeting with the Head. The child is expected to express remorse and to discuss ways of improving behaviour. The discussion should be solution focused and should include ways school can help prevent problems. Agreed solutions should be communicated to all staff within the Senior or Junior Department so that they can help implement them.

Any fixed term exclusion would be recorded in the school's Record of Sanctions for Serious Disciplinary Offences and all related correspondence 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 school internal database. Class teachers will record yellow cards and yellow dots on the internal database 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 or a member of the Leadership Team 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.



## **Appendix I- Positions of Responsibility**

### **House Captains**

There are 4 houses: Bussell, Gates, Winkler and Yankey. All pupils are assigned to a House on joining the school. Each term, all pupils can stand for election as House Captain. Their role is to lead and inspire the pupils in each respective house.

### **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. Class Captains automatically become a member of the School Council for the term.

### **School Council**

Class Captains and House Captains are automatically enrolled on to the School Council for the term. 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, and they meet weekly over lunch. 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. The Council have responsibility for managing their own budget.

### **Year 6 Student Leadership Team**

Pupils in Year 6 can volunteer to become a member of the Student Leadership Team for the academic year. To become a member, pupils must sit an interview with a senior member of staff. Pupils will be asked to explain what they feel they could bring to the post and how they feel they could play an effective role as a member of the Student Leadership Team. The Team meets weekly to discuss issues that may have arisen, share ideas and plan events such as charity days or theme days. They are expected to be good ambassadors for the school.