



Fir Tree Junior School

'Learning and Growing Together'



Spotlight on Behaviour



Why is it important for pupils to behave well?

- ✓ When pupils behave consistently well, the community is a safe and happy place in which to learn
- ✓ Learning is very important. When pupils behave consistently well, they and others learn lots of important things
- ✓ Fairness. It is not fair when people making poor choices stops others from learning

Our vision for behaviour at Fir Tree is:

- ✓ all members of the community flourish in a safe environment
- ✓ lessons are free from disruption and no learning time is wasted
- ✓ kindness and gratitude are the norm in all interactions
- ✓ all adults have equal authority and consistently lead behaviour in and out of classrooms
- ✓ skilled colleagues put in place reasonable adjustments to support children with special educational needs

It is 'The Fir Tree way' to:

- ✓ be ready
- ✓ be respectful
- ✓ be safe

All members of our staff team commit to:

- ✓ treating children, colleagues and families with respect
- ✓ a 'no shouting' policy
- ✓ celebrating children's efforts as much as possible
- ✓ explaining to children what they should have done or said when they get it wrong
- ✓ using the language of choice and consequence
- ✓ encouraging children to take responsibility for their behaviour choices
- ✓ applying the school's behaviour policy consistently

- ✓ giving children positions of responsibility and opportunities to develop their sense of self-worth

Expectations

The Fir Tree way is to teach children what good behaviour looks like, as if it was a curriculum of its own. Over time, our aim is for those behaviours to become the norm in our school. All adults teach children our expectations, which are set out below:

Ready 	Respectful 	Safe 
✓ Being on time for school ✓ Wearing the correct uniform ✓ Being ready to learn at the start of every lesson ✓ Starting work straight away ✓ Being ready to answer a question or contribute to a discussion	✓ Looking at and listening to the person talking ✓ Following instructions ✓ Thanking people who help us ✓ Greeting others politely each day ✓ Tidying up after ourselves ✓ Holding doors open for others ✓ Winning and losing gracefully ✓ Showing respect to the environment by not wasting valuable resources	✓ Travelling to and from school calmly and safely ✓ Washing hands carefully and regularly ✓ Catching and binning coughs and sneezes ✓ Respecting personal space ✓ Walking calmly around the school (running is for the playground or field) ✓ Demonstrating kind hands and feet ✓ Telling an adult if something is wrong ✓ Using technology responsibly

Celebrating positive behaviour

This is achieved in a number of ways, including:

- ✓ stars of the week (nominated by classmates)
- ✓ learner of the week (nominated by members of our staff team)
- ✓ positive emails from the Headteacher
- ✓ Smart awards
- ✓ stickers and gems, if appropriate

Responses to poor behavioural choices

In order for pupils to flourish and make positive choices, a consistent approach on the part of colleagues is required. It is therefore important to predict the behaviours that might need responding to as well as classifying them. Any consequence is therefore planned and given with the aim of reducing the likelihood of that behaviour being repeated.

‘One off’ low level behaviours

For example:

- not listening respectfully
- distracting others
- stopping others from learning

Adults might:

- ✓ use a discreet non-verbal cue to encourage a child to get back on track
- ✓ express private, firm disapproval
- ✓ keep the child back briefly at the start of morning or lunch playtime to reset expectations

Repeated low level behaviours

Adults might:

- ✓ give a timeout in the classroom
- ✓ keep the child back briefly at the start of a playtime to catch up on any work missed due to poor behavioural choices
- ✓ reset expectations, supported by the Assistant Headteacher or Headteacher

Persistent low-level behaviours

Adults might:

- ✓ instruct a pupil to spend some time working outside of the classroom
- ✓ class teacher to contact parents/carers

Senior Leaders might:

- ✓ place the child on report for one week
- ✓ set an internal exclusion

Serious incidents

For example:

- violence (kicking, punching, biting or grabbing) against a pupil or member of the school team
- bullying
- swearing
- racist, sexist, homophobic remarks or those relating to a disability
- spitting
- purposely damaging school property
- persistent refusal to follow instructions

The member of our school team will:

- ✓ Ensure everyone is safe, and, if necessary send for the Headteacher or Assistant Headteacher

The Headteacher or Assistant Headteacher will:

- ✓ talk to the pupil about what happened
- ✓ call the pupil's parents/carers

- ✓ place the child on report for 2 weeks

The Headteacher might choose to:

- ✓ issue a fixed term suspension or permanent exclusion

Placing a child on report

This is a response that can be taken to a serious incident or persistent low-level behaviours. The purpose of such a move is to highlight how home and school are working in partnership and expect a rapid improvement in the child's behaviour. Each day of the report period, the child's class teacher will comment on the child's behaviour choices, as will a member of the school's leadership team who will 'check in' and offer encouragement. A copy of the report form (see below) will be sent home to the child's parents/carers

Child's Name:			Report Start Date/End Date:	
Date	Morning session 1 Teacher's Comments	Morning session 2 Teacher's Comments	Afternoon Session Teacher's Comments	Senior Leader Comments

Internal Exclusion

It may be necessary for a child to learn away from their class for a period of time (usually one-half day or one full day) as a response to persistent low-level behaviour or a serious incident. The class teacher will set the child some learning tasks, which would ordinarily be completed in the Headteacher's office. The child's teacher will check in during the day in order to prepare for an effective reintegration back into the classroom.

Suspension

The Government supports Headteachers in using suspension as a sanction where it is warranted. The purpose of a suspension may be to allow a cooling off period, a time for thought and discussion, for the school to function satisfactorily for the remainder of pupils or an opportunity for further discussions between the school and parents/carers.

Reasonable Adjustments

Where a child has a diagnosis of a condition regarded as a disability and which adversely affects their behaviour, we will make sensible and reasonable adjustments to our policies, the physical environment, the support we offer and how we respond to particular incidents.