



Field Junior School Behaviour Policy

Sept 2026

At Field Junior School we value the importance of a positive attitude towards school, work and one another. Developing self-esteem and respect for others, both within the school and wider community, will promote positive learning experiences in an atmosphere of respect and high expectations. We encourage the best behaviour from all of our pupils and believe that this is achieved through a positive approach to behaviour. We adopt an inclusive approach and adapt our behaviour management strategies to meet the needs of the child; this is applied equally to everyone in the school with the aim to improve educational, social and emotional outcomes for all. We regularly review our behaviour strategies, in line with advice from external professionals and Herts Advisory Service, working alongside parents/carers and children to achieve good behaviour.

AIMS:

- To develop a sense of responsibility in all of our pupils.
- To inspire a sense of right and wrong in all of our children, developing respect for members of the school and whole community.
- To build self-esteem by distinguishing between a pupil and a pupil's behaviours.
- To promote equality of treatment and equal access to educational opportunities within school.
- To work as a team to create a happy and purposeful environment for learning.

RESPONSIBILITIES

The creation of a positive learning environment is the responsibility of the whole school community, including teaching and non-teaching staff, pupils/Carers and governors. Parents/Carers lend their support through home school links, good communication and support of the school behaviour policy.

Safety, learning and fairness are important principles when developing a behaviour policy and we believe that children should be involved in the process to give them a sense of ownership. Our children are involved at the beginning of the academic year in the creation of school and class rules. These are prominently displayed in order that they can be referred to and used by all.

Parents/carers have access to the school behaviour policy, via the website or a paper copy from the school office upon request; families are asked to uphold our aims. Contact with the school over behaviour issues should normally be via the class teacher. Class teachers are best accessed at the end of the school day or via the school office to request a call back

FIELD JUNIOR SCHOOL PRACTICE

At Field Junior School we believe that a positive environment will provide the best learning experiences for all. Positive reinforcement of pro-social behaviours (**obeying rules and conforming to socially accepted behaviours**), praise and encouragement are key to achieving this. Pro-social behaviours are celebrated widely with the aim of:

- Teaching and reinforcing pro-social behaviours
- Encouraging others to copy/adopt pro-social behaviours
- Help maintain positive relationships between staff and pupils
- Enhancing the learning environment
- Helping to build a pupil's self esteem

At Field Junior School we believe that pro-social behaviours include but are not exclusive to: being a good citizen/friend, working hard, developing new skills and showing polite manners to all. There are a number of ways pro-social behaviours will be acknowledged, including:

- **Praise and encouragement**-vital elements of any behaviour strategy. This is not exclusive to the class teacher and will include the Senior Leadership Team. This may include sharing of achievements with the class, other staff or other classes.
- **Team points**-displayed on a chart in the classroom with whole school totals announced weekly and half termly winning team to receive a reward (such as a non-uniform day)
- **Certificates of Achievement**-awarded by staff weekly in an achievement assembly. Individual pupil's preference for displaying praise in public will be taken into consideration.
- **Friendship awards**- children nominate someone in the school who has displayed an aspect of friendship and put it into a friendship box in the classroom. A nomination is drawn from the box in assembly each week and read out to the school to promote positive friendships.
- **Classroom rewards**-each class has individual rewards, such as star of the day/week, which promote team work and positive learning.
- **End of year awards**-these are awarded in our end of year presentations assembly and include Bullock Awards (for effort), The Bowyer Award (for personal achievement), Head Teacher's Award (for excellence), Sunshine Awards (for making others happy), Sawyer Award (for football), Swimming Awards, Courtesy Awards (year 6)
- **Sports/arts board**-celebrating successes in the arts/sport from both inside and outside of school.
- **Newsletter**-children may wish to share success from outside of school with the wider school community and as such this will be printed on the school newsletter where appropriate.

The PSHE curriculum aims to foster and develop positive, caring and responsible attitudes and is embedded in all topics where appropriate. Work aimed to develop self-esteem and the exploration of pro-social, difficult and dangerous behaviours is planned for. Pastoral support may be put in place for some children, which can include small group work, Drawing and Talking Therapy or external professionals with therapeutic training.

SUPPORTING BEHAVIOURS THAT ARE NOT PRO-SOCIAL

As a school we recognise that there will be times where pro-social behaviours may need guidance and support. There are a range of behaviours that may be observed in a school setting from the trivial, but undesirable, to the more serious. We aim to achieve consistency of approach by adopting common procedures throughout the school. Within the classroom this is usually the responsibility of the class teacher. Good communication amongst staff will support in identifying if behaviours are one off incidents or repeated/persistent behaviours. Class teachers will be able to determine when it is necessary to inform parents in person or on the telephone. If behaviours are more serious or persistent then the class teacher will liaise with a member of the Senior Leadership Team (SLT). Any incidents referred to a member of the SLT will be logged on Arbor (the schools management information system) and parents may be notified. Arbor is used to monitor behaviours and any patterns that may be forming. This can help to reduce the risk whilst supporting all children. Any allegations of racist behaviours or bullying are recorded and monitored on Arbor.

Our aim is to reward positive behaviours and apply sanctions when children are not showing pro-social behaviours. The school operates a warning system where verbal (or card) warnings are given to indicate if behaviours are not pro-social.

- Warning 1 Gentle reminder by adult that behaviour is not suitable
- Warning 2: A second reminder by adult that behaviour is not suitable
- Warning 3: time outside the classroom to reflect (10 minutes). If on the playground this is completed off the playing space.
- Warning 4: missed playtime/lunchtime (part or all). We reserve the right to exclude a child from an extra-curricular activity if behaviours are not pro-social in curriculum time.

- Warning 5: time in another classroom for a longer period of time to complete work and reflect upon actions. The class teacher will direct the child where to go and supply work to complete.
- A child may be expected to complete any work not completed in lesson time in their breaks.

The warning system starts afresh in each session and as such some children will rarely experience anything further than a first or second warning. There may be some behaviours which, teachers using their professional judgement, may feel lead to moving directly to warnings 3-5. For some children, de-escalation may mean that they need some reflection time with a key adult. This is not the same as a warning 5 and will be used only when previously agreed with staff and the child.

There are some behaviours that we consider more serious. These include but are not exclusive to:

- Racist comments/actions
- Rudeness to adults
- Violent behaviour
- Purposeful damage to property
- Theft
- Bullying behaviour (see bullying policy)
- child on child abuse
- Sexual harassment/sexual violence

Such behaviours will warrant an immediate referral to a member of the SLT. Where behaviour is reported to the Head teacher the matter will be investigated as soon as possible, and if confirmed parents/carers will normally be contacted.

The staff team also agrees responsibilities of MSAs, duty teachers and senior teachers at lunchtimes. The warning system applies on the playground and when necessary incidents will be referred to the duty teacher or a member of the SLT. Persistent concerns over playground behaviour will be supported by the SLT and recorded on Arbor.

Behaviour expectations are communicated to parents at transition from KS1 via a new to Year 3 parents meeting and these expectations, rewards and sanctions are communicated to each child on transition to Field Junior School.

Similarly, to ensure a smooth transition to Secondary school, information related to pupil behaviour issues may be transferred to relevant staff at the pupil's secondary school.

ONGOING CONCERNS

We hope that our work and procedures in school will achieve improved levels of pro-social behaviours. Occasionally more disruptive and persistent behaviours are noted in an individual child. Staff have undertaken training so that they have a stronger understanding of the impact of children's behaviours related to attachment, trauma and SEND. Although staff set high expectations for all, there are some circumstances whereby behaviours will need further investigation and support from senior members of staff and/or external professionals in partnership with parents/carers. Where needed, further support will be put in place, in partnership with family, which may include external professional advice, Early Help family support or linking with the South West Herts Partnership Family Worker.

Support staff run nurture groups that can focus on playground games, friendship concerns and pro-social skills. This is in a bid to expose children to structured, good modelling that can then be applied to independent situations and thus increase the incidence of pro-social behaviours.

There may be occasions where further provision is required and it may be necessary for a "Team Around the Child" or TAC to take place. This would involve school, family, external professionals as

well as the child to come together to create a plan to support the child to be successful in school. This may involve a Risk Management Plan being completed. Support for where learning is being impacted upon by the behaviour will be provided at a level that is suitable for each child. The aim will always be to seek advice, support, and offer emotional guidance, set high expectations aimed at achieving inclusion.

Any staff requiring support to deal with difficult or dangerous behaviours inside/outside the classroom will be supported by the SLT all of whom have a reduced teaching commitment. All staff know how to promote pro social behaviour and have an understanding that behaviours might be a way of communicating. The focus will always be on de-escalation and preventative strategies rather than reactive. Staff understand that when children have experienced difficult or dangerous behaviours they may need to have “recovery time” before they can reflect, repair and restore.

When school policy and practice has been exhausted and there is limited change in difficult or dangerous behaviours, or an incident is of particular severity the school has the right to exclude a pupil. Herts Local Authority procedures would be followed in such situations.

BULLYING AND HARRASSMENT

The school takes very seriously incidents of bullying and harassment. Our bullying policy is reviewed annually. Our policy is based on Local Authority Guidance and should be read in conjunction with our behaviour policy.

LINKS WITH HOME

At Field we enjoy good relationships with our parents/carers. We aim to maintain good communication with parents/carers when behaviour is difficult or dangerous and impacting on school life. We maintain links by means of:

Parent/Carer Consultations

Open door policy

Working in collaboration where there are persistent concerns

Banned Items

Trading cards

Smart devices e.g. phones and watches

Knives/ sharp implements

Stolen items

Anything else that may cause disruption to lessons/arguments at playtimes.

Children may be asked to turn out their bags/pockets to search for banned items, conducted by the teacher/SLT

Off- site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school

- E.g. school trips.
- if the misbehaviour poses a threat to another child
- is a safeguarding concern e.g. online misbehaviour

REVIEW AND EVALUATION

We use a range of methods to review and evaluate behaviour and behaviour management strategies in school:

- Questionnaires (parent/carers, pupil and staff)
- Pupil voice (formal and informal)

- School Parliament feedback
- Monitoring of incidents/playground behaviour/
- Monitoring of time out sanctions (informal discussions)
- Classroom observations
- Annual Review (School Improvement Partner)

Roles and responsibilities.

The Governing Board is responsible for

- Reviewing and approving the behaviour policy
- Monitoring the policies effectiveness
- Holding the Headteacher to account for its implementation

COMPLAINTS PROCEDURE

The school has a complaints procedure. Most matters can be resolved with a discussion with the class teacher. Complaints, with regard to the handling of behaviour issues, should normally be addressed by a member of the Senior Leadership Team. If this does not resolve the matter the Head teacher will become involved. Should the situation not be resolved at this stage then it can be referred to the Chair of the Governing Body.

This policy is linked to the following policies

Exclusions policy

Child protection Policy

Physical restraint policy

Anti-bullying policy