



Stourfield Junior School Behaviour Strategy

This strategy must be read in conjunction with the
Twynham Learning Behaviour Policy.

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1. Ethos and Values

As in all Twynham Learning schools, Stourfield Junior School have an approach to behaviour which is based on the following core principles and underpinned by the research set out in Appendix 1:

1. Leaders and teachers need to 'make the weather'
2. Senior leaders are highly visible, leading from the front
3. Expectations are established
4. Teach – don't tell – behaviour
5. Practice makes permanent
6. 'Negative good behaviour' is not accepted
7. Consistency is the foundation of all habits

2. School systems and social norms

a. Stourfield Junior School Expectations

We believe that good behaviour is essential in unlocking potential, supporting all students' personal development and promoting positive mental and physical well-being. We expect that our pupils will show through their actions that they know what constitutes good behaviour, that they understand what is expected of them and that they can respond appropriately. We therefore think that it is important to teach students what good behaviour looks like and place utmost importance on teaching certain core characteristics, in line with our school expectations and values. We expect all Stourfield Junior School pupils to demonstrate these values at all times when representing the school.

b. Behaviour curriculum

The behaviour curriculum (Appendix 2) focuses on defining positive behaviour and makes it clear what this looks like. This includes key habits and routines required at school such as moving around the school quietly and lining up on the playground quietly after break and lunchtime. Students are expected to follow these routines.

The behaviour curriculum will be taught to pupils during their transition from Year 2 to Year 3 and throughout their time at Stourfield Junior School. It will be reinforced regularly in class, through assemblies, in PSHE lessons and staff meetings.

c. Our School Expectations for Pupils

During lessons, all students are expected to follow our school expectations as follows:

OUR SCHOOL EXPECTATIONS

- At Stourfield Junior School, we will:
- Be friendly and polite.
- Walk around the school building quietly.
- Do as we are asked to do by all staff straight away.
- Look after personal and school property.
- Be helpful to those in need.
- Listen and value everyone's contribution.
- Keep unhelpful hands, feet, objects and comments to ourselves.
- Always try our best.



Staff will be encouraged to use the language of our School Expectations to promote good behaviour and as a positive behaviour management strategy. Within this, students will also be expected to:

- show their readiness to learn, leading to a purposeful atmosphere in every classroom.
- come to school prepared to learn, in the correct uniform, and with all the equipment that they require.

Staff will be expected to follow clear routines to support students in meeting these expectations.

d. Attitude to learning

To support students and parents understanding of what excellent learning behaviours look like, we have an Attitude to Learning grid (Appendix 3). This will be used to report students' attitude towards their learning both to the students themselves and to parents.

e. Rewards

- Stourfield Junior School recognises and celebrates pupils' hard work. We are proud of our pupils' achievements and believe that rewards are essential to promote a positive, inclusive and successful culture across the school. Staff are expected to uphold the school's reward strategy.

Pupils may be rewarded in the following ways:

- **Tribe Points:** children are divided into four tribes: red, orange, green and yellow. Throughout the week, children can be awarded tribe points for good work, behaviour and attitude.
- **Excellence Certificates:** staff are asked to nominate a child from their class each week to receive an Excellence certificate in our celebration assemblies on a Friday. This is awarded to a child who has done something of which we are proud that week. Typically, it will be related to the curriculum or a personal learning skill.
- **Postcards Home:** where teachers feel that a pupil has shown excellence in an aspect of school life – social, academic or extra-curricular – they will receive a postcard celebrating their achievements.
- **Class-based reward systems** such as Star of the Day; table points.

3. Pupil support and designated staff

Staff will use a range of initial intervention strategies to help pupils manage their behaviour as outlined in the TL Behaviour Policy.

School specific support may include:

- Report cards
- Behaviour management plans
- Pastoral Pathways programme
- Support from outside agencies

The school also provides a range of pastoral staff roles that pupils can access for guidance and support regarding their behaviour.

Role	Responsibility
Class teacher(s)	Every pupil has a class teacher(s) who they register with each day. The class teacher is the first point of contact for pupils and parents. On a Wider World Day, each class has a designated teacher who registers them and is their first point of contact on that day.
Year Leader (YL)	Every year group has a YL who is there to help, should a student or parent not able to talk to their class teacher for any reason, or for more complex support. Our Year Leaders are: Y3: Mr Marcus Tubb Y4: Mr Benjamin March Y5: Mr Matthew Cooper Y6: Mrs Gina Scarratt
Pupil Welfare Manager (PWM) LAC Coordinator Young Carers group	Miss Alice Smith
SENDCO	Mrs Leanne Dixon Executive Special Educational Needs and Disability Co-ordinator (SIS and SJS) Miss Sophie Figgins Special Educational Needs and Disability Co-ordinator
Pastoral Pathways Team	Staff who run and oversee support for students who need additional pastoral support or who are working with external agencies and professionals. Our team in school are led by: Mrs Rebecca Bootle
Leadership Team	Headteacher and DSL: Miss Emma Rawson Deputy Headteacher and DDSL: Mr Dave Pritchard Assistant Headteacher and DDSL: Mrs Rebecca Bootle Assistant Headteacher and DDSL: Mr Matthew Cooper (Behaviour Lead for Stourfield Junior School).

If you wish to speak to any of the above staff, please email office@stourfieldjuniors.com

4. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, consistently and with confidence. Staff will consider afterwards how to prevent such behaviour from recurring.

Staff will keep a record of all reported incidents on Arbor to help identify pupils whose behaviour may indicate regular dysregulation issues or potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need support.

Support, such as targeted discussions with pupils, a phone call with parents, and enquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour reoccurring. After an initial incident of negative behaviour, sanctions will

be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

Stourfield Junior School will issue sanctions in line with the Twynham Learning Behaviour Policy.

Management of Behaviour and Line of Responsibility at SJS	
Support Staff	• Verbal reprimands • Behaviour incidents added to children's profiles on Arbor/My Concern as appropriate • Lunchtime Reset, if issued by them. • Referral of specific issues to class teacher • Communication with parents as appropriate
Teaching Staff	• Verbal reprimands • Behaviour incidents added to children's profiles on My Concern/Arbor • Lunchtime Reset • Communication with parents as appropriate • Communication with parents when behaviour is likely to lead to being placed on green report card • Attendance at report card meetings • Be responsible for actively monitoring the progress of pupils on report cards and reporting this to their Year Leader. • Referral of specific issues to SLT, if required
Year Leaders	• Verbal reprimands • Behaviour incidents added to children's profiles • Lunchtime Reset • Communication with parents as appropriate • Communication with parents when behaviour is likely to lead to being placed on amber report card • Attendance at/lead initial report card meetings, if required • Be responsible for actively monitoring the progress of pupils on report cards in their year group and reporting this to senior staff/PWM.
Assistant/Deputy Headteacher	• As for Year Leader but for the red report card. • Internal suspension
Headteacher	• External suspension • Permanent exclusion

Pupil Welfare Manager (PWM)	In conjunction with the school's behaviour lead, the PWM will: • Communicate with parents over behaviour issues, as appropriate • Monitor the behaviour of all pupils in school through behaviour incidents on Arbor • Be responsible for producing report cards on a weekly basis in conjunction with other senior staff and attend meetings with parents when requested. • Alongside the Year Leader, be responsible for actively monitoring the progress of pupils on report cards and reporting this to senior staff • Alongside the SENDCO, be responsible for drawing up and monitoring Behaviour Management Plans with senior staff for those pupils who need a more individualised approach to behaviour modification because of their individual needs.
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a. Classroom behaviour

Sanctions may include, but are not limited to:

- A verbal reprimand
- Repeating unsatisfactory work if the pupil has not applied themselves correctly
- A verbal or written letter of apology
- Reset at lunchtime
- Loss of privileges – for instance the loss of a responsibility, such as being a prefect, or not being able to participate in a school event
- Removal from a lesson or a series of lessons (internal exclusion)
- Suspension or permanent exclusion, in line with the TL Suspension and Permanent Exclusion policy

b. Report Card System:

The school has a Report Card system which has been developed to provide a structured intervention programme for those children that have difficulties in managing their own behaviour appropriately. There are three report cards; green, amber and red, increasing in seriousness. Children who are on red report card are at risk of being suspended or permanently excluded. Parents will be informed if their child is at risk of being placed on a report card. See Appendix 4.

c. Support systems for staff

Support must be available for all staff who feel they need it. Initially, this would be provided by Year Leaders (teaching staff) or Line Managers (support staff). More serious incidents will involve a member of Leadership Team. A Leadership Team member is 'on call' should the need arise. Regular CPD on behaviour and attendance is provided, particularly to new staff who are appointed to the school, so that consistency is maintained.

d. Support systems for parents

We firmly believe that the best outcomes occur when school and parents work in partnership. Staff are always willing to discuss strategies to promote positive behaviour. We have an open-door policy, and parents are welcome to discuss concerns with staff. Support for parents may include:

- Parent meetings with the pastoral team
- Offer of voluntary parenting courses
- Referral to Early Help or other outside agencies

5. Removal from the classroom

Removal from the classroom will only be used when necessary, and once other behavioural strategies in the classroom have been attempted. This will be:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regulate in a safe space.

Pupils will be supervised by staff and will be expected to work silently to allow for reflection and reintegration back into a normal classroom setting. Pupils will always be provided with work to do during this time.

6. Banned items and mobile phone use

Under the **DfE (2023) *Searching, Screening and Confiscation in Schools* guidance**, schools have the power to search, screen and confiscate items in accordance with statutory requirements. Headteachers and the staff they authorise have the right to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited or banned item listed below.

If pupils are found to have a banned item, the school will decide on an appropriate sanction, which may include any of the full list of sanctions detailed in this strategy or the TL Behaviour policy, including permanent exclusion. The same may apply to pupils who are caught with others who are using a banned item.

These items are not allowed on the school site:

- smart phones, or other alternative electronic communication devices
- smart watches or fitbits

The following items are allowed on school site, but are banned for use on school site and must be kept away in a bag for the duration of the school day. If seen or heard by staff they will be confiscated:

- brick phones
- earphones/pods or similar devices
- hoodies and gilets
- any clothing or jewellery not permitted under the school uniform rules
- any kind of “trading cards” such as Pokémon and football cards
- toys of any kind
- fidget spinners/toys – school will provide fidgets for identified children in consultation with the SENDCO.

Students are banned from bringing the following prohibited items on to school site:

- tobacco, cigarette papers, all forms of vapes and e-cigarettes, lighters, matches, or any smoking related paraphernalia
- knives and weapons
- alcohol
- illegal drugs and drug paraphernalia
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil)
- fireworks; and
- pornographic images.

7. Trips and Visits

Students will be expected to follow the TL Behaviour Strategy and this Behaviour Policy when attending all trips and visits.

We will carefully consider whether to allow pupils to attend if they are on a report card, display risky behaviour or have received a suspension in the current academic year.

For these pupils, a risk matrix will be completed to determine whether the child’s behaviour is safe enough for them to attend a trip or visit. In this instance, all reasonable adjustments will be considered, such as:

- Parents or carers attending with the child
- A reduced amount of time attending the trip or visit
- Parents or carers transporting the child to and from the trip or visit

8. Appendices

1. Behaviour curriculum research paper

2. Behaviour curriculum document
3. Attitude to Learning grid
4. Report card