

Field Court Junior Academy
Behaviour Policy
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Subject Leader: N/A
Written by: SLT
Date: December 2024
Review Date: December 2027



Approved: (the below signatures are proof of policy approval)

Signed 

Headteacher **Date December 2024**

Signed 

Trustees **Date December 2024**

This policy is a working document for the use of all staff and is subject to staff and governor approval.

Introduction:

Field Court Junior Academy recognises the importance of developing a policy that provides support and clear guidelines for staff, pupils, parents/carers and trustees to ensure a safe and structured environment in which teachers can teach and children can learn. We believe that good behaviour needs to be nurtured and poor behaviour needs to be discouraged. The policy acknowledges the academy's legal duties under the Equality Act and in respect of pupils with SEND. This policy should be read in conjunction with the Anti-Bullying policy, SEND policy and the Safeguarding policy.

School Intent

At Field Court Junior Academy, all our children are **"S.T.A.R.S. in the making"** and this is at the heart of our school and drives everything we do. We believe that upon leaving this school, children will have everything they need in preparation for the 'weather' of the wider world! This is embodied through our phrase: *children will know more, do more and be more.*

- They will **KNOW** the information and facts they need
- They will be able to **DO** the skills they need
- They will **BE** sure of who they are and secure and confident in their own personality to be ready for the next stage of their life and educational journey.

How does this policy help us to deliver our intent and meet the aims of our School Improvement Plan?

The purpose of this policy is to promote good behaviour using positive strategies; we also recognise the need for appropriate sanctions for persistent infringement of academy expectations – especially as we live in a society with a Rule of Law. **We believe we have a duty to teach children that regardless of their ability or level of SEND need, right choices bring reward and poor choices will always bring sanctions or negative outcomes. Understanding this will appropriately prepare them for their role as future citizens of the world and for their next steps of education.**

Aims of this policy:

- To maintain a happy and secure learning environment in which children and staff interact and participate with enthusiasm, thus enabling full access to the curriculum through excellent learning behaviours.
- To promote good behaviour and self-discipline.
- To develop an ethos in relationships which encourages mutual respect and trust among all.
- Enhance the self-esteem of individuals through positive reinforcement praise and encouragement and valuing the contribution each may make to the well-being of others.
- To give clear and consistent guidance applied consistently for modifying unacceptable expectations.
- To ensure all members of our community (staff, children, parents, trustees) understand and acknowledge the shared responsibility for how we reward positive behaviour and how we will deal with unacceptable behaviour.
- For parents to support and encourage their children to act in line with the academy's expectations.

Academy Expectations:

At Field Court Junior Academy, we set expectations to help make our academy a safe, learning environment. These expectations, consistently applied, enable pupils and staff to work in a happy, secure and positive learning environment, thus enabling learning to proceed uninterrupted.

Our Expectations will be:

- Positively stated, telling the children what to do rather than what not to do.
- Consistently applied and enforced
- Explained clearly to the community at the beginning of each academic year and at regular occasions thereafter.
- Promote the idea that every member of our community has responsibilities towards the whole academy.
- Our expectations are positive and exemplify what we expect to see from all of our pupils at all times. We believe that they are clear yet broad enough that they cover a range of situations. Children, who are not behaving appropriately, should be reminded of the relevant expectation that they are not meeting: e.g. If a child is talking whilst the adult is addressing the class, then say: "It is not socially minded to talk over someone else, please slide your name."
- These are the only 'rules' we have and as such can be applied to any situation as needed. There should not be any other type of class rules or charters.

Our Academy Expectations:

Be STARS in the making...

- **S**elf-confident
- **T**rustworthy
- **A**spirational
- **R**esilient
- **S**ocially-minded

Behaviour Policy Parameters

The law states that behaviour policies apply to all students:

- When at school
- On the way to or on the way from school
- While on any school activity or on the way to or from that activity
- When wearing school uniform away from the school premises

AND

It also applies to:

- Actions within the school – inside and outside the classroom
- Actions outside school at any time, regardless of the presence of uniform, which may harm, threaten or bully another student either physically, mentally or emotionally.
- Any action by a student (whether in school or outside of school) which may adversely affect the reputation of the school; could have repercussions for the orderly running of the school; or pose a threat to staff, another student or a member of the public.
- This includes inappropriate, slanderous or bullying behaviour on social media, gaming platforms or messaging sites – whether about or to children, staff or parents.

Parents

By sending your child to Field Court Junior Academy and by the fact that this policy is widely circulated and available, parents /carers agree to abide by and help to promote this policy and will support the implementation of this policy with their child.

Time Lag

Due to the need to investigate situations quickly and to ensure accuracy and fairness, it will not always be possible to deal with incidents which have not been brought to the attention of Academy staff in good time. In normal circumstances, we would expect to look into situations which have occurred that same day or within the 24-hour period – otherwise recollections may fade/vary. There may be times when it is difficult to investigate an incident(s) after a period of time has elapsed and as a result of this we could decide not to investigate such matters. In these circumstances, we would log the concern and monitor accordingly.

In rare circumstances, we *may* investigate situations which have occurred within the same week; however, any sanctions issued would need to be carefully considered and applied, as this would go against the Academy's position of the opportunity for a 'fresh start' every day.

An example of where incidences may be dealt with retrospectively is where there is a suspected case of bullying. This is because information could come to light after some time as we are aware that for some children it can take many incidents before they speak up. In this situation, all incidents are relevant in the investigation and therefore a chronology of behaviours may be considered or investigated.

In addition, changes will not be made to sanctions / slides rescinded where a concern has not been raised within 1 school day of the sanction being given.

Our Behaviour System:

The expectations are used as both a sanction system and a reward system. Both are explained below and apply for all children.

Some children, those who: have an EHCP; are identified as SEMH on the SEND Code of Practice or have a diagnosed neurodivergent need may be placed on 'The FCJA Alternate System' as detailed in the addendum document saved alongside the policy. We believe, being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need to be successful (equity). This means different children may require use of a different system to be successful and this should be reviewed on an ongoing basis. Children may be added or removed throughout the year at any time.

In each classroom is a behaviour display which has the expectations, our rewards and our sanctions, I for everyone to see. By this is also our behaviour chart which consists of a gold star, a purple ball and four rectangle-shaped 'think' stations.

Each child has a credit card (in keeping with our financially based reward system) and children all begin with the card on the purple ball every morning. Throughout the day, the children's name will either stay on the purple ball or 'bounce up' to the gold star for going above and beyond with their effort and behaviour or they may 'slide down' to a think station. There is an opportunity for children to turn their day around and bounce up again (if they make it down no further than R3). This is explained further in the Sanctions section. The aim for all children is to either be on the purple ball at the end of the day or to have made it to the gold star.

Children can only slide down one station at a time and bounce up one station at a time. Staff will allow children to bounce back up the chart if they have seen a change in attitude / effort / behaviour. Consideration should be given to what 'effort' is for each individual child. In addition, Bronze Courts can also be used within this time in order to aid the positive turnaround of their day. The terminology 'bounce up' and 'slide down' will be consistently used by all members of staff when referring to the chart.

Our Approach

Our approach is built entirely on the belief that children learn and make the most progress in an environment where they feel safe, well supported and cared for and where learning opportunities are maximised by adults who the students feel genuinely care about their progress and wellbeing. For this to be achieved, this policy and its associated procedures must be used by all staff (paid and voluntary), used consistently (within, outside and between every classroom) and supported by all managers and leaders in the school.

The system supports the efforts of individual members of staff to reinforce the positive behaviours that are expected from all students whilst feeling empowered enough to challenge all unacceptable behaviour. Systems have been devised to enable the individual member of staff to retain responsibility for tackling behaviour issues where appropriate, whilst providing support to manage more serious infringements.

Emotional Awareness

We recognise that behaviour is a form of communication, and treat it as such.

- All staff are encouraged to take a non-judgemental and empathetic view to dealing with behaviour and respond in a way that focusses on the emotions that are driving a child's behaviour, rather than focussing on the behaviour itself (Emotion Coaching). Using this approach enables us to view children with behavioural challenges as vulnerable rather than difficult, and as a result we have a duty to explore, and where needed, provide support rather than solely punish and sanction.
- A relationship-centred approach requires a school to promote strong relationships and emotional currency at every opportunity between all stakeholders. It relies on building a positive school culture and environment that fosters connection between people, inclusion for all, and respect and value of every member of the school community.
- It remains important however to make boundaries and expectations around behaviour clear. Changing the way that we respond to poor behaviour does not mean that we can lower the expectations of our students or the routines and structures that help to promote a positive learning environment. In fact, we would not be preparing them for future life if we did not maintain and train children in our expectations.
- In order to help children, feel safe at school, their educational environment needs to be one that is high in both nurture and structure.
- In order for children to be able to better manage and regulate their emotions, they need predictable routines, consistent expectations from the adults in their lives and consistent responses to the behaviour that they demonstrate. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

What is Emotion Coaching?

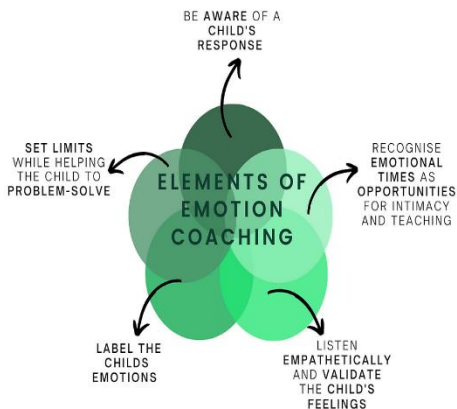
Based on research by American Psychologist John Gottman, Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

Inappropriate behaviours are not condoned in Emotion Coaching - when the child is calmer, incidents are discussed in a more rational and productive manner. Moves are made to problem solve and engage in solution-focused restorative strategies.

Elements of Emotion Coaching

Through repetitive, consistent and empathetic Emotion Coaching, the ability of a child to regulate their emotions is promoted. Key Elements are involved in Emotion Coaching:

- Becoming aware of the child's emotions
- Recognising the emotion as an opportunity for intimacy and teaching
- Listening empathetically, validating the child's feelings
- Helping the child find words to label the emotion
- Setting limits and explore strategies to solve the problem at hand.



Further Regulation Assistance

We recognise that some children may need assistance to regulate. We have the following elements in place in our practice which may be needed.

- We use the language of the Zones of Regulation to assist the children in expressing their emotions and communicating with staff.
- We use the My Happy Mind programme to actively teach the children how to regulate and how the brain works.
- We have four identified places which can be accessed:
 - The Snug – a room with a home like feel, where staff are based and can assist.
 - The Space – a quiet, peaceful, minimal space to be alone.
 - The Sportyard- a place to burn off some energy.
 - The Sensory Garden – a place to reset your senses.

Rewards:

As children interact and function throughout the day in school there are many opportunities for them to show they are able to meet the expectations of the academy. Our reward system is based on our own currency known as Courts which children can earn throughout the day based on effort and achievements.

- Bronze = 1 Court, Silver = 5 Courts, Gold = 10 Courts and an Amethyst Gem = 20 Courts.
- Bronze Courts are awarded to pupils for a range of good actions which demonstrate keeping the academy expectations.
- Courts can be given for individual or collective effort / achievement.
- Once earned, courts are stored in their 'money box' in class and then banked in the 'The Vault' weekly.

- Team Captains will complete the child's bank book with their running total then transfer the total results to the team spreadsheets and produce a running total for each child/team/class along with their certificates, ready for the Friday Assembly.
- Anyone can distribute bronze courts, as a general rule, about 20 per day is reasonable for an adult to distribute. However, the bronze should be used to motivate and encourage constantly and so staff should not 'hold back' if needed.
- Children earn the Silver and Gold Courts for other reasons as detailed below and the senior leadership team members will also have the amethyst gems to give out as explained below.
- The children can then spend their earnings in the academy shop: The Field Court Emporium. The shop will be open one day a week per year group at lunchtime.

There is to be no other reward system used in school.

Each of the different categories of rewards detailed below is important for recognition of individual and/or team effort. We want to celebrate individual successes as well as build team and academy community spirit.

Children are all organised into 1 of 3 teams – Firehawks, Cobrajets or Jaguarstorms – depending on if they are F, C, J as their class title. They work towards earning courts and rewards for their team.

How do children earn the Courts?

- As mentioned above, bronze courts are earned through keeping the academy rules and can be given out throughout the academy day including breaktime and lunchtime by anyone.
- All staff carry a 'swag bag' containing bronze courts to distribute.

In addition:

- If children finish the academy day on the purple ball on the wall chart, then they will receive a silver court.
- If a child shows expectations above and beyond in the academy day, and they have 'bounced up' to the gold star, then they earn a gold court.
- Another way to earn additional or high value courts is by handing in their homework on time and completing reads. The details around this are in the home school link book.
- At times, other ways to earn 5 or 10 courts may be presented through special events such as competitions for example.
- Amethyst gems are very special and awarded by the SLT to children who are continually or extremely contributing towards the academy values and its community or for a one-off significant event which demonstrates many of the academy expectations to a high standard.

Individual Rewards:

- Children will be awarded certificates for hitting total milestones: 100 Courts, 250 Courts, 500 Courts, 1000 Courts and 2000 Courts.
- Individual totals will be kept by the children who work in The Vault on an excel spreadsheet which will be overseen by the deputy head. Individual totals are also recorded in the child's bank book which is kept in their money box in the classroom.
- Once a week, the children will get to shop in the Field Court Emporium and buy anything of their choice with the money they have earned in their vault.

Friday Celebration Assembly:

- There is a whole academy assembly on a Friday. Within this, we celebrate the successes of the children.
- Any child who has hit a Court milestone will receive a certificate
- The total number of Courts earned from the whole academy is shared as well as how much each team has earned.
- Commendation and other certificates are also given out linked to our academy STARS values.

Wall Chart and Purple Ball:

- Teachers will keep a log of who has finished their day on the purple ball chart on the wall or the gold star. (If a child finishes their day on the gold star they are given a sticker to wear home to celebrate their success that day.) If a child finishes their day on either of these stations for the entire academy week, then they will get a purple ball sticker to wear in to the Friday Celebration Assembly.
- During the assembly, one of the children's Team Captains will pull a coloured ball from the Field Court Swag Bag.
- If the ball is purple, then each pupil who was on the purple ball that day will be involved in a 1.5 hours reward time the following week as soon as possible.
- Children can bring in any games and sweets from home (excluding items which can take photographs, message other devices or access the internet)
- Items which children bring in to academy will be locked away until needed and until the end of the day; however, the academy cannot accept any responsibility for items mislaid or broken.
- Children who have not managed to earn 'purple ball time' remain in a classroom and continue with ordinary classwork (but not IPAD based activities).

Team Rewards:

- At the end of each ½ term, the team who have earned the most coins in that term will be announced in Friday's assembly.
- The winning team will get an additional break time in order for them to congratulate and celebrate together.
- At the end of the academy year, the team with the most Courts banked will receive the Team Cup.

Whole Academy Rewards:

- Court Targets will be set throughout the academy year collectively, once the children have achieved these milestones then a whole academy reward day will take place.
- The total has been worked out on the premise of what a child could earn just by finishing the day on the purple ball and handing in their homework with the completed reads (30 courts a week) which is a reasonable expectation. There are 360 children in the academy meaning that a total of 100,000 can be reached within 9 weeks. This is also excluding the bronze courts, gold courts and amethyst gems.
- There is no charge to the parents / carers for a reward day as funding will be sought from internal budgets and the Friends of Field Court to ensure the profile of our behaviour approach remains a high priority inclusive to all.

Staff around School

Staff who see children around school they wish to reward that are not from their own class should do so by giving a bronze court (or amethyst if SLT). Only their own class staff can bounce a child up – this is to allow clarity and control by class staff.

Sanctions:

The Sanctions which are explained below must be applied completely consistently and fairly following the agreed hierarchical system.

The children all start their day on the purple ball. If a poor choice is made, then the children will 'slide down' to a think station. By sliding down, the children will move their own credit card to the station below. We understand that some days children have more difficult days than others for a variety of reasons; this is why the system has been designed so that children have chances where they can still turn their day around and bounce back up to the purple ball. However, they cannot make it to the gold star that day now.

If a child is asked to slide down the chart, **it is vital** they are told **why** and **which rule it relates to**. This could be done simply at the time for example: "It isn't socially minded to walk across someone's coat/push through a door/ say hurtful things, please slide your name" The member of staff, may also at a point that is convenient, have a 1:1 talk with the child to help them refocus and provide positive encouragement for them to turn their day back around.

At the end of each day, it is the responsibility of the class teacher to record on their behaviour class chart the position each child finished on the behaviour chart that day and pass it to the Snug, weekly. This is vital as it acts as a low-level disruption log or great evidence of how many times a child reaches the star and can be useful evidence for talking to parents/carers and for SEND reviews. The pastoral support assistant will monitor the charts and check in and support those children who may be having a difficult week or persistently sliding down the chart. It is the responsibility of the Pastoral Support Assistant to monitor and evaluate these class records termly and to produce reports for the trustees.

There is a member of SLT in every year group/team. Their role is to support the class teacher with the enforcement and management of this policy, possibly attending meetings with the class teacher in a supportive role. When class teachers are out of academy, the SLT member should ensure the supply cover is aware of the sanctions system and the children in that class are aware that the SLT is checking up on how things are going through the day.

EVERY DAY the child's name starts back on the purple ball, even if they have time in the Restorative Lunch from the day before to still serve.

If a child refuses to move their name, then the class teacher may do it for them, but it's a useful kinaesthetic experience for the children to do it if possible. However, this should not be a sticking point- if the child is in a negative state of mind they may find moving it themselves very difficult and therefore the sanction is still given despite the lack of compliance from the child. Remember in all discussions with children about their behaviour, don't ask them to do something, tell them - politely. Do not enter into a discussion with the child in the classroom in front of their peers, simply request the move and tell them why. "You threw a pencil therefore you are not being socially-minded, your name has now slid to R1."

For some children, when they are in a dysregulated situation they are unable to engage with discussions around sanctions and **repeated slides at this stage are not helpful or purposeful**. Children should not be given repeated quick slides for their behaviour in these situations. The Pastoral Support Assistant or other Senior Staff should be called for to assist the child in 'resetting', (remembering our focus as an Emotion Coaching school) then afterwards appropriate sanctions can be discussed with the child and relevant staff member.

Staff around School

Any staff member may slide a child down a station, BUT to do this they must escort the child to ensure the child moves their credit card.

Think Stations: *Note: no child can be moved straight through 2 or more stations – it is one at a time.*

R1 Reset:

- The first think station is called R1. This is the Reset station. Essentially it acts as a warning to say to the child that they have moved from the purple ball and that the behaviour is not acceptable and this is their chance to 'reset' themselves and bounce back up again. The children move their credit card and they continue to stay within the lesson.

R2 Refocus:

- If a child is asked to slide down the chart again, they will move to R2: The Refocus station. This is a 5-minute time out in the room but away from everyone else with some time to just get themselves refocused! There is a grey stool in each room, a sand timer and a variety of refocus activities for the child.
- The idea is for them to think about their current behaviour and then to think about the next positive steps they will do after the time has finished.
- Children can still bounce up from this station but not to the gold star.

R3 Reflect:

- All classrooms should have a stock of relevant R3 sheets in readiness in case a child arrives.
- If a child is on R3, then they will leave the classroom and go to their year group's head of year's class. (The staff member should make sure they arrive). If the child is in the head of year's class, then they will go to the next head of year in the Upper or Lower Juniors. If the staff members are out then they will go to the next most senior member of staff in each year. R3s should not be served with the head or deputy unless there is absolutely no other option.
- In R3 they will sit in a convenient place in the classroom and complete a Reflection sheet. This should be passed back to the Pastoral Support Assistant at the end of the R3. Class staff should send the R3 sheet with the child partially completed with the reasons they are there. They may also read from the Book Nook whilst they wait for their class staff to send work down to them at a convenient time.
- It is not possible to manage more than 2 R3s at a time in one room and staff should feel empowered to redirect child to the next most senior member of staff available.
- The reflection sheet has been designed for children to reflect on their behaviour and who it may have also impacted upon. It leads them to think about turning their day around positively and how they can do that. There is also an optional box for them to tell the teacher anything they want to that might be distracting/upsetting them.
- If a child refuses to leave the room, or cooperate, or becomes violent or dangerous, the member of staff will immediately call for the Pastoral Support Assistant who will assist the child as relevant.
- The child stays in this space on R3 for the rest of the session they were sent out in, however long that is. (for example, if a child is sent out at the start of Maths they may be out for the hour OR if they are sent out in the last 10 minutes of History they will return at the next transition point). It is the responsibility of the SLT/person who has that child in their class to send that child back (making sure they arrive) at the right time. However, staff should also feel able to pop and collect that child if they are aware the transition to the next session is happening. Children should not be left longer than necessary.

Restorative Lunch:

- If a child has worked their way down the stations through repeated slides, then they will attend a restorative lunch. The class staff will accompany the child to restorative lunch with their food and drink and they will speak with a parent / carer at the end of the day either verbally or on a phone call as a courtesy to let them know what has happened/what the slides were for. If the parent / carer is not available, then a message, if possible, will be left, and the staff member will try again the following working day. The incident which resulted in R4 should also be entered on CPOMS by the person who issued the last slide resulting in the R4.
- Restorative Lunch is at lunchtime with Mr Street or Mrs Armstrong (or other staff if the head and deputy are off site).

During this time, the children will:

- eat their lunch, have a drink,
 - have a restorative conversation with a member of the SLT using the restorative question prompts.
 - complete an activity where they indicate positive ways to meet the academy expectations
 - be able to go to the toilet
 - and go out for fresh air with the member of staff.
 - make their apology appropriately to the child or staff member affected.
- Parents will receive a letter via email explaining why their child is in the Restorative Lunch that day.

Instant Restorative Lunch:

In some rare cases it may be necessary for a child to drop down instantly into Restorative Lunch at a point in the day. Detailed below are some reasons for this. Some of the reasons below may need referral to the head teacher or deputy after investigation and then possible further action. The only staff who can give an instant drop down to the Restorative Lunch are the senior leaders; this is because we are always aiming for consistency and transparency in our decisions and it is easier to ensure this if only the members of leadership team have the overview of this and therefore issue them as consistently as possible.

The reasons for instant Restorative Lunch include but are not limited to:

- Discrimination in any form
- More serious physical contact or serious injury to another person.
- Deliberate or aggressive swearing.
- Rudeness to an adult in school.
- Intentional vandalism.
- Bullying – in all its forms.
- Stealing.
- Any other serious incident, which causes significant upset or distress to others, as deemed appropriate by the SLT. *The SLT will consider level of intent, seriousness or anger in making this decision.*

If a staff member feels a child should receive an instant Restorative Lunch, they should refer to / escort that child to their relevant year group leader in the first instance. They will ask all children who were involved or witnessed the situation to write a statement. It may be necessary for the leader to take notes / accounts of the incident.

It is the responsibility of the year leader to use their professional judgement to investigate, and determine whether the incident requires either:

- Instant Restorative Lunch
- A slide or more than one slide down the behaviour chart (if more than one they must have broken separate expectations or the same expectations differently / multiple times)
- Referral to the head teacher on the rare occasions that the incident is of a very serious nature which may result in a suspension or an exclusion.

If a child receives an instant Restorative Lunch then a courtesy call will be made to the parents/carers of the injured or insulted child (if there is one) by the senior leader who issues the Restorative Lunch with the purpose of defusing and reassuring, AND Contact made by the senior leader to inform the parents of the sanctioned child. The purpose of this call is to inform the parents/carers of the seriousness of the incident and to request their support and that they talk to their child about it.

If the senior leader decides an instant Restorative Lunch is required, they will inform the class teacher, who will ensure the child is taken to Restorative Lunch at the next available opportunity- this may be the next day.

Children are able to continue 'looping' round the chart if behaviour continues on through the day. If this is the case their name should not be placed back on purple ball but moved back to just above R1 from Restorative Lunch for the next slide down. However, a child in this state of mind needs pastoral intervention and support urgently that day and this must be sought. The pastoral support assistant will assist the child to reset.

If none of the SLT are on site, then the next most senior staff member will act as 'front of house.'

Their role is to:

- Investigate any behaviour incidents so that the recollections are as fresh as possible when paperwork is completed.
- Record any injuries.
- Ensure parents / carers are communicated with appropriately.
- Explain that final decisions regarding sanctions will be made by SLT on their return.
- Ensure that the injured or offended party is ok. The focus should be on the children's wellbeing following any incident and children involved may be placed in separate classes/ spaces/ lunch halls etc for the remainder of the day if the staff member feels this is necessary.

Education & Inspections Act 2006 C.40 Part 7 Ch 1 Pt93

Power of members of staff to use force

(1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely-

- committing any offence,
- causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

(2) This section applies to a person who is, in relation to a pupil, a directly employed member of the staff of the school.

In compliance with the above, staff at the academy will not use force to bring a pupil inside the academy at the start of the school day- even at the parent's or guardian's request. It is the role of the parent or guardian to bring their child to school ready to learn and in a calm, regulated emotional state – anything else is not the best start to the day for the child and the good order of the academy and could lead to a negative outcome. A parent is welcome to accompany/bring their child into the school and will be asked to remain with them until academy staff deem the child is "ready to learn in their usual, designated room and in a calm, regulated emotional state". A private space will be provided to the parent and child whilst they regulate. At anytime the parent has the right to take their child home if they are not mentally well enough to be at school.

Lunchtime / Breaktime:

At Lunchtime/Breaktime the same rules apply. A TA/MDSA will place the sanctions box (contain a notepad/pens/ timers) on the outside purple expectations bench.

The staff on playground duty will discuss and resolve any issues and if a slide down is required then that member of staff will issue it and ask the child to sit on the time out (purple) bench for five minutes (regardless of where their name is on the chart). At the end of the break/lunch the class teacher will be informed by the staff member who issued the slide – a behaviour paper slip from the sanctions box should be shared. The child will then go inside and move their name as they re-enter the classroom. No 'withdraw/reset' time is required as the child has served this outside on the bench. During wet play times, slides will still be issued and children will come to the purple chairs by the office for their time out.

Difficult incidences will be referred to the relevant SLT on duty or who relates to that year group. If a consequence means the child requires a slide they will be taken to the purple bench and complete the five minutes. If they have now slid into the Restorative Lunch or been given an instant Restorative Lunch, then they will complete that consequence at the next opportunity – which may be the following day. The SLT member will decide if that child is in an appropriate state of mind to return to the playground/lunch hall. If not then they can keep the child inside with them or place that child with the pastoral support assistant in the Snug.

Behaviour on academy visits and trips:

Class teachers should use the same language and systems when out of the building on academy trips.

To enable this to happen, a teacher will need to take with them a laminated behaviour chart or notebook where a child's initials can be recorded if they slide down a station.

There will always be a SLT member on the trip and they are on hand to complete any time outs with an individual by asking that child to stay with them for their 5 minutes or a session.

If a Restorative Lunch is reached, this should be noted and the child will complete that the next academy day or if on Residential they will serve the R4 during a relevant pleasant activity while away.

Investigating Incidents

When looking into what may have happened, children will be asked not to talk and to write a statement under supervision of an adult- usually the SLT. These may be written by the accused child, the victim or anyone who saw what happened. This is an important step as it enables staff to then 'piece together' the incident. The SLT should note any conversations or discrepancies on the sheets. (note: Snug staff are not usually involved in investigating to enable them to maintain relationships). Children who are witnesses and provide honest/helpful information may be bounced up the chart for being "trustworthy" as it is important to recognise when children have had to speak up.

Positive support for children:

As well as the 1:1 talk, the positive rewards and the ability to bounce up, we understand that some children may need further support. Our Snug is the base for our pastoral support assistant and is a place for all children to go if they need to talk, but it is also there for support and where workshops/interventions are completed with the children.

Every half term a Behaviour Review Meeting is held by the head, deputy and pastoral support assistant to look at trends and analyse the overall behaviour picture of the academy. As a result of this review meeting some children may be referred for a Functional Behaviour Assessment to identify finite steps and triggers which can feed into their My Plan. Other children may be removed from the Alternative System.

If a child drops down in to the Restorative Lunch regularly then we may ask parents/carers to a meeting in academy to 'find a way we can all work together to help the child with their behaviour' The purpose of this initial meeting is to touch base and share concerns and be reminded of the behaviour expectations of the academy. The meetings will take place with, if possible, a member of the SLT, the class teacher and the pastoral support assistant.

Following this and further meetings, relevant actions should be taken by the academy to minimise the risk of future suspensions through support and provision where available.

Reporting to Parents:

- We recognise the importance of communicating with parents not only if there has been an incident which they need to know about but also to tell them when their children have been successful, hence the certificates, purple ball letters, and whole academy reward afternoons. In addition, stickers are given to children to take home.
- Our staff are at their classroom doors at the end of the day in order to catch parents as well to pass on any messages or successes a child may have had that day.

Suspensions:

The school reserves the right to issue suspensions and exclusions appropriately. If a child is receiving repeated Restorative Lunch sessions at a rate of more than one a week in a half term, then the child will be issued with a fixed term suspension. The head or deputy will assess if any child meets these criteria when analysing Restorative Lunches. Once a child has received 3 fixed term exclusions of increasing length then the head and trustees reserve the right to permanently exclude the child for persistent disruptive behaviour - providing support has been given and reasonable adjustments made to meet the child's needs within the resources of the academy. Therefore, alongside suspensions which may be issued, a programme of support will be provided, external advice will be sought and a case review will take place to see what else can be done to assist the child.

The decision to exclude or suspend is exercisable only by the head teacher or in the absence of the head teacher, the deputy head teacher and can be for fixed periods or permanently. For fixed period suspensions it should be for the shortest time necessary but long enough for any changes in provision to be planned and implemented.

Children may also receive a fixed term suspension for a very serious one-off offence. Permanent exclusion is normally the final step in a process of dealing with disciplinary issues but a one off situation may be so serious that it is warranted.

Other Circumstances of Note:

In light of the current modern culture on the streets of the UK with young people at risk of being involved in gang affiliation and weaponised crime; incidents within academy or amongst our academy community involving a weapon, the use of a weapon or threatened use of a weapon and / or incidents of a possible gang-like nature will be considered more serious and heinous and dealt with as such by the academy.

There may be occasions when:

- the systems detailed here do not work for some reason
- an incident may be so serious that further/other action needs to be taken
- local law enforcement need to be involved or
- child protection procedures need to be invoked.

The academy reserves the right to consider the circumstances of each case individually. In these cases, consideration and arrangements will be made to find alternative methods for dealing with a child's behaviour. This may be alternative schooling for a child (a managed move), exclusions processes may be followed or relevant Local Authority involvement and advice requested.

Behaviour Incidents of a Sexual Nature

Our Relationship and Sexual Education curriculum is wide ranging and ensures all students access the appropriate education at the right time. This programme of education works in tandem with our strong culture of safeguarding. Our first responsibility is to keep all of the children at the school safe. We encourage students to behave appropriately at all times and understand their responsibilities and the law. Our computing and PSHE curriculum provide all students with important information regarding online behaviour and how to keep themselves safe online. We encourage all students to inform us of any concerns or incidents so that we can support all involved. We encourage all parents to discuss this challenging issue with their children and raise all concerns with us in regards to any incident of Sexual Harassment, Sexual Violence, Sexual Abuse Online. The academy will then determine the most appropriate course of action.

To reiterate:

At Field Court Junior Academy, we set expectations to help make our academy a safe, fun learning environment. These expectations, consistently and fairly applied, enable pupils and staff to enjoy working in a safe, secure and positive learning environment.