

# STANLEY PARK JUNIOR SCHOOL



## Behaviour Management Policy

### Vision Statement

"We believe that every child and adult matters. At Stanley Park Junior School, we work together as staff, parents, carers and governors, in a fun, safe and inclusive environment. We strive to create a rich, varied and challenging curriculum that provides inspirational learning opportunities for all children as they aspire to become successful learners, confident individuals and responsible citizens with a sense of pride in themselves and their school."

**Policy agreed by Staff:**

November 2021

**Policy agreed by Headteacher:**

November 2021

**Next review date:**

Dining Hall rules (appendix 6) to be updated in January 2022

**Whole policy review:**

November 2022

## Aims

Through this policy we aim to ensure:

- The provision and maintenance of a caring, secure and happy atmosphere for all children and adults at the school
- There is a culture of zero tolerance with regard bullying behaviours and discrimination.
- Children develop the confidence and ability to solve their own minor difficulties within relationships.
- That standards of behaviour within the school are high and that this is both recognised, valued and supported by children, parents and staff as an essential element in all children's success in learning at school
- That we praise, encourage and celebrate children's positive attitudes to work and good behaviour and foster the development of a "Sense of Pride" in their achievements, recognising that this will help and encourage children to do their best
- That the structure for rewards and sanctions is fair, clearly understood by all and consistently applied.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

## Entitlement

Our **Codes of Behaviour** (Appendix 1) are based on the premise that each and every child has the right to be happy and successful in school - in the classroom, the playground and when engaged on other school activities - and that actions which make other people unhappy or restrict their rights to the same entitlement are deemed inappropriate. Rules are based on common sense and seek to ensure that equal opportunities and the health safety and well being of all children at the school are paramount.

Our Codes of Behaviour, as outlined in the policy, were drawn up with the involvement of children. They should be regularly promoted through Assemblies and PSHE time in class. **They are displayed in every classroom** and printed within our Home School Book. It is important that these codes are regularly discussed with children to reinforce the value of them being observed.

Our policy is rooted in the recognition that children gain most through the promotion of good behaviour in school. Equally, children need to understand that there are rules and expectations of good behaviour and that just as we praise and reward good behaviour, inappropriate or bad behaviours have agreed consequences.

### Curriculum

All aspects of the School curriculum have a commitment to the Spiritual, Moral, Social and Cultural (SMSC) aspects of learning which promotes the development of pupils' personal and social skills, through the encouragement of:

- self-reliance
- self-discipline
- a sense of responsibility
- an ability to work co-operatively with others by being a member of a team or group
- the ability to re-appraise personal attitudes, values and beliefs
- sensitivity towards individual differences by adapting responses to others level of skill
- good sporting behaviour

Specific time is allocated through the R.E and PSCHÉ planned programmes of learning to embed the commitment towards positive roles within society and relationships with others (see separate Policies).

Programmes that promote an understanding of key issues are embedded into our provision. e.g. Value of the Month, relationships, anti-bullying, assertiveness, friendship skills, peer pressure, children's problem solving skills.

A variety of role models are invited into school in order to reinforce the need to develop their understanding of roles and responsibilities e.g roles and responsibilities (Police) , Electricity Safety, Relationships (School Nurse).

Trained children act as mini-mentors to support playground worries and concerns.

The school ANTI-BULLYING policy is regularly up-dated with pupils and is shared annually during the anti-bullying week. This is guided through a separate policy.

### Rewards in and around the school

All members of staff promote good behaviour in children through being good role models and the use of a range of rewards.

Positive behaviours in work are rewarded -verbal praise, merit points, stamps, stickers, sunshine points are all ways of giving praise.

Positive behaviours at play and within relationships are rewarded with praise. These behaviours should be celebrated and shared with others. Merit points, sunshine points and assembly sharing are all ways of giving praise. In addition, parents may receive a phone call or message in their child's home/school book.

### Merit Points

These may be awarded for good work, effort or commendable behaviour - they are recorded in the Home School Book. Merits may not be taken away once they have been given.

Children collect ten merit points in order to collect one merit sticker. Once a child has received 10 Merits Stickers they will receive a Bronze Merit Certificate. After gaining another 10 Merits the child will receive a Silver Certificate. Once a child has received 30 Merits during the school year then they receive a "Sense of Pride" Gold Certificate.

Year group leaders will monitor the consistency of allocation of merit points across the classes and feedback to SMT on a regular basis. SLT keep a folder recording when children achieve bronze, silver and gold.

### Star of the Week

Each class identifies one child each week who has been displaying positive behaviours and/or achievements. These children receive Star of the Week certificates in the year group assembly.

### Sunshine Points

These are given to classes for responsible citizen behaviours. This may include movement around the school, helping others or collaborative working. The points are collated in class and once 30 points are achieved, the class receives a certificate and can choose a whole class activity to enjoy.

### Sanctions in and around the school

It should be noted that poor behaviour is not a regular occurrence at Stanley Park Junior School. Our aim through these arrangements is to make clear to the few children who may sometimes cause upset and disruption that it is not acceptable, and that they will not be allowed to continue to do this otherwise some privileges maybe taken away if they do.

**All members of staff should challenge poor behaviours at all times.** They should try a strategy to address the issue before the need for a sanction. e.g a visual clue, a quiet word with the pupil, reiteration of the expected behaviour (e.g. we walk down the corridor)

Consistency and fairness are of paramount importance in all aspects of dealing with poor behaviours.

At no time should a member of staff put themselves at risk in dealing with poor behaviours.

Restraint of pupils should only ever be used following the guidelines in the Positive Handling training and only trained members of staff may restrain a pupil.

In each classroom there is a 'traffic light' behaviour system (green, amber and red). Each day all children start with their names on green. (A record of kept of this low level disruption and discussion had with children as and when necessary)

Should any child display any low level disruptive behaviour the following will apply:

- 1) Strategy used by the teacher to correct/remind child of expected behaviour as above (e.g. visual clue etc.)
- 2) Name will be moved to 'orange' on the traffic light system - the teacher may spend 5 mins talking to the child at break or lunchtime.
- 3) Continued poor learning behaviour - name will be moved to red on the traffic light system and may work outside the class and spend up to 10 minutes of their lunchtime reflecting.
- 4) If a child goes to 'red' twice in a week they will have to complete a formal lunchtime detention with a member of SMT or SLT. Parents will be notified.

### Low level disruption includes:

- Not following instructions
- Calling out
- Constant fidgeting (excluding children with relevant SEND) or misuse of allocated fidget aid
- Distracting others
- Silly behaviour
- Swinging on chairs

### If a child displays higher level disruptive behaviour the following will apply:

- Name will be moved straight to red on the traffic- light system
- Child may be asked to sit outside the classroom, sent to the year leader's classroom to work or to member of SLT.
- Complete a formal detention at lunchtime with a member of SMT or SLT

### High Level Disruptive Behaviour includes:

- Rudeness/deliberate defiance
- Deliberately creating a disturbance
- Threatening behaviour
- Leaving the classroom without permission
- Repeated breaches of the school rules
- Any forms of bullying, sexual harassment, Racist, sexist, homophobic or discriminatory behaviour
- Vandalism, theft, smoking
- Possession of any prohibited items.

### Parental Involvement:

The teacher may choose to involve the parents at any of these stages - this may include messages in the Home School Book, request for a meeting or a telephone call.

Agreed actions should be recorded on a yellow contact sheet.

**Each class should agree their own class rules.** Children displaying the identified positive behaviours should be verbally praised and given merit points.

Further systems of reward- including table points, sunshine points, class stars of the day may be chosen by the teacher to promote the expected behaviours.

All class teachers should deal with minor day to day problems. Classroom Codes of Behaviour Flow chart should be used to establish the agreed sanctions - see Appendix 2.

It is important that the teacher manages these sanctions in order to set their expectations of behaviour within their own class.

### Supporting happy playtimes and lunchtime experiences

The majority of children go into the playground and behave well and enjoy their lunchtime experience and they should receive praise and encouragement from Midday Supervisor and teachers.

Midday supervisors should praise children for good behaviour and may want to mention names of children who have helped (e.g. playing well or helping when someone was hurt) to their class teacher

Consistency and fairness are of paramount importance in all aspects of giving rewards and/or sanctions. Please see Appendix 3 for a flowchart showing how incidents are managed in the playground.

Playground and dining hall rules have been set up with the children and are clearly displayed. (See Appendix 5 and 6) **Please note that Appendix 6 will be updated in January 2022**

To ensure consistency and fairness, MDS should follow the playground/dining room flow charts and codes of behaviour.

- Midday supervisors or playtime duty adults should refer to these rules and deal with minor day to day problems.
- Poor behaviour may be given a time for reflection card in order to provide time to calm down and reflect on how to move on.
- Refusal to have 'reflection card' will result in an immediate formal detention.
- Any serious poor behaviour should be given a formal detention. This will then be dealt with by a senior member of staff.
- Incident forms should be completed and passed to the class teacher if persistent low level poor behaviour occurs.
- Serious incidents of poor behaviour: (Rudeness, Fighting, Bullying) will result in an immediate formal detention. These behaviours will be dealt with straight away by a senior member of staff. See Appendix 4 for reflection sheet.

**Reflection Card**- small incidents, not following the agreed rules

10 minutes in the hut or sitting on a bench in the playground or with a member of the Senior Leadership Team

If a child is sent in with a reflection card then the member of staff will simply record the name and class on the reflection log - time of arrival and no other information. They may speak with the child about what caused them to have time for reflection.

The child will be allowed out after 15 minutes and should return the card to the Midday Supervisor and apologise.

**Formal Detention** - more serious incidents: fighting, bullying behaviours, abusive language, rudeness, loss of temper, refusing a yellow.

20 minutes with a Senior Member of Staff such as year Leader or member of the Leadership Team.

All formal detentions are taken seriously. A senior member of staff will listen to the child and help them reflect on their actions. If an understanding of their part in the misdemeanour is not apparent, then further discussion will take place in order to ensure that the child accepts and understands the need for a formal detention.

All children who receive a formal detention will complete a reflection sheet (Appendix 4). This ensures that they take time to think of different ways of coping in a social context. Parents will be notified of the formal detention and this will be recorded in the formal detention folder. Parents should contact the school if they have any concerns with regard their child's detention.

The Senior Member of Staff may choose to involve the parents at any of these stages - this may include messages in the Home School Book or a request for a meeting. Agreed actions should be recorded on a contact sheet. If a child has Special Education Needs, and has been diagnosed with ASD, and the formal detention, time out reflection does not happen on the same day, it is essential that parents and the child are informed of what will happen the following day so that it does not cause undue worry for the child.

## **PARENTAL MEETINGS**

Parents will be contacted to discuss an action plan to manage the behaviours of any child who is not responding in a positive way to the above rewards and sanctions.

This may include evidence of frequent formal detentions or extreme challenge towards authority evidenced through refusal to follow the school behaviour codes (verbal or physical). It is important that the child sees the parents and the school setting the same expectations and working together to help them manage their feelings.

After initial discussions with the parents and agreement on possible actions, it is important to involve the child in setting the agreed actions into place.

### **Range of possible actions**

- Support Plan to be set up against an agreed target to provide evidence of the positives as well as any concerns. Rewards and sanctions should also be agreed. A comment may be given for each lesson or the class teacher writes a summary for the day. The child should then see a member of the leadership team so that a comment can be written- the form then goes home for the parents to read and sign. Where this has been seen to be effective then the child should receive praise and encouragement for their efforts and recognition of the efforts they have made.
- Headteacher sticker chart with agreed target. A more simplified system with visual rewards embedded into the system.
- Close mentoring through Pastoral Care support through the school Higher Learning Teacher Assistant for Inclusion.
- Involvement of outside agencies to provide extra support e.g. Behaviour Support Team, School Family Support, Jigsaw bereavement, the Autism Disorder service, the educational Psychologist. Identification on the Schools Special Needs register.

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public

- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

### **Physical restraint**

Only staff trained in restraint/positive handling can ever restrain a pupil.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Incidents of physical restraint must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### **EXCLUSIONS**

Exclusions of any type are very rare at Stanley Park Junior School. However, persistent poor behaviour and /or complete defiance of the rules will not be tolerated. At SPJS we abide by Sutton's Graduated response to ensure a consistent approach.

[https://www.sutton.gov.uk/downloads/file/4260/sutton\\_schools\\_graduated\\_response\\_-\\_preventing\\_exclusion](https://www.sutton.gov.uk/downloads/file/4260/sutton_schools_graduated_response_-_preventing_exclusion)

### **Internal Exclusions**

In the event of continued poor behaviour or direct defiance against instructions then an internal exclusion will take place. The child will be removed from their own class and spend half a day in another classroom or with a member of the leadership team.

Parents are informed of this process and it will be noted on the child's pupil file. This may be removed at a later date if the behaviour has improved and the level of challenge is no longer a concern for the school.

### **Lunchtime exclusions**

Where a pupil proves to be continually disruptive at lunchtimes and they have not responded to our existing sanctions, or where such behaviour may affect the health, safety and well-being of pupils who are also on the school site, the Headteacher will involve parents in discussion about the issues. Parents may be asked to support an agreement to have their child at home for the lunchtime period for a fixed period or agreed days to see if this impacts on and brings about an improvement.

If agreement for this action is not forthcoming then the Headteacher may decide that a formal lunchtime exclusion letter be issued for a fixed period, informing the parent that the child should be collected at 12.15 and returned to school at 1.15pm, and that the child is their responsibility at this time. The Chair of Governors would be notified if this was the case. Parents must be notified of their rights of appeal.

This is a formal process where parents will be informed and it will be noted on the child's pupil file. This may be removed at a later date if the behaviour has improved and the level of challenge is no longer a concern for the school.

### **Fixed-Term exclusions**

In any incident where exclusion has been decided as the appropriate course of action by the Headteacher, arrangements are made for the parent(s) to come to school to collect the child. A letter explaining the reason for exclusion is given or sent to the parents within 24 hours and the Chair of Governors is notified. Parents must be notified of their rights of appeal. Temporary exclusions must be reported to the Chair of Governors and the local authority. A temporary exclusion remains on file on transfer to another school.

Exclusion from school is a last resort sanction where the strategies outlined above fail in resolving the issues being faced with the child. However, exclusion may also be used following a serious incident within the school which has not involved the child going through the procedures detailed above. This would include incidents like a direct attack on any adult or child in the school and/persistent refusal to follow the instructions given.

A Headteacher may exclude a child for up to 45 days in any one year. This could be for a variety of different lengths of exclusion and is within each calendar year. A reintegration meeting with parents/carers, Headteacher and child would take place to set up a necessary action plan for the child's return to school.

### **Permanent exclusions**

In the case of a permanent exclusion or a fixed term exclusion amounting to a total of more than 5 school days in any one term, a full report of the incident leading to the exclusion should be submitted to the Chair of Governors and a meeting of the Discipline Committee of the Governing Body convened to consider the matter. Parents will be informed in writing. A temporary exclusion remains on file on transfer to another school. The LEA should also be notified in the case of Permanent exclusions. Parents must be notified of their rights of appeal.

**Links with other policies** - It should be applied in relation to all curriculum policies.

- Teaching & Learning Policy
- Inclusion, Diversity and Equality Policy

- Anti-bullying policy.
- Child Protection and Safeguarding Policy
- E-Safety Policy
- SEND Policy
- Behaviour Annex Covid-19

## **ROLES AND RESPONSIBILITIES**

### **The Governing Body**

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles annually (appendix 7)

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **The Headteacher**

- The headteacher is responsible for reviewing this behaviour policy annually in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 7).
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Displaying behaviour codes and classroom rules in classrooms.
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Developing a positive relationship with pupils, which may include:
  - Greeting pupils in the mornings
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

The senior leadership team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **Resource implications**

The Headteacher is responsible for the provision of staffing, resources and training within the restraints of budget limitations to enable the management of this policy. Resources (for example merit stickers and other such items) are funded through the School Fund Account. Behaviour management training will form part of continuing professional development for staff.

## **Monitoring the impact of this policy**

The impact of this behaviour policy is monitored through parental and pupil questionnaires, the school council, formal detentions and 'time out reflection' records, merit stickers and visitor feedback.

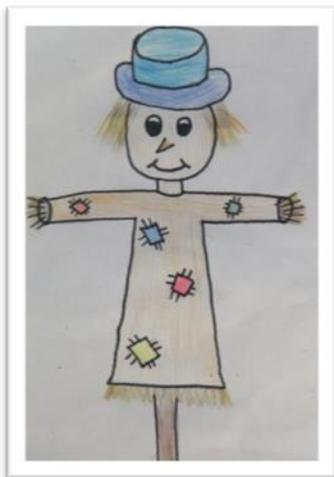
Children should be involved in the review of the Codes of Behaviour formally at this time and there should be regular classroom discussions on the Codes as part of the PSHE programme of work in school and as part of an assembly each year

This behaviour policy will be reviewed by the headteacher annually.

The written statement of behaviour principles (appendix 7) will be reviewed and approved by the full governing body annually.



# Stanley Park Junior School



## Successful Learners...

...need a brain.

- I come prepared to learn.
- I try to show good learning skills.
- I concentrate on my work and finish the task.
- When I make a mistake I do not get upset and I try to learn from it.  
Practice makes progress!
- I ask questions to help clarify, check and further my learning.
- I persevere and challenge myself to achieve my best.



## Confident Individuals...

...need to have courage.

- I believe in myself and think positively.
- I am not afraid to ask for help if I need it.
- I share ideas and explain my thinking.
- I will have a go (even if I am nervous!).
- I make choices that keep me safe, fit and healthy.
- I am prepared to make mistakes and try new things.
- I stand up for what is right.



## Responsible Citizens...

...need to have a heart.

- I try to remember and follow our agreed rules.
- I help others and treat them as I would like to be treated.
- I am polite, considerate, honest, reliable and responsible.
- I only say and do kind things.
- I celebrate difference and respect other people's ideas - even if I do not agree.
- I find ways to look after the environment and make a difference to the local and wider community.
- I care about other people's feelings.

**We have a  
Sense of Pride**

## Appendix 2



### STANLEY PARK JUNIOR SCHOOL CODES OF BEHAVIOUR IN CLASS

At the beginning of every day, all children will be on green on the behaviour chart for good behaviour. Good behaviour will be rewarded in a variety of ways, including Merit Points, Sunshine Points, stickers, class awards, Star of the Week certificate and End of Term Awards

#### WHAT HAPPENS IF I MISBEHAVE IN CLASS?

**Poor Learning Behaviour**  
e.g. fidgeting, calling out, distracting others, swinging on chairs.  
You will be reminded of school Codes of Behaviour/Class Rules

**Repeated Poor Learning Behaviour**  
Your name will be moved down to orange on the chart and you will be reminded again of expectations

**Continued Poor Learning Behaviour**  
Your name will be moved to red on the chart.  
You may be asked to work out of class.  
You will spend some of your lunchtime (up to 10 mins) with your teacher to reflect on your choices.  
If such behaviour continues, you will spend time out of your class in a Year Leader's class  
A green Incident Form will be completed.

**Two incidents of 'Red' Behaviour in a week**  
You will be given a Formal Detention (20 mins).  
Your parents will be informed.

**Ongoing Unacceptable Behaviour**  
If you require 2 Formal Detentions, for "Red" behaviour in consecutive weeks, a Support Plan will be put in place. Your parents will be contacted about this.

#### High Challenge

e.g. rudeness, deliberately creating a disturbance, making classroom unsafe for others, refusing to do as asked by an adult, threatening behaviour, leaving the classroom without permission  
You will be given time out in a year leader's class.  
You will be given a Formal Detention.  
Your parents will be informed.

**Repeated High Challenge/Extreme Behaviour**  
Internal or external exclusion.  
Your parents will be involved.  
Governors will be informed.  
Possible referral to outside agencies.

#### WHAT HAPPENS IF I AM NOT MAKING ANY EFFORT WITH MY LEARNING?

**Lack of Effort/Non-Completion of Homework**  
You will spend some lunchtime with a teacher to finish/complete your work

**Ongoing Lack of Effort/Non-Completion of Homework**  
Your teacher will speak to your parents.  
If there is no improvement, your teacher will speak to the Headteacher/Deputy/SENCO

APPENDIX 3



STANLEY PARK JUNIOR SCHOOL  
CODES OF BEHAVIOUR OUTSIDE THE CLASSROOM

Good behaviour will be rewarded in a variety of ways,  
including Merit Points, Sunshine Points, stickers.

WHAT HAPPENS IF  
I MISBEHAVE IN THE  
PLAYGROUND OR DINING HALL?

**Poor Behaviour**  
eg. Being unkind, pushing, poor manners, leaving others out unfairly, not respecting people or property, play fighting, leaving rubbish.  
You will be reminded of school Codes of Behaviour/Playground/Dinning Hall Rules.  
Midday Supervisors will observe and help to problem solve.

**Repeated Poor Behaviour**  
You will be given a Reflection Card for 10 minutes reflection time.

**Continued Poor Behaviour or Physical Behaviour**  
You will be given a Formal Detention.  
Your parents will be informed.

**Ongoing Unacceptable Behaviour**  
Frequent Formal Detentions will lead to a Support Plan being put in place.  
Your parents will be contacted about this.

**High Challenge**  
e.g. Fighting, swearing, verbal abuse, intentional damage to property, defiance/challenge to authority, throwing food, seriously unacceptable behaviour.  
You will be given a Formal Detention.  
Your parents will be informed.

**Repeated Defiance/Challenge to Authority/Extreme Violence.**  
Exclusion from the playground/dining hall or External Exclusion.  
Your parents will be involved.

WHAT HAPPENS IF I AM REPORTED TO  
HAVE MADE A RACIST OR PERCEIVED  
RACIST COMMENT?

You will meet with the Headteacher/Deputy Headteacher/SENDCo to discuss the incident.  
Parents will be informed.

**Repeated Racial Comments**  
Internal or External Exclusion

APPENDIX 4  
FORMAL DETENTION REFLECTION SHEET



# REFLECTION SHEET

Name..... Class..... Date.....

Let's think about what went wrong!



Which SPJS codes did I not follow?

How have my actions or words affected others?



What could I have done differently?



How can I make things better?

Appendix 5  
PLAY CHARTER - WRITTEN BY SCHOOL COUNCIL AND PUPILS AT SPJS



## Our Opal Charter



We have the right to play and enjoy Opal

We have the responsibility to make sure everyone enjoys playtime by making sure:

- + Everyone chooses what to play
- + We share equipment fairly and kindly
- + We take care of equipment
- + We treat each other how we would like to be treated
- + We keep everybody safe
- + We are kind to others
- + We help people if they need us
- + We allow people to join in games
- + We ask grownups if we need help to sort out our problems
- + We listen to one another
- + We play safely

Signed:



# Dining Hall Rules

Only swap seats once.

Be sensible.

Use indoor voices.

Eat only your own food.

Put your food in the bin, don't throw it.

Walk sensibly.

Respect people's allergies.

Queue sensibly for your dinner.

Leave your coats on your pegs.

Remember to eat a balanced diet.

Always take the food that you've ordered.

Clear your plate and put it with your tray.

Finish your mouthful before you leave the table or talk.

Use your cutlery.



**APPENDIX 7 – BEHAVIOUR PRINCIPLES**  
**Stanley Park Junior School**  
**Governors' Statement of Behaviour Principles**

**Our Vision Statement**

We believe that every child and adult matters. At Stanley Park Junior School, we work together as staff, parents, carers and governors, in a fun, safe and inclusive environment. We strive to create a rich, varied and challenging curriculum that provides inspirational learning opportunities for all children as they aspire to become successful learners, confident individuals and responsible citizens with a sense of pride in themselves and their school.

**Aims**

- The provision and maintenance of a caring, secure, happy and discrimination-free environment for all children, adults and visitors at the school
- There is a culture of zero tolerance with regards to bullying behaviours.
- Children develop the confidence and ability to solve their own minor difficulties within relationships.
- That standards of behaviour within the school are high and that this is both recognised, valued and supported by children, parents, staff and governors as an essential element in all children's success in learning at school
- That we praise, encourage and celebrate children's positive attitudes to work and good behaviour and foster the development of a "Sense of Pride" in their achievements, recognising that this will help and encourage children to do their best
- That the structure for rewards and punishments is fair, clearly understood by all and consistently applied.
- All pupils, staff and visitors are free from any form of discrimination

**Rationale**

This statement has been drawn up in accordance with the Education and Inspections Act 2006 and DfE guidance for *Governing Bodies (Behaviour and Discipline in Schools, 2013)*. The purpose of this statement is to provide guidance for the headteacher when formulating the Behaviour Management Policy at Stanley Park Junior School, so that it reflects the shared aspirations and beliefs of the whole school community, as well as taking full account of law and guidance on behaviour management. School staff should be confident that they have the governors' support when following this guidance.

The Behaviour for Learning & Anti-Bullying Policy must be published, in writing, to pupils, staff and parents/carers each year. It must also appear on the school's website.

## Principles

### High Standards of Behaviour

- High standards of behaviour lie at the heart of a successful school that enables (a) all its children to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment. The expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.
- Our Codes of Behaviour are based on the premise that each and every child has the right to be happy and successful in school.
- We recognise that children have an increasing online presence and we expect high standards of behaviour to be applied to online activities'

### Inclusivity and Equality

- Stanley Park Junior School is an inclusive school. We believe in equality and valuing the individual. All members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form, of any sort (as laid down in the Equality Act 2010). Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.
- The school's legal duties in order to comply with the Equality Act 2010 will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.
- Each member of the school community feels respected and secure through the provision of a welcoming, caring environment. There should be mutual respect between staff and children and between each other. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school Codes of Behaviour
- The children at Stanley Park Junior School are expected to follow the Codes of Behaviour to ensure that the school is a safe, happy place in which every child can learn, work and thrive.
- Our policy is rooted in the recognition that children gain most through the promotion of good behaviour in school; therefore children are encouraged to take responsibility for their own actions.
- All staff members work together to adopt a positive, consistent approach to managing behaviour with the emphasis placed upon reinforcing and promoting appropriate, positive behaviours. Inappropriate and unacceptable behaviour will be dealt with firmly but fairly at all times in line with our behaviour policy and Codes of Behaviour.
- All members of the school community will model positive behaviours when interacting with adults and children.

## **Home/School Agreement**

- Parents / carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of children, parents / carers and all school staff with respect to children's behaviour should be outlined in the Behaviour Policy
- Our Home/School contracts establish a three-way partnership between the school, pupils and their parents/carers to make our behaviour management policy succeed for all.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Governors are committed to maintaining the good standards of behaviour at Stanley Park Junior School of which all are proud. Positive relationships, resulting in good behaviour should be the consistent expectation; it should be seen as intrinsically rewarding.

### **The power to discipline for behaviour outside the school gates:**

- The Governors expect the Behaviour Policy to set out the school's response to noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any bad behaviour when the child is:
  - taking part in any school-organised or school-related activity, wearing school uniform, or identifiable as a pupil at the school Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:
    - could have repercussions for the orderly running of the school
    - pose a threat to another pupil or member of the public or
    - could adversely affect the reputation of the school.

### **Pastoral care for school staff:**

The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation.

The Governors would, however, expect the Headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

This written statement of behaviour principles is reviewed by the curriculum committee and approved by the full governing board annually.

Approved May 2021 by Standards Committee

FGB ratification: July 2021

Next Review May 2022