

# STANLEY PARK JUNIOR SCHOOL



## Behaviour Management Policy

### **Mission 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:**

June 2017

**Policy agreed by Governing Body:**

June 2017

**Next review date:**

June 2020

## **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.
- 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 punishments is fair, clearly understood by all and consistently applied.

## **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 PSHCE 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 and 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.

### **Merit Points**

These may be awarded for good work or commendable behaviour - they are recorded in the Home School Book and in the classroom on a chart by the teacher. 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.

### **Star of the Week**

Each class identifies one child each week who have 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 10 points are achieved, the class receives a certificate and can choose a whole class activity to enjoy.

### Confident Learner Trophy

Children who display the behaviours identified on the Confident Learner Codes of Behaviour may be selected to take the class trophy home at the weekend. This provides the opportunity for parents to share in their positive learning behaviours.

### Bricks of Brilliant Behaviour Around School

Children are nominated by any member of staff for showing exceptional behaviour or demonstrating our value of the month around school. Parents are informed on a Friday through an email and children receive a certificate in assembly. Their name is also displayed in the main hall.

### 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 may be taken away if they do e.g. sunshine point reward time

**ALL members of staff should challenge poor behaviours at all times.** They should use the range of agreed sanctions provided below or inform the appropriate member of staff if unsure of what actions to take. 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 Policy.

#### Sanctions may include:

A verbal warning

Being kept in during break or lunchtime

The child may be isolated within the classroom or sent to work with the Year Leader or in another classroom

#### If poor behaviour continues:

The child may spend time with the Year Leader to set up clear expectations and to clarify consequences if poor behaviour continues. The year leader may choose to give the child a red detention or send the child to the Headteacher / Deputy/Assistant Head

#### Parental Involvement:

The teacher 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.

#### In the classroom:

**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, raffle tickets, sunshine points, class stars 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. Yellow cards should not be used for poor class behaviour.

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 or record their name in the book of brilliance in the staffroom.

Consistency and fairness are of paramount importance in all aspects of giving rewards and/or sanctions.

Playground and dining hall rules have been set up with the children in Autumn Term 2017 and are clearly displayed in the playground. (See Appendix 5 and 6)

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 yellow card in order to provide time to calm down and reflect on how to move on.
- Refusal to take a yellow card will result in an immediate red card.
- Any serious poor behaviour should be given a red 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 red card. These behaviours will be dealt with straight away by a senior member of staff. See Appendix 4

**Yellow Card detentions** - small incidents, not following the agreed rules  
15 minutes time out in the Hut ( Mon-Thurs) or SLT room ( Friday)

In Yellow Card situations the Midday Supervisors are "in control" and decide whether such a punishment is appropriate. If a child is sent in with a Yellow Card then the member of staff will simply record the name and class in the Yellow Book - time of arrival and no other information. They will not question the child about it.

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

Midday supervisors will need to follow up if a card is not returned (i.e. where a child has not come in as instructed - in which case a Yellow Card will automatically graduate to being a Red one).

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

30 minutes with a Senior Member of Staff

All Red Card 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 red detention.

All children who receive a red card will complete a reflection sheet (Appendix 4). This ensures that they take time to think of different ways of coping in a social context. If deemed appropriate, the reflection sheet will be sent home for parents, who should sign and return the form, adding any comments they would like to make. 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.

### **PARENTAL MEETINGS**

Parents will be invited into school 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 Red Cards 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**

- Daily report card 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 is given for each lesson, the class teacher writes a summary for the day. The child should then see the Head or Deputy 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.

## **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.

### **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 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.

### **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.

### **Temporary 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**

- Teaching & Learning Policy
- Inclusion, Diversity and Equality Policy
- Anti-bullying policy.

It should be applied in relation to all curriculum policies.

### **Resource implications**

The Headteacher is responsible for the provision of staffing and resources 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.

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

The impact of this behaviour policy is monitored through parental and pupil questionnaires, the school council, red and yellow card 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.





# 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 perfect!
- 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 THE CLASSROOM

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, Confident Learner Trophy, Star of the Week certificate and End of Term Awards

What happens if I misbehave in class?

Poor Learning Behaviour  
Eg. fidgeting, calling out, distracting others  
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 and recorded in the Class Behaviour Log.  
You will spend some of your lunchtime (up to 15 mins) with your teacher and your teacher will have a chat about your behaviour with your parents.  
After lunch, your name will be returned to green.  
If such behaviour continues, you will spend time out of your class in a Year Leader's class  
An Incident Form will be completed.

Two incidents of 'Red' Behaviour in a week  
You will be given a formal Red Card Detention.  
Your parents will be informed by email.

Continued Unacceptable Behaviour  
Your Year Leader will have a meeting with your parents to discuss a behaviour contract and daily monitoring.  
If there is no improvement, your teacher will speak to the Headteacher/Deputy/SENCO.

#### High Challenge

Eg. rudeness, deliberately creating a disturbance, 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 Red Card Detention.  
Your teacher and Year Leader will speak to your parents together.

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 your teacher to finish/complete your work.

Ongoing Lack of Effort/Non-Completion of Homework  
Your teacher will speak to your parents.  
You will have a daily monitoring chart.

If there is no improvement, your teacher will speak to the Headteacher/Deputy/SENCO

Headteacher/Deputy Headteacher/SENCO Involvement

- Meeting with your parents
- Agreed action plan
- Daily monitoring
- Referral to outside agencies

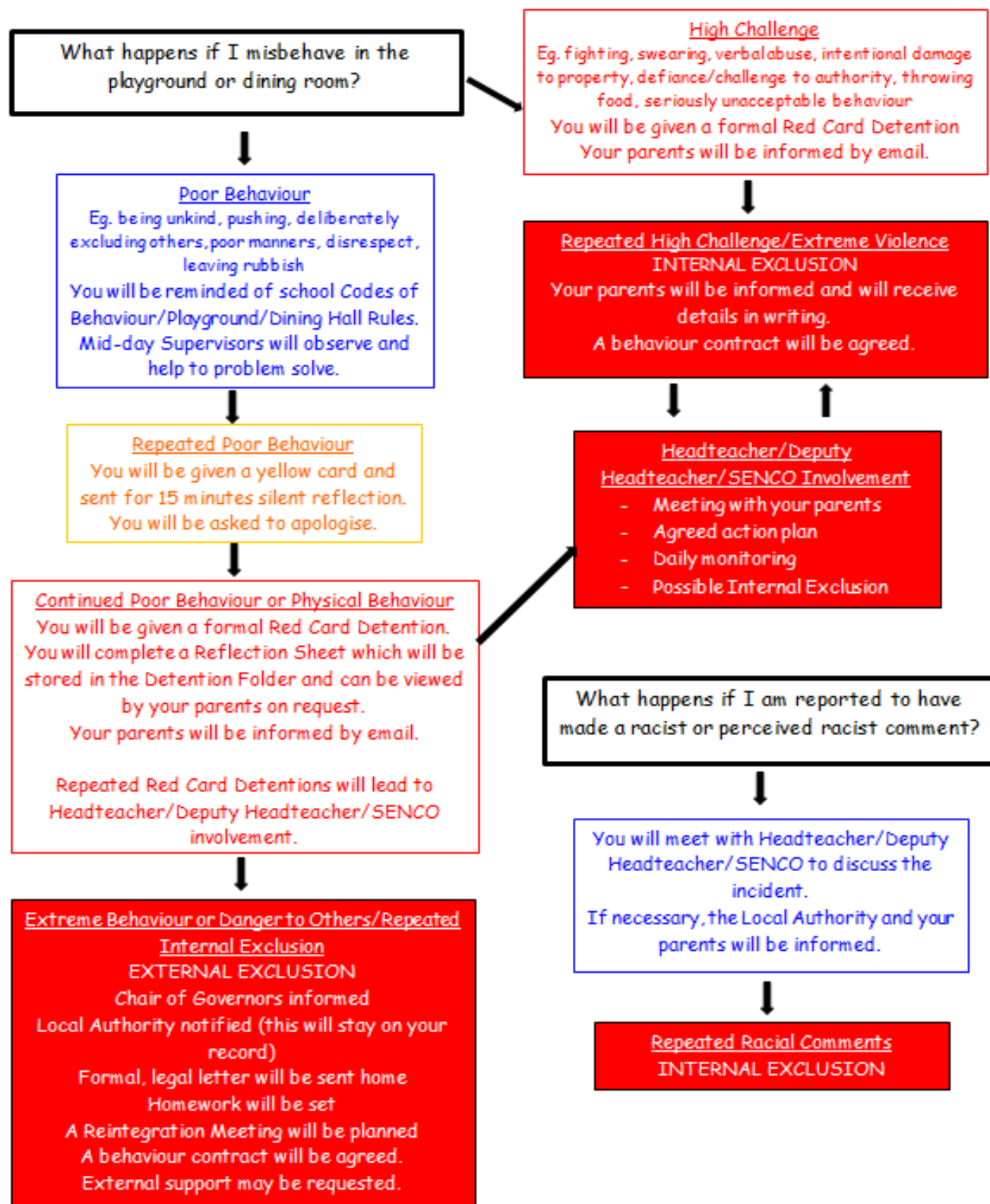
Recording of Incidents  
For more serious incidents that require further communication this form will be completed, any actions taken and then filed in pupil folders

## APPENDIX 3



### STANLEY PARK JUNIOR SCHOOL CODES OF BEHAVIOUR OUTSIDE THE CLASSROOM

Good behaviour will be rewarded in a variety of ways, including Praise, Merit Points, Sunshine Points, stickers, nomination for a Brick of Brilliant Behaviour



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_ Parent Sign \_\_\_\_\_

*Let's think about what went wrong!*



Which of our behaviour codes did you not follow?

How have my actions or words affected others?



What could I have done differently?

How can I make things better?







# Playground Rules

- ❖ **We control our hands and feet and we are kind to each other**
- ❖ **Treat others as you would like to be treated**
- ❖ **Always help to tidy up**
- ❖ **Be respectful to the environment**
- ❖ **Share equipment fairly and put it away properly**
- ❖ **If you need help, ask an adult or a mini mentor |**
- ❖ **Use the gym apparatus fairly so everyone has a turn**
- ❖ **Remember to keep yourself safe at all times**
- ❖ **Put your rubbish in the bin**
- ❖ **Follow the rules of the games that you play**
- ❖ **We walk to our lines**
- ❖ **Respect our mid-day supervisors**



# 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.