

Stanford Junior and Infant School



BEHAVIOUR POLICY 2017-18

*“Living Together,
Learning Together”*

Prepared and reviewed by Senior Leadership Team:
Adopted at Full Governors Meeting:
Date of next Review:

September 2017

September 2018 unless required earlier

AIM

High standards of personal behaviour, social responsibility and academic achievement are expected at Stanford Junior and Infant School. Our children will thrive in a calm, secure and caring environment, enabling them to take an active part both in our school and wider community and become responsible citizens of the future. We seek to nurture within each child the spirit of co-operation, politeness, empathy, helpfulness and a respect for other people, their cultures and beliefs, and their property.

PRINCIPLES OF THE POLICY

We believe that positive reinforcement produces the best behaviour and that all stake holders within school will model, encourage and develop the expected behaviour through praise and reward. We believe consistency in praise and sanctions also helps children make the correct choices. This can be summarised as follows:

- a consistency of approach
- clear and fair rules based on respect and discussed with pupils
- acknowledgement of success through a system of rewards
- high expectation of adults as role models

STATEMENT OF PRINCIPLES

The following section is a statement of principles, not practice. The school will also take account of the guidance in the Department for Education publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016).

- Everyone has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe.
- We are an inclusive school and all members of the school community should be free from discrimination and harassment.
- All adults - staff, volunteers and governors - will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for their own actions
- The school will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils.
- The school will work with parents to strive for common strategies to help foster good behaviour.

CODE OF CONDUCT

The children need to know what is expected of them. At the heart of our behaviour policy is the Code of Conduct which sets out clearly what behaviour is and is not acceptable. The Code of Conduct has a version for the Foundation Stage and KS1 children and a version for the KS2 children. The versions are essentially the same in both content and spirit, however are prepared with their target audience in mind.

At Stanford Junior and Infant School we expect the following without exception:

Foundation / KS1 Code of Conduct

- Show consideration of others (Being polite, kind and helpful)
- Be honest and truthful
- Be respectful of others, their property and the school environment

- Listen to others
- Work within class in a positive and productive manner
- Move around school quietly and calmly
- Be proud of our school

KS2 Code of Conduct

- Try to understand and tolerate other people's point of view.
- Show respect by listening and speaking to teachers, other staff, visitors and adults in a polite manner.
- Work quietly and sensibly in class, showing courtesy and consideration to others at all times.
- Move calmly and quietly about school, never running, pushing or shouting but being ready to help by opening doors, standing back to let people pass and helping to carry things.
- Take care of the school environment so that it is a welcoming place of which we can all be proud, taking responsibility for keeping the environment tidy and respecting other people's work and property.
- Bullying of any kind will not be tolerated.
- Out of school pupils should remember the school's reputation depends on how they behave.
- Pupils should be honest and truthful and lying will not be tolerated

ENCOURAGING GOOD BEHAVIOUR

At Stanford we ensure positive behaviour management is at the heart of what we do. All pupils will be rewarded in a range of ways for showing positive behaviours to learning. We use stickers, certificates, praise and monitor roles as rewards. Each day, a Star of the Day is chosen by staff/pupils and a text is sent home to inform parents. The Stars of the Day are also mentioned in the Special Assembly on Friday, which is led by the Headteacher.

Children can be rewarded in a variety of other ways:

- Celebration of children's work verbally and through displays
- Special privileges/responsibilities e.g. Lunchtime monitors
- Reward stickers
- Positive messages to parents: texts, phone calls or face to face
- Team / Polite Points

Children should know what is expected of them and, therefore, this praise should be specific, e.g. "Well done, I really like the way you waited patiently while I was talking."

Behaviour Ambassadors

Pupils may also be chosen to act as mentors to other pupils if they have shown positive behaviour choices. Behaviour Ambassadors are take charge of spotting and rewarding good behaviours to learning. Prefects, Play Buddies and monitors are also important roles that are used to motivate and reward pupils to add to the respectful and positive culture at Stanford. Year 6 Monitors also prepare the Team Point total each week and present this in the Friday assembly.

All Staff will have "Polite Points" to be given out to individual children during the week for "Outstanding Behaviour" around school. The system will work like a raffle, where each child

who receives a "Polite Point" will be entered into a prize draw which will take place in Friday Assembly. Up to 3 children a week will be drawn out the raffle and they will be able to choose from a selection of prizes e.g. rubbers, rulers, pencils, etc.

DISCOURAGING POOR BEHAVIOUR:

Sometimes the expected behaviour is not demonstrated and it may be necessary to use sanctions to promote the expected behaviour from an individual child. In the first instance, the class teacher is responsible for the day to day behaviour of the children, however, all members of staff will also have consistent expectations for how children are to behave within the school and when they are representing the school outside. These expectations will be modelled and encouraged throughout the day. Within Foundation and Key Stage 1 we accept that these may behaviours may not be demonstrated by pupils at all times, however they will be developed at every opportunity.

Inappropriate behaviour is dealt with calmly and quietly in line with the schools' Code of Conduct. Sanctions available to staff may include:

- Verbal Warning/name on board
- Move to a location near the teacher
- Loss of free time (play/ lunch) for reflection
- Time out
- Removal from class to another class or SLT
- Continued unacceptable behaviour will result in the Deputy Head talking with the child and parents may also be contacted.

MANAGEMENT OF POOR BEHAVIOUR:

Wherever possible staff should:

- Deal with incidents calmly and quietly, causing as little disruption to the general proceedings as possible.
- Tell children why their behaviour is unacceptable.
- Work together to make each school a place where children and adults can work together happily and successfully.
- Follow the agreed 3 card system.

DISCIPLINARY STEPS

At Stanford Junior and Infant School we use the 3 Card System for managing poor behaviour: **Pink, Amber and Red.**

PINK -

If a child breaks part of the Code of Conduct, they will be given a pink card and told, "...this is your reminder to make the right choice". If the child continues to make the right choices throughout the remainder of the lesson, the card will be taken back and no further consequences applied.

AMBER -

If the child continues to make the wrong choices, they will be given an amber card and told, "...you were asked to make the right choice, but have not done so. At playtime you will go to The Library to complete a Reflection Sheet to think about the choices you have made."

The Reflection Sheets will be kept on file and monitored through the year. If a child receives 3 Reflection Sheets in a week or 6 sheets in a half term they will be copied and sent home to parents. Parents will be asked to sign and return a sheet to acknowledge receipt of the sheets. Parents will be able to make comments on the reply slip should they wish.

RED -

If the wrong choices continue to be made, the child will receive a red card and sent, with their work, to a partner teacher. The child will be told 'You have made the choice to leave the classroom to reflect on your behaviour and the choices you've made". They will then sit for 5 minutes in the partner teacher's classroom, using the 5 minute timer. The pupils will also miss their next break time and will complete a Reflection Sheet with Mr Hawkins. Parents are also informed, usually by text, if their son/daughter has received a Red Card and details of the incident will be shared.

All incidents resulting in an Amber or Red Card will be recorded on CPOMs, the school's system for monitoring safeguarding and behaviour concerns.

LEARNING MENTOR & DEPUTY HEAD

The Learning Mentor's role is to support behaviour and emotional issues and will work in partnership with staff and parents. The Learning Mentor and Deputy Head/Headteacher will be informed of any incidents of Amber and Red cards either verbally or via CPOMs. This will allow them to ensure that the appropriate steps are followed and the required records completed.

FURTHER CONSEQUENCES

If a child receives three Red Cards within a short period of time the Learning Mentor/Senior Leadership Team will contact parents/carers for an immediate meeting in order to discuss a behaviour plan to support the pupil in making appropriate behaviour choices. This meeting and any further follow-up intervention will also involve the Learning Mentor and/or a member of the SLT. Other agencies and a formal individual pastoral support plan may also be introduced.

In the case of severely disruptive or aggressive behaviour, pink and amber consequences should be omitted and the child sent immediately to the Learning Mentor or a member of the SLT.

If behaviour does not improve or if there is a serious risk to the health and safety of pupils or adults then the pupil may be recommended for fixed term or permanent exclusion, or put for consideration of a 'Managed Move' via the Behaviour Attendance Collaborative (BAC).

CARE, CONTROL AND RESTRAINT

In the unlikely event of a child exhibiting violent or disturbed behaviour staff at Stanford Junior and Infant are asked to follow the steps:

1. Send for help immediately - a second adult can often help to calm the situation or act as a witness to the incident.
2. Let it be known that you have sent for another member of staff.
3. Consider the safety and wellbeing of other children in the class.
4. Stay as calm as possible.
5. Make every attempt to diffuse the situation.

6. As a last resort use the minimum amount of physical control necessary to avert danger or risk to the child or another individual prevent serious damage to property.

Refer to Care, Control and Restraint Policy for further details.

PLAYGROUND CONDUCT

It is our policy that 'Playtime' and 'Lunchtime break' should be fun for everyone. Any physical aggression is deemed as unacceptable.

The Behaviour Policy, as above, should be followed consistently.

If an **amber card** is issued the child should be asked to stand out quietly to think about their behaviour for 5 minutes. They should then complete a Reflection Sheet at the next available morning playtime.

If a red card is issued the child should be sent in and he/she should miss their next playtime to consider their behaviour choices. The Learning Mentor/Deputy Head will keep a log of playground incidents.

LUNCHTIME CONDUCT

The Behaviour Policy should be followed in the same way at lunchtime as at any other time.

Outdoor activities will be organised and run by the lunchtime supervisors/Playground Buddies (parachute, ball games, skipping, circle games etc) or children may choose to play independently. A rota has been set up for lunchtime supervisors to supervise the activities.

CORRIDOR CONDUCT

Children should always walk around school. If they run they should be reminded that they are not following the Code of Conduct, i.e. "Keeping ourselves and others safe" and sent back to walk. All members of the Stanford Community act as role models and polite, respectful manners will be shared with one another.

ASSEMBLY CONDUCT

Positive behaviour management is used during assembly. Staff and Pupil Monitors will reward positive behaviour choices eg team points, Polite Points etc. Year 6 Monitors are all used as role-models to lead classes in and out of assembly and also to set up the assembly hall. All members of the school community are encouraged to enter the hall quietly and use this time together to reflect.

ANTI- BULLYING STATEMENT

Bullying is a very emotive word and it must be noted that all incidents of aggression are not bullying (Please see below). Although, through our Behaviour Policy, we work hard to ensure bullying does not happen, we must be realistic and realise that we may at any time be confronted with bullying in some form or another.

A clear aim of Stanford Junior and Infant School is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including governors, teaching and non-

teaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the School Policy on Behaviour, Anti-Bullying & Attendance: therefore the aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

See the Stanford Junior & Infant Anti Bullying Policy for more details.

Signed By



Chair of Governors:

Date: 28th September 2017



Headteacher:

Date: 28th September 2017