

Stanley Primary School

Behaviour to Learn Policy

Version Number	2.0	
Scope of Document	Behaviour of pupils within school	
Objective	To outline expected behaviour and methods of modifying behaviour that does not conform to these expectations.	
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The vast majority of the pupils in Stanley Primary School conduct themselves very well and are well mannered and well behaved. There are occasions, however, when certain children do misbehave and need to be corrected. This policy describes the expectations we have of our pupils and the methods we employ to modify behaviour if children do not conform. Our aim is to always reward good, positive behaviour and to avoid conflict with children whenever possible.

Initial discipline rests with each child's parents. In school, we stress the need for self control and self discipline necessary for living together and helping each other. If serious problems arise, parents are involved. Together we try to discover the reason for that child's misbehaviour. If further help is needed we may seek advice from outside agencies through the Assistant Headteacher

Parents are not involved with every little incident but we will inform parents/guardians if there is a recurring pattern of misbehaviour, or if serious problems are involved.

Behaviour management

Management of behaviour uses positive and negative reinforcement. While negative reinforcement deters a child from misbehaving in the short-term, the results of positive reinforcement, encouraging a child to behave well, are more durable in the long term.

All our pupils are expected to conform to a basic standard of behaviour based on politeness, obedience and civility. They should respect each other, all adults, property and the school environment. Rules that have been agreed between the children and the staff are on display in the classroom.

Positive reinforcement used in school

Stickers/stamps are used on a daily basis around school during lesson time and lunchtime to recognise a variety of positive achievements. There are also a multitude of display boards around school which display examples of good work, certificates and general achievements by pupils and Stanley Primary School as a whole.

Superstars

Each week a child in each class is awarded the 'Superstar'. This may be for producing good work but is more likely to be for effort, courtesy or kindness. The reason why a child has been given 'Superstar' is shared in an assembly and celebrated with the children. An award is presented to the child which is age appropriate.

House point system (KS2)

The emphasis on the children's behaviour should be on rewarding positive actions. The school has a successful system of recording and rewarding an individual pupil's good behaviour/effort with team/house points.

The children are members of one of four colour teams; red, yellow, green and blue. Each team has two house captains and two vice captains (boys and girls) who have been elected by their peers as exemplary pupils in school.

When a child receives house points (upper juniors)/green cards (lower juniors) they receive a stamp on an award card. When the award card is full they receive a badge in an award assembly (Friday assembly). They can achieve the following awards that become progressively more difficult to achieve:

Bronze award	12 stamps
Silver award	a further 24 stamps
Gold award	a further 48 stamps
Platinum	a further 96 stamps

Lower juniors are awarded a small badge and a letter for their parents. The upper juniors are awarded a larger badge and also a letter to their parents. Children who have achieved their gold or platinum badge have their parents/guardian formally invited to attend the assembly that takes place at the end of a term.

The house points collected on an individual basis also contribute towards a weekly total announced to the children in assembly at the end of the week. House points are collected from each classroom on Friday lunchtime by the house/vice captains. A record is kept of the house totals in the hall on an interchangeable display (the format is decided by the children at house meetings). At the end of each term, a shield is presented to the house with the highest overall total.

Headteacher's award

A certificate is awarded once per term to a child from each class to celebrate achievement. This can be academic or social achievements. Class teachers liaise with the Headteacher.

Attendance

A weekly attendance league is in place throughout the Primary School. The winning classes in KS2 and in KS1/Reception receive a cup 'Wilf' the teddy in the infant department. 'Wagoll' the teddy is presented to the winning junior class. The classes 'look after' the teddy for the week and return it to Friday assembly ready to be presented the following week. A special privilege is awarded to the winners of the league at the end of the school year. Individual children who have obtained 100% attendance for the academic year will be invited to a Blackpool Schools' celebration at Blackpool Football Club (subject to availability).

Sanctions/Procedures for dealing with behaviour problems

This is a whole school policy and will apply to the whole school day including lunchtimes. An overview of these sanctions is given below. For pupils who do not abide by the school rules, a range of sanctions are available to the staff. These vary according to the severity of the incident and the frequency in which negative behaviour occurs. There may be instances where it is deemed necessary to fast-track a child through the behaviour sanctions/consequences due to the seriousness of the child's actions.

Misbehaviour for a Welfare Assistant, Teaching Assistant, other member of School Staff, or Voluntary Helper which cannot be dealt with appropriately by that person should initially involve the child's class teacher wherever possible, or another teacher if the class teacher is not available.

On occasions incidents that have taken place will result in a sanction of spending time in 'The Zone' (an inside area adjacent to the KS2 yard which is staffed daily). Attendance at 'The Zone' should be recorded in the file under the child's name.

Objects belonging to a child, possibly brought from home, would be kept safely if removed and returned later. If a child has repeatedly brought an undesirable object to school the item would be returned to the parent directly, with an explanation.

If it is considered that a child has another child's, adult's or school's property they may be required to turn out their belongings or pockets but must not be physically searched.

Incomplete work/homework

A child who has not completed class work/homework of which they are capable may be kept in at playtime/lunchtime if supervised by a teacher.

Playtimes/Lunchtimes

Children should have outdoor coats when necessary for playtime/lunchtime. They should not then come back into school until the end of these sessions unless they ask permission to use the toilet (KS1) or are coming in for their lunch. Children in KS2 are free to use the toilets during these times

The grass may be used if it is dry. The decision rests with the staff on duty and children must not go onto the grass until they have been given permission to do so.

When the whistle is blown the children stop talking and then line-up. Children walk in quietly when they are told to with their teacher and should enter the building in an orderly fashion. They are expected to go quietly down corridors and through cloakrooms.

End of school day

All children are expected to leave the building in a quiet and orderly manner

In Reception children are collected from the classroom door. Classes in KS1 are 'escorted' to their parents by the class teacher. Children in Year 1 leaving by their class room exit, whereas classes in Year 2 leave by the exit door opposite the school gates. Each child must make their class teacher aware that they have seen the person collecting them from school before they are allowed to leave the building

Classes in KS2 leave the classroom when the class teacher dismisses them. Each teacher then has a duty to monitor the children leaving school.

Exclusions

The school is not obliged to provide lunchtime supervision and any child who continually misbehaves, or is involved in serious incidents at lunchtime, may be required to go home for lunch.

If a child's behaviour does not improve following the structured intervention programme outlined below, the Headteacher has the power to exclude a pupil from school for a fixed period or permanently. Parents may appeal against exclusions and the governing body would become involved. All exclusions would follow the guidelines from the LA.

Bullying

(See anti-bullying policy)

Presentation and appearance

The school actively supports the wearing of school uniform and for safety reasons jewellery should not be worn, with the exception of stud earrings, which must be removed for PE. Extremes of fashion are discouraged as this may single out pupils for unwanted attention from their peers.

Management of the Behaviour policy

The policy has been written in consultation with the staff and governors of Stanley Primary School. It will be reviewed annually.

Behaviour sanctions

Sanctions in Reception:

<u>Behaviour</u>	<u>Consequence</u>
Unacceptable behaviour	Child spoken to on an individual basis and a verbal warning given
No improvement in behaviour	Child sent to Year Group Leader
Continued behaviour problems	Individual stamp chart devised in consultation with the child and parent. Child given a reward for x number of stamps on chart (chart split into achievable time slots)

A variety of rewards can be issued in Reception:

Stamps
Stickers
Certificates

Sanctions in Year 1 and Year 2:

<u>Behaviour</u>	<u>Consequence</u>
Unacceptable behaviour	Child's name is placed on red traffic light which may result in the child going to partner class (outlined below)
No improvement in behaviour	Visual/verbal warnings issued using traffic light system/lose part or all of playtime

Continued behaviour problems	<p style="text-align: center;"><u>Individualised behaviour chart in partnership with the Learning Mentor</u></p> <p>When a child is exhibiting more undesirable behaviour than is acceptable within the usual pattern of the class or school, the teacher will ask to see the parent and discuss the inappropriate behaviour. A personal target programme is devised over a period of time – a day, a week. It is usually agreed with the parent that the child will be rewarded at home if an improvement is charted to promote the home-school link</p>
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Rewards in Year 1:

10 stamps on a star card =	1 sticker on a wall chart
10 stickers on a wall chart =	100 good things certificate in Assembly

Rewards in Year 2:

1 green card =	1 stamp on individual reward card
10 green cards =	1 sticker on a wall chart
10 stickers on a wall chart =	100 good things certificate in Assembly

Partner Classes

To give children time away from a 'situation', partner classes are in operation. A child will go to the partner class with an appropriate task to complete. It will sometimes be necessary to send an adult with a child to partner class or make a phone call to inform the class teacher that a child will be arriving. Partner classes are outlined below.

RL + RB
RB + RS
RS + RL

1C + 1KG
1G + 2O
2W + 2A

5EC + 5P
3D + 4M
3M + 3W
4A + 4P
6JR + 6W
5C + 6C

Sanction structure in KS2:

A child may require an individualised programme for inclusion. This may be appropriate at any stage in the sanction structure outlined below and this should be done in consultation with the Assistant Head responsible for inclusion and the Learning Mentor.

<u>Level 4: Headteacher/Governors child disciplinary committee</u>	
No improvement in behaviour would result in the Headteacher producing a report to Governors to consider permanent exclusion	
<u>Level 3: School report</u>	
No improvement in behaviour after a target programme would result in a report card being issued. Staff involved: Deputy Headteacher/Assistant Headteacher/Year Group Leader/Class Teacher/Learning Mentor/Teaching Assistant	
<u>Level 2: Target programme</u>	
Child has shown repeated incidents of unacceptable behaviour. Parents to be invited into school to discuss next steps to improve behaviour eg target programme put in place which is specific to the child's needs. This is carried out in consultation with the Learning Mentor. Staff involved: Year Group Leader/Class Teacher/Learning Mentor/Teaching Assistant	
<u>Level 1 : Early intervention</u>	
<u>Classroom –‘Good to be green’</u>	<u>Lunchtime</u>
<ul style="list-style-type: none"> • Verbal warning • Child receives a warning card • Child receives a consequence card and is sent to partner class • Child is excluded from lunchtime activities and is sent to ‘The Zone’* 	<ul style="list-style-type: none"> • Verbal warning • Child is removed from activity or situation and/or • Child is given 5 minutes time out • Child is excluded from the activity and is sent to ‘The Zone’*
Staff involved: Class teacher/Teaching staff/Teaching Assistants/Learning mentor	Staff involved: Class teacher/Teaching staff/Teaching Assistants/Welfare staff/Learning mentor

There may be occasions where it is appropriate to fast track pupils through the levels in the sanction structure above. Early intervention is key to improving the behaviour of a pupil, as is a partnership with school and a child's parents/carers.

*The Zone – An inside area in the junior department which is staffed during the lunchtime period to accommodate children who have exhibited unacceptable behaviour during lesson time/playtime/lunchtime. The Zone also provides an area where children can have some ‘time out’ from their peers and have the opportunity to discuss their behaviour with a member of staff. Some children may also attend the zone for social/emotional support over lunchtime.