



Stanley Primary School

Behaviour to Learn Policy

Version Number	2.2	
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.	
Document Status	Final	
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Date Written	September 2009	
Authorised/Reviewed by	Body	Karen Manson
	Date	6 th May 2022
Next Review Date	Summer 2023	



Aims and Objectives

It is a primary aim of Stanley Primary School that every member of the school community feels valued and respected; and that each person is treated fairly and well. This policy aims to promote a culture of shared responsibility for behaviour management between staff, parents and pupils to create an environment where we all feel happy, safe and secure. This will be done through the consistent promotion of positive behaviours/relationships, working with parents and pupils at the earliest opportunities to encourage children to self-regulate behaviour.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule

enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective, considerate and consistent way.

Children who feel secure within the school environment are more likely to behave well and to become positive, responsible and increasingly independent members of the school community. For this reason, continuity and stability in the organisation of the school are key features of our policy.

The school expects every member of its community to behave in a considerate way towards others.

Role of Headteacher/Senior Leadership Team (HT/SLT)

It is the responsibility of the HT under the School Standards and Framework Act 1998 to implement the School behaviour policy consistently throughout the whole school, and to report to Governors when requested. It is also the responsibility of the HT to ensure health, safety and welfare of all children and staff in school.

Stanley Primary School is an inclusive school however, some behaviour may be deemed serious enough to warrant a fixed term or permanent exclusion. These are at the discretion of the Head Teacher and will follow the Government guidelines on 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 on any occasion a child displays severe physical aggression of any sort, staff will call SLT. The safety and wellbeing of all pupils and staff at this point is paramount.

At Stanley Primary School we have members of staff trained in 'Teach Teach'. This is positive management of child aggression and disruption. Please see our Physical Intervention Policy.

Role of School Council

Stanley School Council meets regularly, assisting in many decisions made in our school. As part of their duties the School Council discuss and review particular activities, rewards, rules, sanctions and their implementations.

Keeping Parents/Carers Informed

The relevant member of staff (usually class teacher supported by Team Leader/Assistant

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Head), in a private area, will discuss incidences of unacceptable behaviour with parents at the earliest opportunity. Our aim is to work with parents to agree appropriate, consistent expectations, targets and actions before unacceptable behaviour has an opportunity to escalate. Therefore, it is vital that parents make themselves available for discussions with staff on request, and staff to parents through an agreed appointment system.

It may be appropriate for children that display consistently unacceptable behaviour to have an individual behaviour plan written for them. This plan will be shared with Parents/Carers and will outline clearer expectations and consequences; a behaviour plan will, ideally, be reviewed after 6 weeks with the class teacher, pupil engagement officer and alongside the SENCo, if necessary.

Children are also expected to behave on their journey to and from school, as they would do in school at all times. The school may take action over any children reported to be displaying poor behaviour whilst representing our school.

We expect all adults to behave in a reasonable and civilised manner towards ALL school staff. Incidents of verbal or physical aggression towards staff will be taken extremely seriously, and may be referred to Police for further action in line with our Zero Tolerance Policy.

Role of Parents/Carers

Parents play a vital role in the education of their child. Several studies have proven that collaboration between parents and teachers improves children's academic achievement, work habits, social skills and emotional well-being.

When parents are involved in their education, children do better on a wide range of measures. These positive effects include: Better behaviour, more confidence and greater self-esteem.

We expect all parents / carers to support school with our Behaviour to Learn Policy.

Positive reinforcement used in school

Stickers/stamps/green cards 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.

'Proud to be Purple' Stickers/Certificates

These are given out to pupils who have shown an exceptional attitude in all areas of school life.

Superstars

Each week a child in each class is awarded the 'Superstar'. This may be for producing good work for effort, courtesy or kindness. The reason why a child has been given 'Superstar' is shared in an assembly and celebrated with the children.

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

Children are awarded a badge and a letter for 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.

Rewards in Year 1:

100 stamps on a star card =	100 good pieces of work certificate
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Rewards in Year 2:

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

Year 1 and Year 2 also achieve marbles in each class for working together as a team. The winning class from each year group receives a trophy at the end of the week. At the end of each half term the winning classes receives a non uniform day.

Appendix 2 is a visual of this for the children in KS1.

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.



Consequence structure:

<u>Level 1 : Early intervention</u>	
<p><u>Classroom</u></p> <ul style="list-style-type: none"> • Every day your child's name will start on a green traffic light and they can work towards gaining their 'Proud to be purple' sticker / certificate. • If your child displays any low-level behaviour they will be given a verbal warning • No improvement is made their name will be moved to amber. • If this behaviour continues, it will be moved to red meaning a consequence will be given like missing a playtime/lunchtime or having to work in another classroom. (See Appendix 1) • Child will return to class and if behaviour continues there will be a further removal to complete their work resulting in an exclusion from lunchtime activities. <p>Unacceptable behaviour will fast track your child straight to red. This means your child may be removed from the classroom and sent to another partner class to work or they may miss playtime/lunchtime.</p> <p>Staff involved: Class teacher/Teaching staff/Teaching Assistants/Pupil Engagement officer/ SLT.</p> <p>Parents will be informed if their child has been moved to red and this will be recorded on our electronic system.</p> <p>Appendix 1 is a visual of this.</p>	<p><u>Lunchtime</u></p> <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 shows repeated behaviour they will be excluded from lunchtime activities and sent to SLT. <p>Staff involved: Class teacher/Teaching staff/Teaching Assistants/Welfare staff/ Pupil Engagement officer/ SLT.</p> <p>If a child is sent to SLT parents will be informed.</p>
<u>Level 2: Target programme</u>	
<p>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 Assistant Head and the Pupil Engagement Officer. The Graduated Approach will be followed and an ABC chart (see appendix 3) will be completed by the class teacher.</p> <p>Staff involved: Year Group Leader/Class Teacher/Pupil Engagement Officer/Teaching Assistant/SLT</p>	
<u>Level 3: Advisory services</u>	
<p>Formal involvement of LEA and specialist services to aid with advice and recommendations.</p>	



These will be placed on a Plan Do Review (Please see our SEN/D policy and parent flow chart)

Level 4: Headteacher/Governors child disciplinary committee

No improvement in behaviour would result in the Headteacher producing a report to Governors to consider permanent exclusion

*ABC Chart is an observational tool that allows the class teacher to record information about particular behaviours. The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the *behaviour* that occurred e.g. X threw item on the floor.

'C' refers to what occurred after the behaviour or the *consequence* of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. This allows us to check for triggers where the behaviour is most likely to occur and develop a positive plan to move forwards.

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.

Please also see:

Anti Bullying Policy
Home School Agreement
Attendance Policy
Peer on Peer abuse Policy
Safeguarding Policy



Stanley Primary Behaviour to Learn KS1



Sanctions

What will happen if I don't follow the rules?

An adult will verbally warn you.

Children can be fast-tracked depending on the severity of the behaviour

An adult will give you a 2nd verbal warning and
move your name to Amber.

An adult will move your name to Red.
If the behaviour continues, you may spend time
in a partner class to complete your work or you
may miss your outdoor play.
Parents/carers will be informed.

Continuous poor behaviour will result in your parents
being invited in for a discussion with your teacher.



Stanley Primary Behaviour to Learn KS1



Rewards

One child from each class will be chosen each term for the 'Headteacher's award.'

One child from each class will be chosen for 'Star of the Week'.

10 stickers on your chart = '100 good pieces of work' certificate in assembly.

You will be praised in class and allowed to collect a stamp/green card.

You will begin each new day **on green**.

What will happen if I follow the rules?



Appendix 3

Antecedents			Behaviour		Consequences
1	2	3	4	5	6
Day & Time	Where Did It Happen ?	What Happened Before the Behaviour ?	What Did ————— Do ?	What Did You Do?	What Happened As A Result Of What You Did ?