



# Whole School Behaviour Policy

September

# 2020

## Rationale:

*To function effectively a school community has to have a set of rules which provide a framework for the safe and orderly running of the school. Children need to feel that they can come to school and be safe, happy and able to learn to the best of their ability. They need to be able to recognise the importance of individual attitude and behaviour.*

At South Stanley Junior School, we believe that positive behaviour for learning is crucial if pupils are to attain their full potential and we therefore believe high standards of behaviour are essential at all times. Reinforcement of positive behaviour lies at the heart of all behaviour management strategies employed across school. We aim to spend more time drawing attention to and praising positive behaviour than addressing poor behaviour.

Parents are made aware of the school rules through the school brochure, website, newsletters, parents' assemblies, and parents' evenings.

**While the policy has been amended in line with government guidance regarding COVID-19, this may be revised as guidance is updated and social distancing measures are either relaxed or strengthened.**

## Our school rules are:

1. Respect others
2. Use words to solve your problems
3. Be honest
4. Take care of our school
5. Listen carefully
6. Work hard

Staff are encouraged to discuss these with their classes and consider how these affect lives in the classroom. Separate classroom rules should not be devised as this leads to confusion and devaluing of the whole-school rules. However, classes are expected to devise their own 'Rights Respecting' class charters related to the school rules which the children should sign to show their agreement.

## Classroom Behaviour System

Each classroom should display a behaviour chart which includes five stages – Stars, Sun, Earth, Rain and Thunder. All pupils begin the day on Planet Earth and are encouraged to aim for the stars by demonstrating positive attitudes to learning. At playtime/ lunchtime, any children on the Rain or Thunder will be moved back to Planet Earth in order for them to be given a fresh start. Children on Sun, Stars or Earth will remain in these positions. Staff will encourage pupils to take responsibility for their own behaviour and the position of their name on the chart. Each class will have a prize box and children on the Stars at the end of each day will go in the weekly raffle to win a prize.

An orderly environment for learning is essential and when pupils disrupt this, in the first instance, staff should draw attention to the expected behaviour by praising this elsewhere in the classroom. If this does not result in improvement, then the pupil should be given a direct warning and reminder of expectations. Further infractions would result in the pupil being moved towards the Rain and then Thunder (which would result in 'time out' within the classroom for five minutes to reflect upon their behaviour). Should inappropriate behaviour continue, the pupil will be sent to a member of SLT for a final warning.

If behaviour still has not improved, a phone call will be made to the pupil's parent/carer requesting a meeting to discuss their child's behaviour. Where possible, this will take place at the end of the school day with both the pupil and parent present – parents whose children would normally walk home alone would be asked to instead collect their child. It may be the case that these meetings are conducted via telephone in light of social distancing measures.

Reasonable adjustments to the management of behaviour will be made to accommodate children with Special Educational Needs and disabilities. Individual behaviour plans will also be used when it is deemed necessary by staff and the school's SENCO and these will be shared and reviewed with parents.

## Rewards

Rewards can be gained for keeping the school rules, working hard in lessons, producing good work, good attendance and returning homework as well as acts of good citizenship e.g. caring towards others in school. Rewards include:

- team points,
- stickers,
- Headteacher's awards
- Star of the Week,
- class rewards

### **In class / around school**

Each half-term, a reward assembly is held when all pupils are rewarded for their hard work in the preceding weeks. This gives parents the opportunity to come along and join in with the celebration of the children's achievements. These assemblies may alternatively be held virtually.

On a six-week rolling program, Monday's assembly will focus on one of the School Rules. Golden Book assembly is held every week when each teacher will nominate a Star of the Week linked to the School Rules for that week.

There is also an opportunity for classes to encourage corporate responsibility and gain rewards for working as a team. For example, classes could keep a jar which they fill with pasta, which when full results in an agreed reward e.g. extra playtime. Each class will devise their own reward for whole class behaviour based on their class's interests.

Attendance awards are also given for good whole school attendance, class attendance and individual attendance. Team points will be added up over the course of a half-term and the winning team will be rewarded with a non-uniform day.

### **Playtimes**

A positive approach is also taken on the playground and field. Lunch-time supervisors hand out certificates to pupils for good playground behaviour in assembly on Thursdays. A fortnightly meeting is held with lunchtime supervisors and SLT to discuss any children who have behaviour which is causing a concern.

Sports Leaders operate at playtimes to support their peers and lead small group games. Playground zoning is in place to allow quiet areas of the yard and vulnerable pupils can be allowed the opportunity to play in a separate, supervised area with a smaller group of friends. In addition to this, 'social groups' are led by staff and lunchtime for children who struggle to manage their behaviour in a whole school situation. Positive behaviour at lunchtime and playtime is also rewarded with stickers and certificates.

## Addressing inappropriate behaviour

At South Stanley Junior School, we recognise the important role staff play in de-escalating inappropriate behaviour. All staff working with pupils will:

- Use a calm, clear, non-aggressive tone of voice;
- Refer to the inappropriate behaviour, not the pupil;
- Maintain a relaxed body posture and non-aggressive stance;
- Ensure that they listen to the pupil explain themselves as well as listening to witnesses;
- Request help from a colleague if they feel unable to deal appropriately with any incident.

We believe in a restorative approach to conflict management between pupils and all staff will follow a set of restorative questions to deal with pupil conflicts. This ensures that all pupils are listened to and that thoughts and feelings are validated. A restorative approach also helps pupils learn how to deal with conflict in their lives. It is particularly important when dealing with behavioural issues that the adult involved uses a calm voice with relatively low volume. At times, a louder, more authoritative tone and volume may be required but this should be limited so that it does not become ineffective in maintaining a good level of behaviour.

At South Stanley Junior School, we encourage pupils to self-regulate their behaviour. To this end, behaviour expectations are clear and consistent throughout school and pupils are reminded that we expect them to adhere to these without need for staff reminders. These include moving around school silently, sensibly and calmly at all times. Staff will encourage self-regulation of behaviour at these times. Pupils are taught about their individual and collective rights – this allows them to understand how they should be treated, and in turn how they should behave towards others.

## Serious incident

Some incidents are too serious to be dealt with by the procedures outlined above. These include but are not limited to:

- refusal to follow the instructions of a member of staff
- swearing/shouting at a member of staff
- temper tantrums
- fighting
- racist/ homophobic incidents

Where possible, when it is obvious the pupil is on the brink of seriously unacceptable behaviour or has just started to display the same, they will be given a reminder that now is the point at which they can make a good choice. The member of staff should outline acceptable behaviour choices and remind the pupils that failure to make a

good choice will result in a visit to the Headteacher and a phone call home to parents.

Pupils who do not make a good choice will be taken to a member of the SLT as soon as is appropriate. The incident will be recorded on the CPOMS and a phone call made home to parents. Two serious incidents within a half term will result in a meeting with parents to identify suitable consequences as next steps e.g. isolation within school (i.e. working away from other pupils with adult supervision).

All incidents linked to homophobia, racism, radicalism/extremism will be given careful consideration in line with school safeguarding procedures (Keeping Children Safe in School) and duties under 'Prevent' strategy. Governors will be informed.

### Restrictive physical intervention (RPI)

Rather than use the terminology 'restraint', South Stanley Juniors prefers to refer to RPI which describes a range of techniques and approaches including Physical Presence, Restriction of Access or Exit, Time Out, Isolation, Seclusion, Physical Diversion, Restrictive Devices and Physical Control.

Physical Presence	Describes a situation in which staff stand close by or in front of a pupil momentarily, or temporarily in the way of a pupil. Physical presence is a means of both communicating authority and re-establishing safety and security.
Restriction of Access or Exit	Describes a situation in which staff stand in doorways or corridors to restrict a pupil's movement, or a room fitted with door catches beyond the reach of the pupil. It is a means of preventing pupils accessing dangerous environments, or leaving a room when it is judged it would be prejudicial to the maintenance of a safe and secure learning environment for them to do so.
Time Out	Describes the removal of a pupil from an environment where he/she may be gaining reinforcement to maintain a behaviour to an area or room less likely to reinforce it with the purpose of enabling the pupil to regain self-control. Any area or room used for time out must be unlocked and be monitored by staff at all times.
Isolation	Describes the separation of a pupil from his/her peers and his/her supervision by a member or members of staff with the purpose of providing him/her with continuous focused supervision and support. Pupils isolated from their peers and supervised by staff must not be in locked rooms.

Seclusion	Describes the forcible confinement and segregation of a pupil from his/her peers in situations that are unsupervised by staff. <b>Seclusion is not permitted to be used by South Stanley Juniors</b>
Physical Diversion	Describes a means of deflecting a pupil from destructive and/or disruptive behaviour, for example, by holding a hand, placing a hand on the forearm, putting an arm around a shoulder or guiding by placing a hand on the back. It involves little force but serves to reinforce staff attempts to reason with the pupil. <b>At South Stanley Juniors Physical Diversion is not used because of the danger of mis-interpretation by pupils and subsequent allegations. There is also a danger of unintended use of force in an inappropriate manner.</b>
Restrictive Devices	Describes those approved mechanical devices, e.g. helmets, that are used in a planned manner to prevent self-injury. A risk assessment should be undertaken prior to use identifying the benefits and risks associated with the use of the restrictive device, and staff should be fully trained in their usage. <b>Restrictive Devices are not necessary for the pupils of South Stanley Junior School.</b>
Physical Control	Describes the positive use of reasonable, minimum force to divert a pupil from committing a criminal offence, harming him/herself or others, seriously damaging property, absconding or disruptive behaviour which prejudices the establishment and maintenance of a safe and secure learning environment. Physical control is normally limited to holding a pupil in a standing or sitting position.

In extreme cases, restrictive physical intervention may be required by staff who have relevant training. Staff with relevant training are trained in the employment of de-escalation strategies which must always be used in an attempt to resolve incidents prior to the use of restrictive physical intervention. At South Stanley Junior School, Restrictive Physical Intervention will only be used to prevent a pupil from doing or continuing to do the following:

- (i) committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);

- (ii) injuring themselves or others;
- (iii) causing damage to property (including the pupil's own property);
- (iv) engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Every opportunity should be taken to resolve issues without resorting to RPI and all preventative, pro-active measures must have been exhausted prior to use of RPI. It should not be used as a means of gaining compliance to staff instructions.

When RPI is deemed necessary, it should employ minimum force for the minimum amount of time and the only staff allowed to administer are those with current, up to date training in positive handling techniques. The members of staff currently with this training are: L. Richardson, D. White, M. Howell, G. Petterson, S. Turnbull, S. James, P. Cain, F. Kershaw and R. Paul.

Parents will always be informed when RPI has been used.

Pupil risk assessment and pastoral support programme will be completed if not already in place.

The school recognises that for some pupils the use of RPI will be a sensitive issue or deemed inappropriate. The Headteacher will always make this clear to all staff in school and this will be recorded on the pupil's risk assessment and pastoral support programme.

Further guidance on the use of Restrictive Physical Intervention is outlined in the Restrictive Physical Intervention Policy.

If a fight breaks out at school, staff are advised to:

- send a pupil to get another adult immediately;
- using a loud, firm but calm voice, tell the pupils to stop and give instructions for where to go e.g. "XXX – go inside now!"
- remember that all teachers, irrespective of whether they have positive handling training, are able to physically intervene in order to prevent pupils from harming themselves or others.

### **Fixed- term exclusion**

Some serious incidents may require fixed term exclusion e.g. violence/assault; using foul and abusive language towards members of staff; theft; repeated, consistent, severe non-compliance with staff instructions which is causing severe disruption to the learning of themselves and others. Pupils should always be referred to the Headteacher or Deputy Headteacher on such occasions, who will make the decision as to whether fixed-term exclusion is warranted. Parents will always be informed and a reintegration meeting must be attended by the child and their parent upon their return to school. This will include a lengthy discussion about the reasons for the exclusion and plans for improvement of behaviour.

## Behaviour Management Process

The processes below have been amended with social distancing measures in mind. These will be applicable from September 2020.

### Classroom Behaviour

Stars, Sun, Earth, Rain, Thunder



Time out within classroom/ year group bubble for 5 minutes to reflect



Sent to member of SLT for a final warning



Phone call to parent/carer; parent meeting with member of SLT



Internal Exclusion (to be determined by SLT member)



External Exclusion (to be determined by DHT/ HT)

### Playtimes/Lunchtimes

A warning for poor behaviour



Sent to the wall for five minutes and a conversation about behaviour



Sent inside to SLT for a final warning



Phone call to parent/carer; parent meeting with member of SLT

## Pupil Behaviour Contract 2020-2021

**Pupil Name:**

**Class:**

**Please tick the boxes and sign below to show you understand:**

I am aware of the school's behaviour policy and I know the rewards that are in place for my good behaviour (including moving up the behaviour chart, team points and Head Teacher's Awards)

I also know that the following system is in place for any unwanted behaviour and understand what is expected of me:

Stars, Sun, Earth, Rain, Thunder



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**Pupil Signature:**

**Staff Signature:**

**Date:**

Sep 2020  
Ratified by Governors:  
Date for Review:



South Stanley Junior School is proud to be part of Stanley Learning Partnership LTD (Trading as Stanley Learning Partnership)  
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