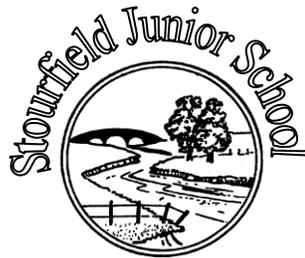


# Behaviour Policy



**Stourfield Junior School**

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Adopted by .....SPW Committee

Date of Approval.....11.10.2016

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# **Stourfield Junior School – Behaviour Policy**

## **Aims of policy:**

- To promote self-discipline, a sense of responsibility and team commitment
- To foster good behaviour and respect for others
- To ensure that there is minimal disruption to pupils' progress as a result of unacceptable behaviour
- To identify the roles and responsibilities of members of the school community in relation to encouraging and promoting good behaviour and discouraging unwanted behaviour

## **School practice:**

We expect that our pupils will show through their actions that they know what constitutes appropriate behaviour, that they understand what is expected of them and that they respond accordingly.

We are an emotionally literate school and this ethos in conjunction with circle time, PSHE, and the class and school council are powerful tools to help every member of the school community voice their feelings on individual, class and whole school issues. Each class has a class charter which helps children identify the responsibilities they have with regards their behaviour and the rights of other people.

We believe that for a child to have the best chance of succeeding in school, the pupil/home/school triangle of communication needs to be open and strong. We will therefore communicate with parents at the earliest opportunity so that we can celebrate successes and be mutually supportive, should the need arise,

## **Our School Expectations:**

At Stourfield Junior School, we value respect, support, consideration and patience.

We think these qualities are very important, not only in other people but also in ourselves and so through our school values we try to:

1. Be friendly and polite.
2. Use acceptable and appropriate language.
3. Walk around the school building quietly, keeping to the left.
4. Do as we are asked to do by all staff straight away.
5. Look after personal and school property.
6. Be helpful to those in need.
7. Listen and value everyone's contribution.
8. Keep unhelpful hands, feet, objects and comments to ourselves.

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## **Supporting Positive Behaviour – Reward Systems:**

### **Houses**

Children are divided into four houses: red, orange, green and yellow. Throughout the week, children can be awarded housepoints for good work, behaviour and attitude. Housepoints are collected after lunch on a Friday by Y6 pupils and the winning house announced each week in our Celebration assembly. At the end of each term, the overall winning house is rewarded with a house group activity for the afternoon.

### **PROUD Certificates/Caring Courteous Cat**

Staff are asked to nominate a child from their class each week to receive a PROUD (Public Recognition of Unique Deeds) certificate in our celebration assemblies on a Friday. This should be awarded to a child who has done something of which we are really proud that week. Typically, it will be related to the curriculum or a personal learning skill.

The Caring Courteous Cat is awarded to a child in the Upper School and one in the Lower school who has been a good role model during the week for our common set of core values. The cat lives in their classrooms for the week.

### **Unsung Heroes**

We recognise that every year, there are children who behave well, keep to our school expectations at all times, show a commitment to our learning skills and are therefore extremely good role models. They do this automatically and without being asked. At the end of each academic year, staff are invited to nominate four pupils from their class who they feel are “unsung heroes” so that their efforts can be recognised. These children get a letter home from the Headteacher and an afternoon of fun activities arranged by the PFA.

### **University of Stourfield (UoS)**

For half an hour at the end of the week, all pupils have the opportunity to attend the University of Stourfield, six week courses run by our staff designed to enrich and broaden their skills and creativity. Pupils will be provided with a prospectus at the start of the year to enable them to select their preferred courses which we will try to match them with at some point during the year. They will graduate from each course at the end of six weeks and receive a certificate to mark their proficiency.

Attendance at the UoS is tied into our lunchtime payback system. See Sanctions.

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## **Sanctions**

### **Lunchtime Payback**

Sometimes, for behaviour which directly contravenes one of school expectations, staff may ask children to attend Lunchtime Payback. This may be for one of the following:

- Not following adult requests
- Answering back
- Blatant refusal to comply
- Not completing work of which they are capable
- Lack of homework
- Verbal aggression/Swearing
- Physical aggression/Fighting
- Low level bullying – name calling etc.

Where possible, a warning will be given before payback is issued. The amount of time for each payback session is at the discretion of the member of staff who is issuing it.

All children who are asked to do payback will be given adequate time to eat their lunch and go to the toilet. No payback session will last more than 30 minutes per day.

There is an expectation that all staff who issue payback will complete a behaviour slip with a brief description of the incident and the amount of payback issued. These must be passed to the PWM for monitoring and filing. (Appendix 3)

Pupils who receive more than two lots of pay back per week are at risk of forfeiting their right to attend their UoS class that week. This decision lies with the Senior Teacher in the Lower of Upper School and will be made on a Friday morning. This gives children the opportunity to turn their behaviour around. Children who lose the right to attend the UoS will spend this session working in the HT's office under the supervision of the PWM. Attendance at this session more than twice in quick succession may lead to a child being placed on green report card.

### **Yellow and Red Cards**

Children who are displaying low level disruptive behaviours and who have not responded to a warning may be given a yellow card during a lesson. This means that they will be required to go to another class for a short cooling off period. If the behaviour persists on their return, they will be given a red card and be required to spend time out of class with a member of the senior team. These measures are to ensure that no child has their learning disturbed by the behaviours of another.

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## Report Card System:

The school has a Report Card system which has been developed to provide a structured intervention programme for those children that have difficulties in managing their own behaviour appropriately. There are three report cards; green, amber and red, increasing in seriousness. Children who are on red report card are in danger of being excluded. Parents should be kept in the loop if their child is in danger of being placed on a report card.

If a child is put onto a report card the following system is followed:

### **Green Report Card**

- The child will be on this report card for three weeks.
- Before the child is put on report card, there will be a meeting with an AHT/Senior Teacher, the class teacher, child and the parent to discuss the reasons for report card and develop an action plan for supporting the child with their behaviour. A contract form is completed (see Appendix 1)
- The children have a report card on which they have to collect an 'Attitude to Learning' score at the end of every session during the school day. (See Appendix 2)
- At the end of the day the report card must be signed by the child's class teacher.
- The child must take the report card home and have it signed
- Scores of 4 and 5 will mean lunchtime payback the following day.
- It will be at the teacher's discretion as to whether the child is able to go on school trips or to school discos while the child is on green report card.
- Attendance at UoS will be score dependent and at the discretion of the AHT/Senior Teacher.

At the end of the three weeks, an exit meeting will be convened to assess. There are three possible outcomes at this point: the child comes off report card; the child stays on green report card for a further three weeks; the child moves to amber report card.

### **Amber Report Card**

- As above. The initial meeting will be attended by the Deputy Headteacher. Amber report card is for a two week period

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- As a school, we may start to seek support from external agencies.
- The child will not be allowed to go on school trips, school discos or attend UoS during the time that they are on amber report card
- At the end of the two weeks, a follow up meeting will be convened. There are three possible outcomes at this point. If progress has been made, the child will be placed on green report card for a further three weeks. The child may need a further three weeks on amber to consolidate their progress. In extreme circumstances, the child may be placed on red report card.
- When appropriate, the school may choose to use 'pay back' after school in order to prevent behaviours from escalating to red report. 'Pay Back' is a system where the child is required to remain after school as a sanction for poor behaviour. This can only be implemented with the agreement of parents. (see Appendix 3)

### **Red Report Card**

- As above. The initial meeting will be attended by the Headteacher.
- The red report card will last for one week only.
- The child will have to take the card to the Headteacher or Deputy Headteacher everyday
- Support from external agencies will be sought.
- The child will not be allowed to go on school trips, school discos or the UoS during the time that they are on red report card
- Fixed term exclusion is a possibility at this point.
- At the end of the week, a follow up meeting will be convened. There are three possible outcomes at this point. If progress has been made, the child will be placed back on amber report card for a further two. If not progress has been made, a further week on red report card may be considered or internal or fixed term exclusion.

### **Inclusion**

It is recognised that within a climate of inclusion, there will be some children who need a personalised approach to their specific behavioural needs. In some

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cases, this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with our Pupil Welfare Manager SENCo and/or external agencies. Children may also access the Calm Room, our Nurture facility or ELSA support in addition to having individual behaviour management plans and/or Time Out cards.

## **Physical Restraint**

On occasion, it is necessary to initiate positive handling; this is only used as a last resort when there is an immediate health and safety risk to other children or adults and alternative intervention has failed.

At Stourfield Junior School only senior staff are authorized to use positive handling techniques at the school. Assistance should always be called for before engaging in positive handling.

However **ALL** staff have the right to defend themselves against attack, providing they do not use a disproportionate degree of force to do so. Unplanned physical interventions may also take place in urgent or emergency situations e.g. if a pupil was at immediate risk of injury or on the point of injuring someone else. These interventions must be reasonable, absolutely necessary and proportionate responses to the assessed risks. Reference should be made to our Positive Handling policy.

A record of any physical restraints is kept in the bound book which is located in the Calm Room. (Appendix 4)

## **Bullying**

We recognise that the emotional distress caused by bullying in whatever form can prejudice school achievement.

We define bullying as 'Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves'.

The three main types of bullying are:

1. Physical (hitting, kicking, theft)
2. Verbal (name calling, racist or homophobic remarks)
3. Indirect (spreading rumours, excluding someone from social groups)

Firm, progressive, preventative action will be taken. The range of procedures listed above will be used. If bullying continues a Fixed Period class transfer, Fixed Term Exclusion or Permanent Exclusion will be considered.

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Please see our Anti-Bullying policy

## **Exclusions**

In an effort to provide all the children with the highest quality education, it is considered that the following behaviours are unacceptable and could result in a period of exclusion.

- Violent physical assault on any child or adult
- Persistent victimisation of another child
- Carrying an offensive weapon
- Continually refusing to co-operate with staff
- Disrupting the smooth running of the class or the school
- Vandalism to school property
- Serious racial/homophobic abuse
- Possession of illegal substances
- Children who leave the premises without permission
- Any behaviour perceived to be detrimental to the education, learning and welfare of the school

We expect children to behave in such a way that learning is promoted and physical and mental well-being is protected but in the spirit of inclusion also recognize that this is more difficult for some children than others, depending on their individual needs. All internal or fixed term exclusions will be considered on a case by case basis and in discussion with the Headteacher.

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## **Management of Behaviour**

We believe that the promotion of positive behaviour is a whole school issue. A clear line of responsibility amongst staff must be supported by parents, children, governors and external agencies

<b>Management of Behaviour and Line of Responsibility</b>	
Support Staff	Verbal reprimands Behaviour Slips Lunchtime payback, if issued by them. Referral of specific issues to class teacher.
Teaching staff	Verbal reprimands Behaviour Slips Yellow and Red Cards Lunchtime payback Communication with parents when behaviour is likely to lead to being placed on green report card Attendance at report card meetings Referral of specific issues to SLT, if required.
Senior Teacher	Verbal reprimands Behaviour Slips Lunchtime payback Decision as to whether a pupil has forfeited their right to attend UoS. Communication with parents when behaviour is likely to lead to being placed on green report card Attendance at/lead initial report card meetings, if required Monitoring of pupils on report card within their phase in conjunction with PWM & AHT.
Pupil Welfare Manager	The Pupil Welfare Manager should be able to monitor the behaviour of all pupils on school through behaviour slips and by supervision of those pupils who have forfeited their right to attend university in any one week. The PWM will be responsible for producing report cards on a weekly basis in conjunction with other senior staff and will attend meetings with parents when requested. The PWM is responsible for drawing up and monitoring Behaviour Management Plans with the SENCo and/or DHT/ HT for those pupils who need a more individualised approach to behaviour modification because of their

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	individual needs. Termly report to the SPW committee of the governing body.
Assistant Headteacher	As above. Typically, the AHT will take the lead when children are required to be placed on green report card, including leading the initial meeting, setting up the parent contract and conducting the exit meeting.
Deputy Headteacher	As above but for the amber report card.
Headteacher.	As above but for the red report card.

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APPENDIX 1 – Contract which is set up before children go on report card.

Name:

Class:

Date:

**Reason for report card:** (views taken from pupil, parents and staff)

## Stourfield Junior School Values to be addressed through the report card:

Be friendly and polite		Look after personal and school property	
Use acceptable and appropriate language		Be helpful to those in need	
Walk around the school quietly		Listen to and value everyone's contribution	
Do as we are asked by all staff straight away		Keep unhelpful hands, feet, objects and comments to ourselves.	

## Targets to be achieved:

- 1.
- 2.
- 3.

## Plan (Support required):

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While on green report card, it is at the discretion of the staff as to whether the child will be allowed on school trips or to school discos or attend UoS.

Signed (child)

Signed (parent)

Signed (staff)

**Review: (including next steps)**

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## APPENDIX 2 – Copy of Report Card Format

Pupil Name

Class

Date

Session	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
Break					
3					
Lunchtime					
4					
5					
Assembly					
Teacher signature					
Parent signature					

Targets:

- 1.
- 2.
- 3.

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## APPENDIX 3 – Behaviour Record Slip

Name: ..... Class: .....

Date: ..... Time: .....



Has had difficulty with the following school value(s):

Be friendly and polite		Look after personal and school property	
Use acceptable and appropriate language		Be helpful to those in need	
Walk around the school quietly		Listen to and value everyone's contribution	
Do as we are asked by all staff straight away		Keep unhelpful hands, feet, objects and comments to ourselves.	

Brief Details of Incident:

Further Action/Payback:

Name of Adult Dealing with Incident:

Name: ..... Class: .....

Date: ..... Time: .....



Adults Involved

Further Details (i.e. member of SLT called – please record all incidents that happen until the situation is resolved)

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Serious Incident Record	No:
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Name of Child:

Location of Incident:	Date:
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Names of Staff Involved:

Start Time	Duration of any restraints	Any injuries	Medical check	Incident
		Child <input type="checkbox"/> Adult <input type="checkbox"/>	Offered <input type="checkbox"/> Accepted <input type="checkbox"/>	Offered Accepted
Nature of Risk Delete as appropriate	External Agencies informed	Supporting Records Completed	Additional Information	
Injury to person	Medical Staff	Behaviour Slip		
Damage to Property	Parent/Carer	Medical Report		
Criminal Offence	CSC/Social worker	RIDDOR		
Serious Disruption	Placing Authority	Formal Statement Write Up		
Absconding	Police	Case Recording		

Report Completed by: Signed: Position: Date:	Monitored by: Signed: Position: Date:
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