

LEAS PARK JUNIOR SCHOOL

BEHAVIOUR POLICY

November 2018

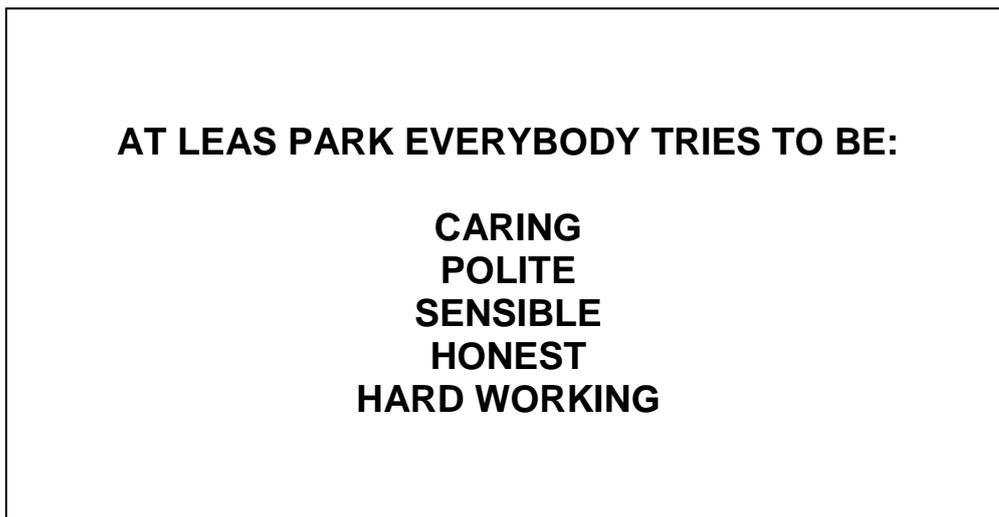
The Governors have adopted the following behaviour statement:-

- 1.1 "We believe the children at Leas Park School should display patterns of behaviour and responsibility which promotes a positive attitude to learning and respect for all, irrespective of race or gender: in addition, there should be a respect of and care for property.

When unacceptable behaviour is encountered, it should be dealt with sensitively, firmly and in collaboration with parents."

It is central to the ethos of Leas Park that a happy, caring atmosphere is vital, so that everyone can do their best and continue to raise achievement.

- 1.2 Our Code of Conduct aims to develop this:-



This is displayed in each class and signed by each child. This will be reviewed as necessary by each class.

- 1.3 Our Behaviour Policy recognises that we share responsibility with parents for the children in our care and make every effort to provide the care which any responsible parent would be expected to give.

We would expect parents to have taught their children to respect other people's feelings and property. At school we will reinforce the attitudes, courtesies and disciplined behaviour that children begin at home. We aim to ensure that positive behaviour is rewarded, and inappropriate behaviour dealt with firmly and fairly.

The School Code of Conduct is framed in such a way as to encourage and reinforce courteous and civilised behaviour - every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviour.

2.1 Responsibilities of members of the school community

STAFF AND GOVERNORS	PUPILS	PARENTS
Lead by example - be a good role model	Support and care for each other	Be aware of the school's values and expectations
Be consistent in dealing with children	Respect each others property and work	Support the values and expectations of the school
Maintain and raise children's self-esteem	Listen to others and respect their opinions	Support the Home-School Agreement
Encourage the aims and values of the school among the children	Take responsibility for their own actions and behaviour	Ensure the children arrive on time each day and arrangements are made to collect them
Have high expectations of children in work and behaviour	Observe the Code of Conduct	Keep children off school when they are ill.
Meet education needs of the children providing an appropriate curriculum		Provide school with a written explanation of absence

2.2 Whole School rewards:

Individual Class rewards: Each class teacher will have their own system of rewards for the children in their class. These will be weekly and could include table points, raffle tickets, etc. Class rewards must be explicit and easily understood by and shared with children and their parents.

Tea Party: Each teacher will nominate one child per week to be entered in to a special book held by Mrs Atkins / Mrs Hall. These children will have demonstrated outstanding behaviour, hard work, tremendous effort or kindness throughout the week (in line with our Code of Conduct). Each Friday afternoon they will be invited to a 'tea party', supervised by a member of staff. A certificate will also go home to parents.

Golden Tickets: The Senior Leadership Team will reward good behaviour with 'Golden Tickets'. These will be given out during each week and each class teacher will keep a visible tally in their classroom. In assembly on Friday the class with the most golden tickets awarded during the week will receive a trophy and certificate, and entered in to a special gold book held by Mrs Atkins/Mrs Hall. There will be a display showing the running totals of golden tickets in the hall. At the end of each half term the overall winner will receive a class reward of £30 to be spent on an agreed treat.

3.1 Unacceptable Behaviour

This can be divided into three bands. There will be a 'clean slate' each Monday when all names will be removed from yellow and red cards, unless there is a specific reason to carry forward the card to the following week. If a child has 2 verbal warnings, the next verbal warning will be a yellow card. If a child receives 2 yellow cards this means an automatic red card. Depending on the severity of the behaviour, a member of staff can issue an immediate yellow or red card without the previous steps being taken.

Verbal Warning: Misbehaviour which can be effectively managed within the classroom by the class teacher.

Yellow Card More serious misbehaviour that is not easily managed within the classroom. Child's name will be written on a yellow card on the board in the classroom and a sticker will be put in their homework diary explaining why they have received a yellow card.

Red Card: Serious misbehaviour or persistent yellow card misbehaviour. Child's name will be written on a red card on the board and a sticker will be put in their homework diary explaining why they have received a red card. The child will attend a 'detention' on Friday morning during playtime which will be supervised by Mrs Atkins (or a member of the SLT in her absence). Children's names will be recorded in a red book.

3.2 Examples of some unacceptable behaviour (not an exhaustive list)

Verbal Warning	Yellow Card	Red Card
Not on task	Persistence of verbal warning	Persistence of yellow card
Disrupting another child/chatting in class	Incomplete tasks (deliberate)	Major disruption of class activity
Distraction/Interruption	Refusal to work	Vandalism of school building/property
Answering back	Defiance	Stealing/intent to steal (persistent)
Not taking an instruction	Deliberate destruction of others' work	Repeated incidents of bullying
Unsafe movement around room/school	Minor vandalism	Persistent bad language, verbal/racial abuse
Careless damage	Telling lies/getting others in trouble	Violent kicking/hitting/fighting
Playtime incident (1 st occurrence)	Stealing/intent to steal	Aggressive violent behaviour causing deliberate injury, giving rise to medical treatment and/or hospital treatment
	Verbal abuse. Minor bad language	Abuse/threatening behaviour towards staff/parents
	Direct verbal, racial abuse	Dangerous refusal to obey instructions
	Isolated acts of violence - kicking/hitting etc.	Leaving school premises without consent
	persistent name calling	

4.1 Exclusions

In cases of persistent unacceptable behaviour (Red card) and where other sanctions listed above have been exhausted, the NCC "Children's Behaviour in Schools" Guidelines,

"Responding to Challenging Behaviour" will be followed. Initially, any exclusion will be for a temporary fixed term. If necessary, permanent exclusion may be considered by the Governors' Discipline Committee.

4.2 **Behavioural Special Needs**

Such children will be on the Special Needs Register, normally at School Action Plus.

The school will, in partnership with parents and any agencies involved (Education Psychologist, Mansfield Area Partnership, EBD Team, Child & Family Therapy, School Nurse etc.), draw up an individual education plan. This plan will establish clear targets designed to deliver improvements in the child's behaviour over a specified period of time. While this may involve a more sensitive interpretation of this policy during the duration of the Action Plan, unacceptable behaviour will not be allowed to remain unacknowledged.

All staff in the school will be informed of such plans in order to undertake a common approach to handling a difficult situation.