LEAS PARK JUNIOR SCHOOL

BEHAVIOUR POLICY

September 2026

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 these values …-

AT LEAS PARK EVERYBODY aims to develop the value of …

Learning
Equality
Aspirations
Self-discipline

Participation
Achieving
Resilience
Knowledge

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 and within the school community
Maintain and raise children's self-esteem	Listen to others and respect their opinions	
Encourage the aims and values of the school among the children	Take responsibility for their own actions and behaviour	Support the Home-School Agreement
		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	
Meet education needs of the children providing an appropriate curriculum		Keep children off school when they are ill.
		Provide school with a written explanation of absence

2.2 Whole School rewards:

Individual Class rewards: Each class teacher will use Class dojo in school to award children who demonstrate positive behaviours. This will be a weekly reward that the class teacher will review with the pupils usually at the end of each week and when they reach significant numerical milestones. At the end of each term, children with the most dojo's points from across school will be celebrated.
Each class will also have their own whole class reward system where they can accumulate for e.g. over the terms/ half terms marbles in a jar, stars on a wall etc and earn some time in an afternoon to complete an activity of their choice away from the curriculum such as additional sport time, extra play or creative activities with their friends. All class rewards must be explicit and easily understood by and shared with children and their parents.

Shining Stars: Each teacher will nominate one child per week to be entered into a special book held by Mrs Hall/Mrs Bills. These children will have demonstrated outstanding behaviour, hard work, tremendous effort or kindness throughout the week (in line with our Code of Conduct). Usually, each Friday (in assembly) they will be given a special Shining Star goody bag in recognition of their achievement. 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 (usually on Friday), the class with the most golden tickets awarded during the week will receive a trophy, and be entered into a special book held by Mrs Hall/Mrs Bills. 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 £50 to be spent on a whole class agreed treat.

3.1 Unacceptable Behaviour

This can be divided into three bands. There will be a 'clean slate' each Monday morning 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. In some cases, alongside a red or yellow card the decision may be made that a child is not invited to take part in activities in or outside of school as part of a sanction due to their poor behaviour, or if their behaviour is unsafe to themselves or the other children. If a child receives three red cards during a half term then it may be necessary for a parent/teacher meeting to take place re unacceptable behaviour. Teachers will track cards given to all pupils. Report cards

may also be used alongside other strategies such as children working in other areas of the school, being placed with other teachers.

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', which will be supervised by either Mrs Hall or Mrs Bills (or a member of the SLT/staff in their absence). Children's names will be recorded in a book held by Mrs Hall / Mrs Bills. Detention will usually be during a playtime on Friday but may be at other times or on other days depending on the child and the school diary and behaviour patterns.

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
	Telling lies/getting others in trouble	Direct racial/verbal abuse
Careless damage	Stealing/intent to steal	Violence kicking/hitting/fighting
Playtime incident (1st occurrence)	Verbal abuse. Minor bad language. Single incident of bad language	Aggressive violent behaviour causing deliberate injury, giving rise to medical treatment and/or hospital treatment- could lead to further consequences
	Isolated acts of violence – kicking/hitting etc.	
	Persistent name calling	Abuse/threatening behaviour towards staff/parents
		Dangerous refusal to obey instructions
		Leaving school premises without consent

4.1 Fixed Term Exclusions (Suspensions) & Permanent Exclusions

In cases of persistent unacceptable behaviour (Red card) and where other sanctions listed above have been exhausted, and where there have been ongoing concerns the NCC "Children's Behaviour in Schools" Guidelines, "Responding to Challenging Behaviour" and other linked school policies will be followed. Initially, any Fixed Term Exclusions will be for a temporary fixed term. If necessary, Permanent Exclusion may be considered by the Governors' Discipline Committee.

Additionally in cases of one off or isolated unacceptable challenging behaviour or incidents a Fixed Term Exclusions (suspension) or Permanent Exclusion may be deemed necessary or considered appropriate and again taken to the Governors Discipline Committee for consideration.

Please see statement below and links to guidance on Fixed Term Exclusions (suspensions) and Exclusions.

The Department for Education suspension and permanent exclusion guidance states:

> '*In reaching a decision on whether a pupil should be reinstated, the governing board should consider whether the decision to suspend or permanently exclude the pupil was lawful, reasonable, and procedurally fair. This should consider the welfare and safeguarding of the pupil and their peers, the headteacher's legal duties, and any evidence that was presented to the governing board in relation to the decision to exclude.' (Paragraph 122)*.
> https://www.gov.uk/government/publications/school-exclusion

4.2 Behavioural Special Needs

Such children will normally, but not always, be on the Special Needs Register.

The school will, in partnership with parents and any agencies involved (Education Psychologist, Sherwood Area Partnership, Early Help etc.), draw up an individual behaviour plan and / or risk assessment to outline steps to manage the child's behaviour. We will adapt this policy in order to ensure the child has successes to celebrate, develops their understanding of acceptable and unacceptable behaviour, and also develops their understanding of why some sanctions may be in place for them. Whilst this may involve a more sensitive interpretation of this policy for certain children, unacceptable behaviour will not be allowed to remain unacknowledged.
All children will be made aware of the outline of this behaviour policy including adaptations that are made for some children when necessary-however it will be made clear to all that unacceptable behaviour will always be challenged and addressed.