

STONEHOUSE PARK FEDERATION BEHAVIOUR POLICY & PROCEDURES



Rationale

We believe in promoting positive behaviours and having clear expectations. These, which are modelled by all, are vital in developing and maintaining a community in which everyone can feel safe, can succeed and learn with confidence.

Aims

- To ensure the establishment of a positive and caring environment in which children are challenged and can thrive
- To encourage good behaviour by providing a range of rewards for children of all ages and abilities.
- To ensure that children understand that there are consequences of good and bad behaviour
- To ensure a scaffolded approach and progression of expectations to develop children's self regulation and independence.
- To deliver the aims, vision and values of Stonehouse Park Federation

Federation Vision statement "Learning, playing and working together: where everyone is welcome and everyone can succeed."



Perseverance
Aspiration
Respect
Kindness

All children must:

1. Follow the agreed school rules.
2. Follow instructions from staff at all times in relation to their own health and safety and as well as the safety of others.

Nursery Rules	Infants School Rules	Juniors School Rules
<ul style="list-style-type: none"> • We have kind hands & feet • We look after the things • We listen 	<ul style="list-style-type: none"> • Be Caring • Be Safe • Be Respectful • Be Ready 	<ul style="list-style-type: none"> • Respect the rights of others • Be responsible • Be ready to listen and learn • Make safe choices • Care for one another

Guidelines

Although we aim for consistency these guidelines need to be interpreted in an age appropriate way and adapted for children with specific needs. We recognise the need to evaluate working practices and regularly discuss the application of this policy to meet the needs of specific groups or individual children. We recognise that every behaviour is a form of communication.

Behaviour strategies are most effective when there is consistency between home and school and we work with parents, building supportive dialogues between parents and teachers. Parents are informed if we have concerns about their child's welfare or behaviour so we can develop effective strategies for their child and one that can be reinforced and, if needed, applied at home.

We have considered the guidance of the Education Endowment Foundations recommendation for behaviour management in schools. There should be an emphasis on praising positive behaviours. We aim for a ratio of at least 5:1 positive to negative comments when managing the whole class. Good behaviour consists of more than the absence of negative behaviours and includes effective learning behaviours.

Significant behaviour incidents will be recorded on CPOMS (child protection online management system) using a ABC format (antecedence, behaviour, consequence). This enables us to monitor patterns over time.

Positive Behaviours ↑	Negative Behaviours ↓
<ul style="list-style-type: none">• Demonstrating respect for others e.g. good co-operation, teamwork or sharing.• Taking care of the school and resources e.g. being helpful in the classroom.• Kindness.• Honesty e.g. taking responsibility for actions• Politeness e.g. holding doors open, saying please and thank you.	<ul style="list-style-type: none">• Lack of respect for others (adults and other children).• Lack of respect for the environment and resources e.g. breaking or throwing things.• Unkindness e.g. hurting others physically or verbally.• Dishonesty e.g. lies, not owning up.• Rudeness e.g. bad language, disrespectful language.• Deliberate spitting, coughing or blowing raspberries.

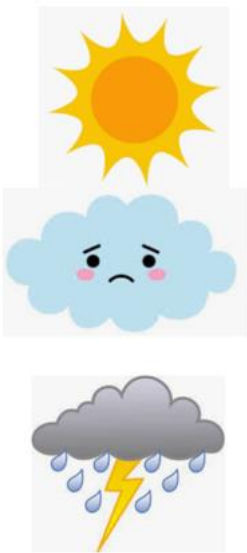
In the Nursery

Children are encouraged to have kind hands and feet and look after their toys and resources. Children are rewarded with verbal praise and sometimes stickers are used. A kindness heart is on display and when children demonstrate kindness this is talked about with the children and celebrated.

Children who struggle to manage their behaviour are supported through co-regulation and if needed an individual behaviour plan is developed and shared with parents.

At the Infant School

Every class has a sunshine, wobbly cloud and raincloud on display with a star for star learning and a kindness heart elsewhere in the room. Children all start each day with their names on the sunshine.



A negative behaviour will result initially in a warning and, if repeated, the child's name moving on to the wobbly cloud, another offence will mean they will move to the rain cloud.

Sometimes an action (such as unprovoked physical aggression) will result in moving straight to 'the rain cloud' (this should be logged on CPOMS). If they are on the rain cloud then they have until the end of the lesson to earn their way back otherwise there will be an age appropriate consequence of a time out (this is roughly their age plus one minute). A restorative conversation should take place talking through the incident and reminding children of the rules and expectations. Parents will be informed of 'rain cloud' incidents and any patterns of behaviour will be discussed in a timely fashion.

Some children may need a personalised behaviour plan in order to support their needs. If they have been on the rain cloud on more than two days in a week then an individual behaviour plan may be needed. This could be a simple sticker chart or a more detailed document developed with support of the SENCO and/or external agencies.

When children demonstrate school values positively and show kindness towards others they can be rewarded by being put on the 'kindness heart'.

Children's effort and attainment can be rewarded with being put on the star and stickers based on our School Star Learner Competencies:

- ★ **I try my best** (motivation, commitment, quality)
- ★ **I keep going, I don't give up** (resilience, perseverance)
- ★ **I am brave, I have a go** (confident, creative, courageous)
- ★ **I concentrate and listen well** (open-minded)
- ★ **I learn and play well with others** (co-operation)

Lunchtime staff have stickers which they award to children with exemplary behaviour and they also give out weekly certificates. At lunch time staff endeavor to resolve any lunchtime incidents when they happen through holding the mid-day supervisors' hand for 2 minutes, talking through what went wrong and better choices. This needs to be fed back to the class teacher who will log incidents or patterns of incidents when required.

At the Junior School



Every class has a display with road signs including 'good learning ahead', a triangular warning sign and an octagonal stop sign. Children all start each day with their names on 'good learning ahead'. Children who stay on 'good learning ahead' all week are rewarded with a raffle ticket.

When behaviour is not meeting expectations children are first given a non-verbal warning signal, then a verbal warning. Following this their name will be moved to the triangular warning sign and they will be encouraged to work on their behaviour to move back to 'good learning ahead'. If the behaviour is repeated, then their name will be moved to the stop sign. If an extreme behaviour (such as unprovoked physical abuse, verbal abuse of a staff member) is seen then the child moves straight to the stop sign (unless they have an individual behaviour plan in place).

When a child's name is moved to the 'stop sign', children are given an instant 'time out' in their own classroom or a couple of minutes time out from playtime. This will be followed by a restorative conversation facilitated by an appropriate adult. All 'stop sign' incidents will be logged on CPOMS.

Children who have been on the 'stop sign' three days running may need an individual behaviour plan and parents involved. Sample behaviour plans are available from the SENCO. These plans may be used at any time at the teachers' discretion to support children with managing their own behaviour. This may be as simple as a sticker chart. The impact of this will be reviewed for readiness to go back on to the class system.

Exemplifying positive behaviours can result in being awarded a raffle ticket. On a Monday morning, there will be a class raffle with the winner receiving a small prize.

When children demonstrate school values positively and show kindness towards others they can be rewarded by being put on the 'kindness heart'. This would usually be approximately 10 – 15 children across the week.

Good work in the Junior School may be awarded a house point. A house point is valued and awarded singly for special effort or attainment. The average child shall probably be gaining 3 or 4 house points a week. Our aim is to find something worthy of a housepoint for every child most weeks.

Our houses are; Belfast (green), Edinburgh (blue), London (red), Cardiff (yellow) and we endeavour to make relevant links between these and our humanities curriculum.

In Year 6 there is an increase in the standard of behaviour expected from children (due to their maturity level) in order to prepare them for the transition to secondary school. Some non negotiable behaviours are introduced which may result in an internal exclusion. This involves working in isolation for up to a half day.

Non negotiables include: swearing at an adult, physical violence, repeated uniform infringements.

A lunch time charter is in place (see appendix). Staff can award children stickers for exemplary behaviour at lunchtime. We endeavour to resolve any lunchtime incidents when they happen through a time out restorative process with an appropriate adult. This is then logged on CPOMS.

This policy should be read alongside the DfE Behaviour and discipline in schools [Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx](#) (publishing.service.gov.uk) and school policies for:

- Anti-bullying & Hate
- Equality Scheme
- SEND
- Safeguarding
- Whistle Blowing

This policy has been reviewed collectively by the staff and governors. It will be revised regularly in line with the school's rolling programme for policy review.

Lisa Jones
Sept



Our Lunchtime Charter

Our children have the right to:

- Grow up healthy with clean water and nutritious food.
- Eat lunch in a calm and friendly place.
- Enjoy lunch in a clean and safe environment.
- Be treated in a respectful manner by children and adults.

Our children demonstrate their responsibilities by:

- Speaking to the children around them in a thoughtful and respectful way.
- Listening to the adults supervising them and responding in a respectful manner.
- Sitting sensibly at their table whilst eating.
- Safely using a knife, fork and spoon to eat their hot dinner.
- Walking around the hall and classroom in a calm manner.
- Giving others around them personal space when they need it.
- Not wasting food and water.
- Keeping the areas around them clean and tidy by clearing up after themselves and stacking their dinner plates carefully.