



Stockport Grammar  
Junior School  
Policy Document  
For  
Behaviour

## **Introduction**

Through its pastoral care arrangements and provision, Stockport Grammar Junior School (SGJS), including the Early Years Foundation Stage (EYFS) and Infant Department, demonstrates its continuing concern for the personal and social development of all its pupils, regardless of their age, sex, race and ability. We strive to ensure each child becomes a fully participating member of the school and its wider community. It is the hope of all staff that pupils will be polite, well-mannered independent thinkers who embrace challenge, both academically and pastorally supported by self-belief and a desire to succeed. Supported by parents and staff, pupils are encouraged to adhere to the school's Code of Conduct (appendix 1).

## **Rationale**

This policy is designed to:

- Understand the effect of growing up in the 21<sup>st</sup> Century and the changing home backgrounds of our pupils.
- Maximise learning in all areas of school life.
- Ensure a safe, secure, caring environment for each and every pupil and provide clear guidelines as to the school's approach to both good behaviour and unacceptable behaviour.

We continually promote the importance of a caring and considerate attitude towards one another. Pupils are encouraged to remember and understand that they themselves share the day with teaching staff, support staff (caretakers, midday assistants, catering staff) and visitors. Pupils are encouraged to be selfless: holding doors open for peers and adults, a smile and a greeting returned, the offer of help to staff and peers, should it be appropriate, and an awareness of others' feelings

The main aim for discipline is for all children to behave appropriately for the environment they are in. Self discipline is always encouraged. In accordance with the Whole School Pupil Discipline Policy:

*All staff are expected to promote self-discipline amongst pupils and to deal appropriately with unacceptable behaviour. It is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated.*

This pertains to all children in the Junior School *and* Senior School.

We strongly believe that rewarding pupils in order to promote positive behaviour is the best deterrent for misbehaviour. Nevertheless, if a pupil's behaviour is deemed to be inappropriate the school adopts the following methods:

## **EYFS and Infants**

Pupils are expected to behave in a socially acceptable way, with regard for other children, their feelings and belongings. The Golden Rules by Jenny Mosley form the basis of the EYFS and Infant Code of Behaviour.

EYFS and Year 1 follow the positive parts of the rules; Year 2 adopt both parts of each rule. The rules are displayed in the same format in every classroom so that the children are familiar with them and consistency is more readily achieved. The rules are reinforced in EYFS and Infant assemblies and are supplemented in PSHE lessons:

Do be kind and helpful – don't hurt other people's feelings

Do be gentle – don't hurt anyone

Do listen – don't interrupt

Do work hard – don't waste your or other people's time

Do be honest – don't cover up the truth

Do look after property – don't waste or damage things

To work alongside these rules, staff will monitor the behaviour of the individual through a 'Sun and Cloud' system. Each classroom displays a sun, grey cloud and black cloud. Attached to the sun are individually named pegs which move between the clouds as behaviour deems necessary. The children move the pegs themselves so they take ownership of their behaviour. In Nursery, the key worker responsible for the child will move the peg. This system is to reward those children who behave well. A child whose name is on the sunshine at the end of the week earns 'Golden Time'. Golden Time activities are at the discretion of the teacher. In Nursery, rewards and sanctions are to be employed by the child's key worker. The key worker will use their discretion to remove the child, for a short period of time, from an activity the child particularly enjoys. Therefore individual Golden Time will be given.

Minor incidents: For example, shouting out during lessons, talking out of turn, disturbing other pupils' work etc. This would warrant a child moving their name peg from the sunshine to the grey cloud.

Persistent inappropriate behaviour will justify a child moving from the grey cloud to the black cloud. A child may move from the sunshine straight to the black cloud. Behaviour for such a decision may include, biting, hurting others, general rudeness or bad language. If deemed appropriate, the class teacher will inform the parents and / or the member of staff responsible for behaviour management of the key stage. If a child's behaviour continues to be unacceptable, the parents are invited in to school for a discussion as to how school and home can assist the child in a programme of rewards and sanctions to modify and improve behaviour.

Specialist teachers and support staff are aware of the system in order to achieve consistency across the curriculum.

Children are encouraged to line up quickly and quietly in the playground. Two whistles are blown: the first for tidying up, the second for lining up. The leader of each class holds up a circular class sign which is an indication that the staff and children are ready to go back inside. The system is being supported by lunchtime supervision staff.

Children are encouraged to enter the school building one class at a time, quietly and sensibly, in single file so that congestion and noise is kept to a minimum.

In order to support staff in upholding the school's behaviour policy, the following staff are responsible for behaviour management issues and providing colleagues with guidance and advice should ordinary methods prove to be ineffective:

EYFS – Foundation Stage Coordinator

Infants – Y2 teacher (Pastoral)

Juniors ( + EYFS & Infants as appropriate) – Deputy Head

As necessary – Headmaster

It is vital that all the staff are consistent with their discipline and have a clear understanding of the behaviour policy. Teachers and support staff constantly look for ways to reinforce good behaviour throughout the day with praise and encouragement.

## **Juniors**

As far as possible, teaching and support staff in the school must strive to promote the positive in relation to discipline and behaviour. This may take the form of:

Verbal praise

Written remarks

Stickers / badges / certificates

House Points: A House point could be awarded for:

Good manners

Good work (class based, practical or sporting)

Helpfulness

Acting responsibly

An act of kindness

'Good Work' award (awarded to one child per year group in assembly each Friday)

'Courtesy Cup' (awarded to a child identified by the House Captains as being particularly helpful or thoughtful towards others during the week. Awarded in assembly each Friday)

Class based rewards – each teacher will develop their own rewards system

### **Opportunities for pupils to take responsibility**

Head Boy and Head Girl (elected for the academic year)

House Captains (elected termly)

Sport team Captain / Vice Captain (elected twice yearly)

Librarians

School Council Committee Members

Monitors

Leader of the Orchestra

Distribution of class registers

Delivery and collection of internal mail between Junior School and Senior School

### **Pupils are also able to assist members of staff during break times by:**

Adopting a role as a 'Playground Buddy' with the infant children at lunchtime \*

Assisting teachers and teaching assistants in practical activity preparation / tidying / sorting \*

Listening to younger pupils read (under close staff supervision) \*

Escorting a younger pupil to the school Nurse (where the condition of the pupil in question allows) \*

\* Such errands / jobs are not to the detriment of pupils' playtime and fresh air. Despite their assistance being very much appreciated, pupils who are willing to assist staff are always encouraged to spend time outdoors with their peers.

Children are encouraged to line up quickly and quietly in the playground. A whistle is blown to indicate the end of playtime. Children are expected to respond to the whistle promptly. Equipment should be tidied away, pupils playing on the Astro change their training shoes for school shoes and the classes line up. House Captains stand with the Year 3, 4 and 5 classes to assist in the procedure. It is staffs' responsibility to be prompt in collecting their cohort from the playground and leading them into school quietly.

Children are encouraged to enter the school building one class at a time, quietly and sensibly, in single file so that congestion and noise is kept to a minimum.

In order to support staff in upholding the school's behaviour policy, the following staff are responsible for behaviour management issues and providing colleagues with guidance and advice should ordinary methods prove to be ineffective:

Juniors – Deputy Head

As necessary – Headmaster

It is vital that all the staff are consistent with their discipline and have a clear understanding of the behaviour policy. Teachers and support staff constantly look for ways to reinforce good behaviour throughout the day with praise and encouragement.

At such times positive encouragement and / or pupil behaviour is deemed unacceptable, punishment and / or sanctions may be applied. The school will:

Punish a child accordingly (where deemed appropriate)

Attempt to achieve reparation for the affected party

Promote forgiveness on all parts

**Minor incidents** - for example,

Talking out of turn during lessons, shouting out, disturbing other pupils, failing to have the correct kit without a supporting note from home and failing to respect the school Code of Conduct in one or more parts.

Procedure:

Discussion (dealt with by the class teacher): Why their behaviour is wrong; how it is wrong; how things should continue from this point onwards for the pupil to understand the affect of their behaviour on others, both staff and peers.

**More serious incidents** – for example,

During lessons : Persistent disruptive behaviour, rudeness, not completing several pieces of work etc.

During playtimes: Aggressive play, continually spoiling other pupils' games, rudeness or disobedience towards the duty teacher or midday assistants.

Procedure:

All of the above should be reported back to the class teacher

Consider the removal of break time/s

Consider the removal of a specific activity (such as a lunchtime club)

Temporary or permanent exclusion from a lunchtime or after-school club

If there are no signs of progress, the pupil may be sent to the Deputy Head or Headmaster (depending upon the seriousness of the incident/s). At the discretion of the Deputy Head and/or Headmaster, the child's parents may, at this point, be informed.

**Serious incidents** – for example,

Persistent disobedience, bullying, vandalism, theft, use of bad language, misbehaviour on school transport (if used).

Procedure:

Child to be interviewed by the Deputy Head (or Headmaster if required).

Liaison, as necessary, between Junior School and Proctor.

Incident to be recorded in writing; pupil pastoral record updated as necessary on the school's computer system.

Parents informed. Appropriate sanctions at the Headmaster's discretion in accordance with whole school policy will be adopted.

## **Bullying**

In accordance with the Whole School Bullying Policy:

Bullying is unacceptable in this school and will not be tolerated. The school also recognises that it must take note of bullying perpetrated outside school which spills over into the school. The school will do what is reasonably practicable to eliminate such bullying.

The whole school community, whether teachers, pupils, parents or support staff, has a role to play in ensuring that bullying is prevented throughout the school. Pupils who are being bullied may show changes in behaviour, e.g. becoming shy and nervous, feigning illness, taking unusual absences or seeking attention from adults. There may be changes in work patterns or a lack of concentration or truancy. There is the possibility of a bullied person attempting/committing suicide.

Anyone who suffers, observes or becomes aware of any instance of bullying must refer the matter immediately to the Headmaster either directly or through a teacher or Deputy Head. The (Deputy Head) will be responsible for the day-to-day management of the policy and systems, ensuring that there are positive strategies and procedures in place to help both the bullied and bullies.

The Headmaster or Deputy Head will investigate the matter by interviewing all pupils concerned and keep a written account of the instance and all relevant background information.....

Sanctions will be fair, proportionate, consistent, reasonable and take account of special needs. They have three main purposes:

To impress upon the perpetrator that what he/she has done is unacceptable;

To deter him/her from repeating the behaviour; and

To signal to other pupils that the behaviour is unacceptable and deter them from doing it.

The parents of the victim and the bully will be advised of the findings of the investigation, their implications regarding the Whole School Policy on bullying and the measures the school intends to pursue in accordance with the Policy to prevent any repetition.

### **Anti-Bullying Education in the Curriculum**

In the Junior School, programmes of personal and social education (PSHE) endeavour to ensure that pupils are fully aware of the suffering engendered by bullying and the importance of eradicating it.

These programmes and procedures are reinforced in assemblies and classroom discussions. Particular attention is given to the needs, sensibilities and vulnerability of pupils who suffer any disability.

Pupils are also informed of the procedures they should follow if they find themselves the victim of bullying.

### **To conclude:**

Whilst the procedures are adapted according to the age of the children, SGJS adheres to the guidelines set by the Whole School Pupil Discipline policy:

*Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. In accordance with the law there is no corporal punishment allowed in the school*

*A child will not be subject to disciplinary action where a failure to meet the school's requirements or contravention of rules is a direct consequence of that child's disability. None of the school's punishments will be degrading or humiliating.*

In addition:

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would be reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents should be informed about it on the same day.

Appendix 1: SGJS Code of Conduct