



Stockport Grammar Junior School

Behaviour Policy

This policy applies to all pupils at Stockport Grammar Junior School including those in our EYFS settings

The school seeks to establish consistent expectations and boundaries within a caring and supportive environment. The Form Teacher is central to the delivery of quality pastoral care and behaviour management within the school and is usually the first point of contact for parents, pupils and staff. The Deputy Head has overall responsibility for behaviour management within the Junior School. Structured systems are in place to support pupils and to ensure that all parties recognise the levels of reward and sanction.

Children should be valued as individuals and their talents, interests and developing personalities recognised, acknowledged and appreciated. Wherever possible, the positive aspects of any pupil should be emphasised, and any criticism should be constructive and designed to enhance a pupil's feeling of self-worth and not to dispirit. High standards of behaviour and a good attitude to work should be recognised and acknowledged with verbal praise or some other form of reward.

Within our school, it is important that all children feel valued and respected. Any discriminatory language, behaviour or remarks by children, parents or any other adults are considered unacceptable and will be challenged. (This policy should be read in conjunction with our Equal Opportunities Policy).

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. We are a caring community and, as such, have a strong commitment to safeguarding children within our school. (This policy should be read in conjunction with our Safeguarding and Anti-Bullying Policies and Procedures.)

Principles of good behaviour are delivered in a variety of ways including within assemblies, form time, PSHE lessons, by the use of reward systems and the example set by teachers on a daily basis.

Aims

- To promote a positive ethos, based on care, courtesy and consideration for others, for the whole school.
- To provide a caring and supportive environment in which pupils are able to distinguish right from wrong and to define acceptable standards and the principles of good behaviour.
- To create an environment that consistently encourages and reinforces good behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To show that work and good behaviour is valued, and to help maintain high expectations.
- To develop respect for school, its people and personal property.

Guiding Principles

- Each day is a fresh start for each child.
- It is important to praise a child's good behaviour. Use the child's good behaviour as a role model for other children.

- Any form of unkindness or discrimination, verbal or physical, must be dealt with. The child must be told their behaviour is not acceptable and why it is not acceptable.
- All children should be treated fairly and this policy should be applied consistently.
- Anti-social behaviour should be dealt with calmly and firmly in the hope of achieving an improvement in behaviour.
- Neither physical punishment nor the threat of physical punishment is ever acceptable.
- It is important to listen carefully to explanations as to how incidents occurred so that the wrong conclusions are not drawn and to ensure that children are dealt with fairly.
- Children are expected to apologise for any incidents of poor behaviour.

Rewards

Rewards are an intrinsic part of reinforcing good behaviour within the school and are used to encourage and develop an ethos of kindness and cooperation both in and out of the classroom. Rewards can be used for effort, quality work, consistency, helpfulness, courtesy and manners and other reasons deemed appropriate by a member of staff.

Sanctions

We try at all times to be positive in our response to behaviour which has fallen below the expected standard but sometimes it is necessary to take action. Pupils who choose not to behave in an acceptable manner will go through a series of consequences. They will understand that these sanctions are as a direct result of their choice of behaviour. Some punishments will be bypassed for serious offences. However, all pupils are treated proportionally and reasonably.

Sanctions for inappropriate behaviour, either in or out of the classroom, should be given immediately if possible. In most incidences, the member of staff initially concerned about any incident(s) of poor behaviour will deal with it using the sanctions listed. They will usually make the class teacher aware of the incident(s) and have the option to involve the Deputy Head at any point as appropriate. Any children of concern are discussed at the weekly staff meeting.

Pre Reception and Infant Procedures

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, Cloud and Rainbow' system. Each classroom displays a rainbow, sun, grey cloud and black cloud. Attached to the sun are individually named pegs which move to the clouds for behaviour that is deemed inappropriate and to the rainbow for particularly good behaviour. The children move the pegs themselves so they take ownership of their behaviour. In Pre-Reception, staff will help the child to move the peg; in other classes children are encouraged to move their own peg. This system is to reward those children who behave well. In Reception, Year 1 and Year 2, a child whose name is on the sunshine for the whole of the week earns 'Golden Time' and if on the rainbow, either 'extra Golden Time' or first choice of activities.

'Golden Time' activities are at the discretion of the teacher. In Pre-Reception, rewards and sanctions are to be employed by the class teacher. The teacher will use their discretion to remove the child, for a short period of time, from an activity the child particularly enjoys or to allow the child to be the first to choose if on the rainbow. In all EYFS/KS1 classes, from Pre-Reception to Year 2, if a child is put on the black cloud the parents will be informed. If a child is put on the rainbow, a rainbow sticker will be put in their homework or reading diary with the question *'ask me why I am on the rainbow?'*

PRE-RECEPTION PROCEDURES

The Teacher and Manager have overall responsibility for behaviour management within the Pre-Reception. Children are praised and good behaviour is always highlighted and commended. Activities are organised so that they have a positive impact on behaviour and foster sharing, negotiation and co-operation. Clear expectations and boundaries for behaviour are established and children are reminded of acceptable, and unacceptable, behaviour in Pre-Reception.

Rewards

- Staff praise a child's good behaviour by making it clear how pleased they are with the child and use the child's good behaviour as a role model for other children.
- Staff reward good behaviour with a sticker, allowing the child to be leader in the line or do a "special" job, choose a story/activity etc.
- Staff tell parents how well their child has worked or behaved.
- Staff ask a child to show other staff the child's work/ what they have made.
- Staff may complete a 'wow moment' for the child.
- Staff display a child's work.
- Staff tell other children what a child has done and why they are so pleased with him/her.
- Staff get other children to reward a child with a round of applause or to congratulate him/her in some other way.

Sanctions

- Staff explain why the behaviour is unacceptable and remind the children of how we expect them to behave.
- A "look" or saying the child's name is often enough.
- If poor behaviour is repeated, the child may miss some activity time, a quiet cooling off period may be required or to sit apart from others.
- Children are expected to apologise for any incidents of poor behaviour.
- We believe in working in partnership with parents so that they can reinforce Pre-Reception expectations.

INFANT PROCEDURES

Rewards

- Immediate reward: This may take the form of verbal praise, smiley face, star, sticker, reward stamp and the child moving their peg to the rainbow and is awarded by the teacher when the work or action is completed. It should be entered into the child's work if appropriate.
- House points: All children are put into Houses when they enter Reception. In Reception and Year 1 children are awarded stickers but in Year 2 they can receive house points too. These are recorded on a chart in the classroom. Teachers may award house points for work or behaviour. If a house point is awarded for work then some written indication or a star should be used to show that a house point has been achieved. Class teachers need to keep a record and enter the totals each week onto the spread sheet on the shared drive. Children who achieve the most house points in a half-term will receive a certificate, in house colours, to be given out at house meetings each half-term.
- Golden time.
- Class teachers have regular contact with parents and can give positive feedback to parents at the end of the day as to how well a child has worked or behaved.

- Those children who achieve an outstanding piece of work or need recognition for personal achievement, consistency or progress are sent to the Assistant Head (Infants) Deputy Head, Curriculum Coordinator or Head for congratulations and some form of recognition (sticker etc.).
- Each week, the Infants have an awards assembly where success during the week is celebrated. Birthdays during that week are celebrated too. Certificates, medals etc. gained both in school and outside of school are awarded. Children who have received a special award stand up to be congratulated.

Sanctions

- **The Cloud System:**
Minor incidents, such as persistent shouting out during lessons, talking out of turn, disturbing other pupils' work etc. will 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. If deemed appropriate, a child's behaviour may be directed straight to the Assistant Head (Infants), bypassing the Cloud system. Behaviour for such a decision may include, hitting, kicking, pushing, 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.
- The teacher will talk to the child and explain that the behaviour is unacceptable and will reiterate the expected behaviour.

Additional sanctions used in the Infants include:

- For poor behaviour on the playground a child will be withdrawn from playing with the other children and will have to stand by the duty person or a quiet area for a period of time. For persistent poor behaviour, a child may be withdrawn from the playground altogether and spend a supervised playtime inside with the Assistant Head (Infants).
- To promote positive behaviour an individual star chart / target chart may be set up for a child whose behaviour is causing concern. Targets will be set within a short time span so that the child has a goal to work towards. These targets will be discussed with the child, and usually with parents, so that they are clear as to what they are working towards.
- Children whose behaviour is falling below expectations can be sent to the Assistant Head (Infants).
- Within the EYFS and Infants, an open-door policy is operated and staff work closely with parents. Issues raised by parents are to be dealt with immediately and parents are to be informed of any concerns, serious incidents or regular occurrences of bad behaviour. The Assistant Head (Infants) should be kept informed as necessary.
- Incidents of poor behaviour that occur on the playground will be recorded on a yellow Behaviour Sheet by the member of staff on duty. This will act as a record for form teachers to refer to regarding times when they do not have direct contact with the children in their class and help to identify patterns of poor behaviour. A yellow Behaviour Sheet will also be completed for serious incidences of poor behaviour. This may include behaviour that deliberately endangers themselves or fellow pupils, vandalism or inappropriate language. This will automatically lead to the Assistant Head (Infants) contacting parents and a planned course of action to be agreed in order to improve behaviour of child concerned.

Specialist teachers, support staff and midday assistants are aware of the system in order to achieve consistency across the curriculum. Any concerns regarding a child's poor behaviour is to be reported, in the first instance, to the class teacher. He or she may then wish to forward the concern to the Assistant Head (Infants).

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 (who may subsequently consult the Assistant Head (Infants)).

Infants – Assistant Head (Infants)

EYFS / KS1 - As necessary, forwarded to the 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.

JUNIOR PROCEDURES

Rewards

- Verbal praise and encouragement.
- House points for effort, improving work, kind words / deeds, leadership, responsibility, showing initiative, displaying pride for school and other positive actions.
- Teachers' own rewards (stickers, notes in book etc.)
- Gold, Silver and Bronze awards – awarded in assemblies by the Headmaster for the accumulation of house points over an academic year.
- Merit Cards – awarded for an individual piece of work or a project that has exceeded the expectation based upon a pupil's ability.
- Children and/or work may be sent to the Headmaster, Deputy Head or Curriculum Coordinator for commendation.
- Prize Giving awards (end of academic year).
- Recognition within three weekday assemblies – pupils are encouraged to share their achievements both in and out of school with the school community.
- Positions of responsibility within Year 6 (Head Boy and Head Girl, House Captains, Sports Captains, Prefects and Playground Buddies).
- Regular features in the Junior School Newsletter, on the School's website, on the Parent Portal, on display boards and on the Digi-Board monitor in the Junior School foyer.

Sanctions

- Verbal reprimand or warning regarding future conduct.
- Temporary removal of Head Boy, Head Girl, House Captain, Sports Captain, Prefect or Playground Buddy position and badge. This will be at the discretion of the deputy head or headmaster but would include offences such as: persistent poor behaviour in class, persistent absence of a duty (following a reminder/warning), use of inappropriate language, fighting or poor behaviour on the sports field/court. Upon removal of the badge the pupil will be told when it will be returned to them. It is at the HM's or DH's discretion whether parents are informed. A note is made by the DH in the pupil's iSams Pastoral notes section.
- Monday lunchtime detention, issued by subject teachers for unsatisfactory academic work, mainly homework.
- Year 3 – three homeworks not completed, without justification (note, email or verbal message from parent) will result in a pupil being issued a Monday lunchtime detention. Three Monday lunchtime detentions in a half-term will result in a Friday after-school detention until 5.00pm.
- Year 4, 5 & 6 – a missed homework, without justification (note, email or verbal message from parent) will qualify for '24 hours' grace'. If, after this period of time, the homework has not been submitted in person or, if appropriate, online, this will result in the pupil being issued a Monday lunchtime detention. Three Monday lunchtime detentions in a half-term will result in a Friday after-school detention until 5.00pm.
- All detentions are managed by the Deputy Head. Parents are informed by email if their child has attended a Monday detention. Appropriate notice is given for an after-school Friday detention and, if necessary, the after-school detention must be honoured in the following half-term from the offending period.
- Yellow Card – issued for poor behaviour, including repeated low level incidents after warning. This may include incidences such as boisterous behaviour in playgrounds, disruption within a lesson, repeatedly talking in line or running in school. The pupil is

informed of their card. Receipt of 3 in a half-term will lead to the Deputy Head contacting parents and a focused behaviour report card being issued.

- Red card – issued for serious incidences of poor behaviour. This may include behaviour that deliberately endangers themselves or fellow pupils, vandalism or inappropriate language. A Red Card will automatically lead to the Deputy Head contacting parents and some type of associated, extended community service being given to the recipient. Such tasks may include, for a short period of time: collecting litter, tidying the bag racks and helping staff with appropriate tasks. Exclusion from a lunchtime or after-school activity may be imposed. All details of the incident will be recorded, interview with child(ren) concerned, contact with parent(s), further sanctions and any further action to be taken. If a child holds a position of responsibility (Head Boy / Girl, House Captain, Sports Captain, Prefect or Playground Buddy), a red card will always lead to the removal of their badge or lanyard. The length of time of removal will vary according to the severity of the offence/s and previous conduct, good or otherwise.
- Report Card – a focused card which a pupil is required to have signed by the relevant member of staff for all lessons (and/or breaks and assemblies if deemed appropriate). This is signed by the Form Teacher and Parent on a daily basis. A report card is constantly under review and only used for a maximum of 2 weeks.

Physical Restraint

In accordance with section 131 of the School Standards and Framework Act 1998, it is the policy of Stockport Grammar Junior School not to use corporal punishment under any circumstances.

Although teachers have the legal right, if authorised by the Head, to use reasonable force to restrain or control pupils, it is the policy at SGJS that physical contact in this situation should be avoided, and only used under exceptional circumstances. Wherever possible situations that might warrant physical restraint or reasonable force should be dealt with by a member of the Senior Management team. Members of staff should always seek to use alternative approaches to deal with difficult situations, particularly if there is no immediate threat of personal injury and damage. Staff may use reasonable force to prevent a pupil from:

- injuring or endangering themselves or others;
- committing a criminal offence.

Use of physical restraint must be reported immediately to a member of the Senior Management Team and a written report submitted to the Headmaster within 24 hours. A member of the Senior Management Team will also contact the parents of a child who has been physically restrained as soon as is practicable.

Sanctions for Serious and/or Repeated Offences in the Junior School

(See Whole School Exclusion and Expulsion Policy)

For serious infractions of the School Rules the following sanctions will be considered by the School. The School will not discriminate against a disabled pupil by excluding or expelling him/her from the School for a reason related to the pupil's disability, as defined in the Disability Discrimination Act.

Exclusion of the pupil from school either temporarily or with a view to permanent exclusion (expulsion or withdrawal) pending proper procedures and, if necessary, investigations. It may be for a finite period, if it is on disciplinary grounds, or for an indefinite period if it is on the grounds of non-payment of fees. The maximum term for a finite exclusion is ten consecutive school days.

Requirement to remove may be based on lesser grounds than outright expulsion and as with withdrawal it does not carry with it the ongoing stigma or long-lasting effects for the pupil of expulsion. It involves the agreement of the parents to withdraw the pupil before the stage of expulsion proper is reached or decided upon by the school.

Expulsion, that is, the removal of the pupil from school at the school's insistence, regardless of the wishes of pupil or parents. Parents may choose to remove their child from school before expulsion procedures can be completed or in preference to submitting to them.

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Appendix 1: SGJS Code of Conduct

General School Rules

All pupils are expected to treat one another with care, courtesy and consideration.

1. Behave in a calm, sensible and mature manner.
2. Stay within the school grounds during the day unless accompanied by an adult.
3. Show respect for adults and listen carefully when you are spoken to.
4. No running indoors, in the Courtyard during lesson times or to and from the dining hall and Senior School.
5. Be on time for lessons and bring the correct books and equipment.
6. Dress smartly and in the correct uniform.
7. Look after and respect the property of others.
8. You should not be in classrooms out of timetabled lesson times without a member of staff (except for wet breaks).
9. You should not be indoors during break times without good reason.
10. Please do not talk on the way to and from and during school assemblies.

Classroom version:

Enjoy school and have fun but be calm and sensible while you are doing it.

Pay attention when someone is talking to you.

Please walk when you are in school.

You should not be inside the building, without a reason, out of lesson times.

Look after each other and show respect for one another's belongings.

Be proud of your school and look after it!

Infants

All pupils are expected to treat one another with care, courtesy and consideration.

1. Behave in a calm and sensible manner.
2. Always let the teacher know where you are.
3. Be polite to everyone and listen carefully.
4. Walk around school sensibly and slowly.
5. Be proud of your uniform and dress smartly.
6. Look after your property and the property of other people.
7. Before school and at playtimes, you must play outside and only re-enter the school building with permission.
8. Be quiet in your class line and during school assemblies.

