

# SHERWOOD JUNIOR SCHOOL

## BEHAVIOUR POLICY

September 2017

At Sherwood Junior School we value and respect every member of our school community. We aim to help all children to become positive, responsible and increasingly independent young adults. We understand that the attitudes and opinions formed at a young age can shape future successes and opportunities, and therefore take our responsibility for the children in our care very seriously.

We aim to build upon the work started at home by our children's parents, reinforcing core values of respect, positive relationships and mutual trust. We always aim to work closely with parents in order to support each child to achieve their very best.

We expect all children to work hard, join in and to have a positive, helpful attitude, as stated in our 'home school agreement'. This will support them to achieve and succeed now and in later life.

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

Our eight 'Core Values' underpin all of our work:

**We are determined**

**We are a team**

**We are respectful**

**We have self-belief**

**We are thoughtful**

**We care**

**We aim high**

**We have a voice**

These core values are displayed prominently in every classroom, signed by each class member. Each class adds detail to our core values in order to make them personal and understood by every child. This is reviewed regularly and when necessary by the class teacher.

## 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 core 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 core 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 Core Values	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

We have several ways in which we reward and promote positive behaviour:

**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. The class system is displayed clearly in the classroom.

**Tea Party:** Each teacher will nominate one child per week to be entered in to a special book held by Mr Priestley. These children will have demonstrated outstanding behaviour, hard work, tremendous effort or kindness throughout the week (in line with our Core Values). 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 entered in to a special book held by Mr Priestley. 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.

**Chance cards and stickers:** The midday supervisors award these for good behaviour at lunchtimes. Prizes are awarded in assembly on Friday.

There are several ways in which we manage 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 Mr Priestley (or a member of the SLT in his absence). Children's names will be recorded in a book held by Mr Priestley.

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, if exclusion is considered it will be for a temporary fixed term. If necessary, permanent exclusion for children may be considered by the Governors' Discipline Committee.

We recognise that some children need and deserve an individual approach to support their behaviour. In these cases we 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 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 plan, unacceptable behaviour will not be allowed to remain unacknowledged.

We will do our very best to support all children to follow our expectations of good behaviour. Our Family Support Worker will work closely with the class teachers to provide appropriate 1:1 and group support / guidance for any children who struggle to adhere to our expectations of good behaviour. This will be timetabled and structured, and will be clearly communicated to parents to ensure they can support our work at home.

