



Stokesay Primary School

Behaviour Policy

Date of policy: Sept 2022

Next review date: Sept 2024

Responsibility: Head Teacher / Governors

Rationale

At Stokesay Primary we believe effective teaching and learning cannot take place without good behaviour. Children need a calm and purposeful atmosphere in order to learn and experience success. We believe we should encourage positive attitudes to each other both in the classroom and in the school environment so that all children feel safe and secure.

Stokesay Primary School adopts a positive approach to behaviour management. We aim to develop good habits of self discipline in pupils. We look at ways to encourage and reward children, while making it very clear that anti-social behaviour will not be tolerated. We also believe it is very important to include parents in what we do at school to encourage and foster good behaviour and attitudes.

‘I can, we can, Stokesay can’ school moto.

Aims

- Create a happy and stimulating environment in which all children develop a positive and independent attitude to learning.
- Maintain the highest standards by successfully meeting individual children’s needs and by investing in the professional development of all adults.
- Create a sense of belonging to the school and the wider community with a respect for the environment and nurturing a sense of trust and care.
- Promote courtesy, consideration and common sense within our school.
- Teach children British values and traditions, developing an understanding and respect for major world religions and ways of life.
- Promote positive relationships between everyone, including staff, pupils, governors, parents and the wider community so that we can encourage each other, enjoying and excelling together in all aspects of school life.
- Ensure pupils’ develop skills to lead; a safe, secure and healthy lifestyle, in a rapidly developing world.
- Encourage staff and pupils to become creative thinkers with enquiring minds that will help them face new challenges and situations with increased confidence.
- Offer the highest quality teaching and learning opportunities within an innovative and stimulating environment.
- Nurture, develop and inspire the whole child and enable them to experiment, take risks and face challenges.
- Preparing children to make informed choices for the challenges as a 21st Century citizen in Modern Britain.

Our School Values displayed in each classroom

At Stokesay Primary school we aspire to:

- Aim high
- Believe in yourself
- Have ambitions
- Be enthusiastic
- Be positive about learning
- Be motivated

We show respect by:

- Respecting ourselves
- Treating others how we expect to be treated
- Look at the person we are talking to by using the right sized voice, being kind, being fair, being honest and telling the truth
- Looking after each other
- Looking after our things
- Looking after our school

We stand up for what we believe in by:

- Being sincere and meaning what we say
- Being honest to yourself and others

We show resilience by:

- 'Having a go'
- 'Taking a risk'
- 'Trying again'
- Learning from our mistakes
- Taking on challenges
- Reflecting
- Recovering

We will positively encourage British Values by:

- Ensuring children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.

- Promoting the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.
- This will ensure Stokesay pupils understand the importance of respect and leave school fully prepared for life in modern Britain.

To achieve these aims we will:

- Develop a whole school approach to deal with unacceptable behaviour, where we reward good work and behaviour and impose sanctions on those pupils who do not follow school rules (see BLAST – Appendix 1).
- To ensure equal access to a broad educational experience for all.
- Keep parents informed of our school rules and our rewards and punishments as appropriate. Communicate to parents when pupils are behaving and working well and when there is a cause for concern.
- Teach our pupils that their actions have consequences.

Raise awareness of school rules and issues relating to behaviour towards others in acts of collective worship and in weekly PSHE lessons.

Stokesay School will not discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment

Behaviour

School rules highlighting positive behaviour are displayed in classrooms. We follow our 'BLAST' rules, see Appendix 1.

Various rewards are used across the School e.g. stickers, certificates, star of the week, Dojos, (appropriate to the age of the child) to highlight positive behaviours and exceptional attendance.

Class teachers monitor unacceptable behaviour for their own class, supported by any other adults working in school.

Monitoring of Behaviour

Adults in school monitor behaviour. Teachers will complete a CPOMs if they feel a child's behaviour is contrary to BLAST. Behaviour incidents and patterns are monitored by SLT and if the behaviour persists the Head/Assistant Head Teacher will meet with parent/carers to discuss next steps. Such next steps may involve internal exclusion, suspension and permanent exclusion.

The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. It is the responsibility of the class teacher to maintain good behaviour in the classroom. To this end staff receive regular CPD in managing behaviour.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Adults in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

(see EYFS – page 28 “Statutory Framework”)

(see Anti-Bullying Policy)

Reparation for Unacceptable Behaviour

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teacher treats each child fairly and enforces the classroom code consistently.

The teacher treats all children in their class with respect and understanding.

Where necessary the class teacher liaises with the SENCO to involve external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Role of Parents/Carers

We ask all parents/carers to read, sign and support our home/school agreement. We work collaboratively with them to ensure children receive consistent messages about how to behave at home and at school.

Our school rules are explained in pupils planners, at parent meetings and this policy is shared with all on our school website.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, then the Head. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Suspensions and Permanent Exclusions

Please see our separate Suspensions and Exclusions policy for clear guidance.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Review

The governing body reviews this policy every year in consultation with staff. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1 = BLAST school rules

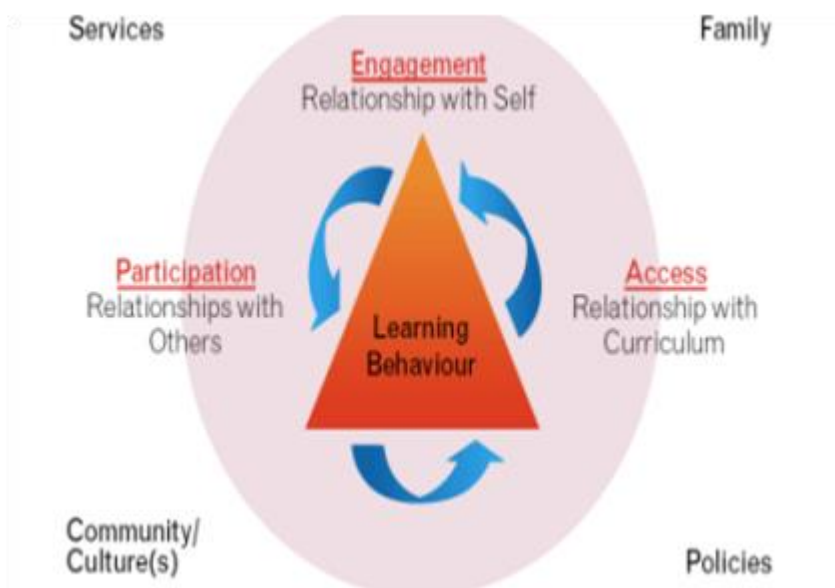
Appendix 2 = Home school Agreement

Appendix 3 = Guidance for Staff

Appendix 3

What is Behaviour for Learning?

Behaviour for Learning is a model of the relationship between learning, learning behaviour and the learner. The aim is to develop in children sophisticated learning behaviours; these behaviours are underpinned and reliant upon three key relationships which must be nurtured. They are reliant on the learner’s relationship with self, others and with the curriculum. The role of the teacher, as well as that of the wider school community and outside influence, must be to focus on not damaging, and hopefully promoting, the relationships which affect learning, while finding ways to directly improve learning behaviours.



The behaviour for learning conceptual framework. It is worth mentioning that, from 2009, a band around the circle labelled “school ethos” is also included.

What are Learning Behaviours?

Ellis and Tod (2009: 53) maintain that there are particular behaviours that are ‘necessary for learning’ and that a significant element of the role of a teacher is to ‘think consciously about how they create opportunities’ for these behaviours to be developed.

Behaviours for learning are wideranging and there is no exhaustive list. However, an early example was that provided by [Powell and Tod \(2004\)](#):

- engagement
- collaboration
- participation
- communication
- motivation
- independent activity
- responsiveness
- self-regard
- self-esteem
- responsibility

They are these and many others. They are behaviours that fit the following three criteria:

- The behaviour is relevant to the lifelong learning process. It is not specific to one task, age range or qualification.
- To be considered a learning behaviour, it should be treated as such and considered an area of development in its own right, distinct from the success criteria relating to a specific task.
- The behaviour is recognised as taking place within a wider social, emotional and cognitive context. The development of these three areas, and the relationships learners have with self, others and curriculum are inherently interlinked with the development of learning behaviours.

What are the relationships of Engagement, Participation and Access? How can they be developed?

Engagement, Participation and Access are the terms assigned to the different relationships that have an effect on the progress of the learner. If a learner is struggling, or indeed succeeding, to develop successful learning behaviours in school, it is to these relationships that one can look in order to assess the possible reasons.

- Engagement – this is the relationship of the child with the self.
- Participation – this is the relationship of the child with others.
- Access – this is the relationship of the child with the curriculum.

Consider how you may feel when you are finding an activity uncomfortable or difficult to engage in. It may be that you do not see yourself as a capable learner, are feeling uncomfortable in the wider company in which you are learning, or that you have a lack of confidence in the particular field of study. For children, it is the same. We must try to consider whether these relationships are as strong as they should be and hindering the

child's progress. Then it is the case of taking action to enable children to develop these areas of confidence to further allow them to achieve greater educational outcomes.

Engagement

What are some signs of a poor relationship with the self?

From a young age, people begin to develop a view of themselves, and this can be hugely influenced by their experiences in school as well as at home. Children may identify as unintelligent, or worse, which has a damaging effect on their ability to engage with learning. Children may become either very withdrawn or quite the opposite, as a way of closing themselves off or masking their insecurities with their own self.

What can be done?

Identifying the children for whom their relationship with self is a problem can be difficult. Fortunately, there are exercises such as **circle time** which can be beneficial for all children, including those with developed self-esteem. The great value of teaching assistants can be harnessed also, as they can both engage with and oversee the children closely during lesson time. Exploring further options with senior staff may also be of benefit and this advice should be sought if you consider there is a real issue.

Participation

What are some signs of poor relationships with others?

These relationships included those of the children with you as the teacher, as well as with the other children in the class and school. As an NQT, you may find filling the role of a permanent class teacher to be overwhelming as the children's expectations of you will be so high ([Bennett, 2011](#)); you will be expected to arbitrate and be fair – which, when looked at from 30 different perspectives, is a very difficult thing to achieve. When children are not interacting with each other positively, the signs can be obvious through disagreements, bickering or even bullying. It may also be that a child is withdrawn when working with a group.

What can be done?

As teachers, the use of collective punishments for children's inappropriate behaviour can be tempting. However, even when it seems that the whole class is acting up or not engaging in a lesson or in a routine appropriately, there are very likely at least a few children who are doing so. By punishing many children for the actions of one or a few, not only can you damage your relationship with the children but also those of the majority with the child whose behaviour caused the sanction.

Access

What are some signs of a poor relationship with the curriculum?

As with all signs, they can be misread very easily but often a child with a poor relationship with the curriculum will struggle to engage in the tasks set and find it difficult to stay on-task for very long. These children need to experience some form of success with the curriculum in order to begin to view it as achievable and within their grasp.

What can be done?

The approach you take to a child who is not on task can have a big impact. There are many reasons that the child could be not working on the activity (it may be that they are in fact engaged in the task mentally but taking time to think and process) and some of these are explored by [Ellis and Tod \(2009: 95\)](#). **It could be that the child is seeking attention by acting up, that he feels unable to tackle the task or even that he fears failure. In any case, we should encourage on-task behaviour by identifying elements of the task that are achievable. It may be that there is a lack of self-esteem, in which case it would be an issue with the child's relationship with self, or even a sign that the child cannot work effectively with those around them.**

In any case, it is your experience and judgement which will lead you to nurturing the relationships in the best way possible.

Managing Behaviour

Remain positive at all times, reward positive behaviour no matter how small and do not allow negative behaviour no matter how small.

Lead from the front. Teaching assistants are there to support the pupils in the class and should not be left to manage difficult behaviour.

Consider sanctions. Missing whole morning breaks and lunch time breaks may cause far worse problems.

Response to strategies employed may only have a short-term impact. Be ready with other approaches when you feel this is happening.

Maintain a home schoolbook and meet parents daily at gate feeding back on the day.

Remember to be positive. Use a daily sticker chart or such like.

Consider where pupils sit who are disruptive. The traditional front of class may be detrimental – think of behaviour for learning and pupil self confidence and belief.

Plan engaging and assessable lessons. Consider how child will access work today and what they will produce. Will they be able to complete independently? Will they be proud?

Focus on your class behaviour , reward and praise copiously. Explain why you are pleased.

Peer role models have significant impact.

Build a relationship with your pupils. You are a team but you are clearly the leader. Plan trips and discuss rewards. Create a positive momentum.

Ask colleagues advise they may have taught these pupils before you.

Don't forget;

1. Show you love your job

The bright face says that you are happy here, you know that students will behave and any non-compliance will addressed with the minimum of fuss. This becomes a positive self-fulfilling prophecy.

2. Maintain routines

Lining your class up, handing out books, tests and setting homework are all routines that can fall by the wayside as we juggle other responsibilities. It is vital to maintain routines even at

the expense of other parts of a lesson. These routines allow us to teach better for longer and once embedded free us up to catch up anything missed in the early stages.

3. Keep looking

Scan the class regularly for any low-level disruption or off task behaviour and avoid the very real temptation to get involved in protracted conversations. Put some thought into where you stand in the classroom, can you see all the students all the time? Even when you are working with small groups, be sure you can scan the room from your position. Anything nipped in the bud now with the minimum of fuss will establish the culture of your classroom for the year to come.

4. Recognise compliance

Most of the students will be keen to follow routines as they know this will help them to be successful. Recognise a couple of students who have followed the direction to reinforce its importance and the benefits.

5. Reactions and responses

Don't let the smallest infringement disrupt your classroom system. The skill of developing your repertoire of possible responses is key in the early months of teaching a new class but never ends. For example rather than a pupil shouting out an answer tactically ignoring and taking the answer from a compliant student would send a powerful message to the class. Other responses can include standing closer to a student, using facial expressions to show approval and disapproval.

6. Don't be scared to use sanctions

Establish what is and isn't acceptable. It is much better to use sanctions early to establish your boundaries. It is much easier to back off later than to suddenly start using a system later on. Students have been told there will be a consequence to any action that is unacceptable, you must make sure this happens particularly early on.

7. Tell students what they should be doing not what they shouldn't

Try not to be drawn into any debates regarding any of the rules and routines you have established. What you say is not up for negotiation so stand firm.

Avoid any possible opportunities for students to question your rules and "Stop that" and "your behaviour is unacceptable". Be precise in your expectations, repeating if necessary. Make behaviour and compliance the path of least resistance.

8. Make allowances whilst maintaining high standards for all

Some students may struggle to meet behaviour targets. It is important to ensure as much assistance as possible is given to these students. Policies must be followed. However adjustments should be made and behaviour modelled and scaffolded if necessary. It should be unacceptable to accept behaviour from any student who is capable of modifying their actions but high expectations for all should be our aim.

9. Stay steady at the helm

Take care of yourself and make sure you are feeling well, it is much easier to stay calm after a good night's sleep. Apply your behaviour policy assertively but with a calm finesse.

10. The power of relationships

Routines, structures, high-quality teaching backed up by rewards and sanctions will develop relationships. These relationships will be built on high standards, you care and expect the best for your students.

APPENDIX 2

**HOME/SCHOOL AGREEMENT
Stokesay Primary School**

As Parents/Carers we will:

- See that my child goes to school regularly, on time and properly equipped;
- Let the school know about any concerns or problems that might affect my child's work or behaviour;
- Support the school's policies and guidelines for behaviour (see school website for relevant policies);
- Support my child in homework and other opportunities for home learning;
- Attend parents' evening and discussions about my child's progress;
- Be actively involved in my child's life at the School.

The School will:

- Contact parents if there is a problem with attendance, punctuality or equipment;
- Let parents know about any concerns or problems that affect their child's work or behaviour;
- Send home an annual Report on pupil's progress;
- Set, mark and monitor homelearning and provide facilities for children to do homelearning in school;
- Arrange Parents' Evenings during which progress will be discussed;
- Keep parents informed about school activities through regular letters home; newsletters and notices about special events.

As a Pupil I will try to:

- Follow the school rules;
- Attend school regularly and on time;
- Bring all the equipment I need every day;
- Wear my correct school uniform and be tidy in appearance;
- Do all my classwork and homework as well as I can;
- Be encouraging and polite to others;
- Respect other people's property;
- Keep the School free from litter and graffiti

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Home/School/Agreement

Signed (Parent/Carer):

Signed (Headteacher):

Signed (Pupil):