



Behaviour Policy 2023

Stanah Primary School

This policy describes the expectations we have of our pupils, the methods we employ to promote and teach learning behaviours, alongside managing misbehavior. Our aim is always to be positive, to reward good behaviour and to work to fully understand incidents of negative behaviour.

Stanah School Rules

- Work hard
- Be kind

Each of the school rules are underpinned by five values, which are actively promoted through all aspects of school life. Assembly themes will promote the ten values and Stanah Superstar awards will be based upon them.

Work hard:

Ambitious, adaptable, enthusiastic, inquisitive, resilient

Be kind:

Caring, forgiving, helpful, respectful, understanding

All staff use the 'work hard, be kind' terms when reminding children of positive behaviours for learning, or praising them about their behavior.

Behaviour of Children in School

We know that children will be successful with their learning and their behaviour when they are nurtured in a positive and safe environment where relationships are strong and they feel valued. All children are encouraged to be polite and respectful, whilst in and around school. They are expected to respect each other, their teachers, other adults, visitors, personal belongings, school resources, equipment and the building. Our school ethos and learning environments model and promote what good behaviour looks like at all times. Displays, assemblies and consistency amongst all staff is used to maintain positive behaviour within the classroom and when moving around school. All staff are expected to hold children to a high standard of behaviour by being "bothered".

In the classroom:

- To show respect for others and the classroom;
- To listen and track the speaker;
- To contribute to whole discussions;
- To build on and challenge peers respectfully;
- To collaborate effectively with one another;
- To share ideas and support others with their learning.

General movement around school:

- Walk around the building;
- Use an indoor voice;
- Walk on the left of corridors and stairs;
- No children to be left unaccompanied in classrooms.

Promoting Positive Behaviour

At Stanah, we place high emphasis on rewarding positive behaviour. A merit point system is in place to reward academic achievement and Dojo points are awarded for positive learning behaviours. All staff actively promote positive behaviours for learning and a consistent approach to a 'Growth Mindset' through our pedagogical vision.

All outstanding work or effort from a pupil will be made known to the Headteacher and a *Headteacher's Award* will be issued. The Deputy Headteacher and Headteacher may also send home postcards to reward children's work or behaviour.

In addition to other rewards, one child from each class who has behaved particularly well or tried especially hard with something during the week will be awarded the *Stanah Superstar* award and will have their names mentioned in the 'Stanah Standard'. The *Stanah Superstars* will also have their photographs shared in a short video clip on the whole school page of Class Dojo.

At the end of each half term, there will be a celebration for the children of the House who have attained the highest number of merits.

Rewards:

- Stanah Superstar for excellent work, attitude or behaviour
- Head Teacher's Award – one for KS1 and KS2.
- Merits will be awarded in all classes for good work, or effort in class.
- All classes will use Class Dojo to encourage and reward good behavior for learning in class.

Understanding Behaviour

At Stanah, we uphold the ethos of teaching appropriate learning behaviours, whilst acknowledging that some negative behaviour may be born out of PSED (Personal, Social and Emotional Development) difficulties. We also know that emotional intelligence is key to positive behaviour therefore PSHE remains an integral part of our curriculum offer.

Step One: Every pupil has a supportive relationship with a member of school, who understands their context and helps the child to reflect on the causes and outcomes of their behaviour.



Step Two: All teachers provide the conditions for learning behaviours to develop within the classroom, by ensuring positive behaviour is modelled; that pupils access the curriculum; engage with lesson content and participate in their learning. Through the creation of active learning classrooms, teachers reduce the opportunity for negative behaviour to arise.



Step Three: All teachers place high emphasis on the teaching of the PSHE Curriculum, are skilled to identify those children with gaps in their personal, social and emotional development and sort interventions accordingly.

Responding to Inappropriate Behaviour

At Stanah, we encourage children to reflect on their behaviour, understand the choices they have made and recognise how they should have behaved. It is always advisable to ask children what they were supposed to have been doing and how they should behave. They will then be able to acknowledge ownership of the misbehaviour and will be able to work to put it right.

For those children who behave inappropriately, certain sanctions are available to the staff and these vary according to the severity of the misconduct. For example, pupils may be required to repeat assignments of work or forfeit free time during the school day. Sanctions take the form of the removal of privileges e.g., loss of break times, free activities etc. These are at the discretion of the class teacher but children will not be kept behind after school or left alone in the classroom during break periods.

Minor behaviour problems are dealt with within the classroom. (See below) Children will be spoken to about their behaviour by the class teacher and will be given good behaviour targets to reach within a specific time scale. It may be necessary to tactically ignore certain behaviours and use positive reinforcement frequently.

Low-language and behaviour

All adults in school are trained in using 'Blank Levels of Questioning'. Therefore, when dealing with behaviour incidents with children with lower language levels, they should:

- Tell the child what happened and how their behaviour affected others;
- Don't ask questions about 'why' they behaved the way they did;
- Describe appropriate behaviours/ reactions in short, simple sentences;
- Avoid negative statements, such as "don't run", as the child may not understand this linguistic concept yet. Try "walk please", instead.

The procedure to follow in response to negative behaviour:

Step One: A 'Traffic Light' system will be used, where all children begin each day on 'green'.



Step Two: If a child displays negative behaviour, they will be asked to move their name to 'amber'. At this step, the children will either be provided with *time out* in the classroom or they will lose a proportion of their break time.



Step Three: If the child continues to misbehave, the child will be asked to move their name to 'red' and staff will send the child to another classroom within the same year group with their own work for a short period of time.



Step Four: If the child's behaviour improve, they can move back to green.

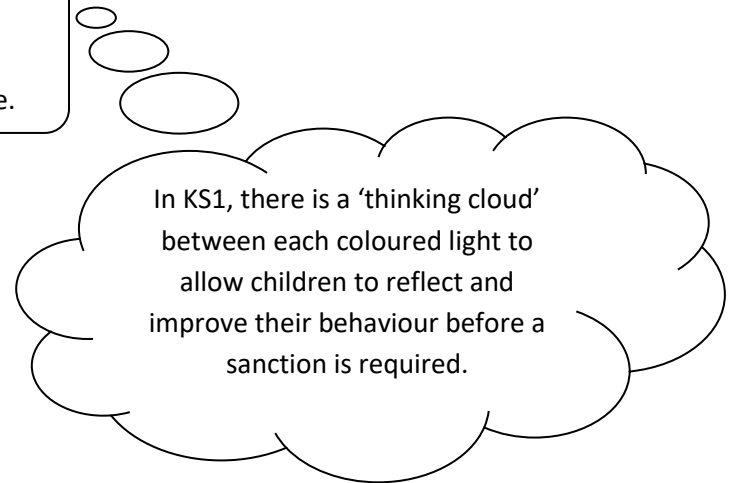
It is important to note that whilst the child should be given the opportunity to begin each new day with a clean sheet, repeated incidents of poor behaviour should be recorded so that action can be taken to investigate any problems which the child is experiencing.



Step Five: When a pupil continues to misbehave, a phone call will be made to inform the child's parents of the problems in school and they may be asked to come into school to discuss the situation.



Step Six: If the inappropriate behaviour still persists, teachers will refer to the appropriate member of the Senior Management Team or discuss with the SENCO so strategies can be put in place. The child may be given a 'Reward Chart' with specific behavior targets. Outside agencies might be consulted.



The withdrawal of children from N.C. subjects, e.g., P.E., games, swimming, etc., will never be used as a sanction for inappropriate behaviour outside those lessons but may be used if the teacher considers that the presence of a pupil in that activity constitutes a danger to the child or to others in the group.

The parents of any child found to have caused willful damage to school equipment or property, or to the property of another person in school, will be asked to provide compensation.

S.T.A.R.

Stop. Think. Act. Reflect.

At Stanah, we promote a STAR approach to negative behaviour from both pupils and staff. By following this approach, it allows the 'thinking' brain time to take over so that thoughtful reactions become routine and high quality decisions can be made.

Exclusions (Internal or external)

If the child fails to respond in a positive way, a temporary lunchtime or whole day internal exclusion may then be considered and a full investigation of the problem will be initiated.

Any child who repeatedly misbehaves at lunchtime, or is involved in an extremely serious incident may be required to go home for lunch for a short period of time.

Should a child display severe, high risk or repeated severe and high risk behavior an external fixed term or permanent exclusion will be considered.

The Headteacher/Deputy Headteacher/Assistant Headteacher has the power to exclude that pupil from school for a specific period or permanently. Parents may appeal against exclusion; the matter would then be referred to the school governors.

For fixed period exclusions of 5 days or more full time alternative provision will be made by the school no later than the 6th day of the exclusion. Where a child receives consecutive fixed-period exclusions, these are regarded as a cumulative period of exclusion for the purposes of this duty. This means that if a child has more than five consecutive school days of exclusion, then education will be arranged from the sixth school day of exclusion, regardless of whether this is as a result of one fixed-period or more than one fixed-period exclusion. This would apply if a pupil is excluded for a day, then the decision is taken to exclude for a further 3 days, then a further decision is taken to exclude for a longer period eg. 4 days. In this case, alternative provision would be made no later than the 6th day of the pupil not being in school.

If an appeal is made to Governors, the decision they will make is either to 'decline a reinstatement; or direct reinstatement of the pupil immediately or on a particular date.'

Teachers' Powers to Discipline

Powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction. The Headteacher will have the right to limit the power to apply certain punishments to certain staff if necessary.

Outside the school gates

Staff have the statutory power to discipline pupils for misbehaving outside the school gates 'to such extent as is reasonable'.

Discipline outside of school may be applied when the child is:

- Involved in a school organized activity
- Travelling to and from school
- Wearing school uniform

Also, when the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil, or a member of the public
- Could adversely affect the reputation of the school

Power to Search

School staff can search pupils, with their consent, for any item which is banned by the school rules. It is enough for the pupil to be asked to turn out their pockets, or open their bag.

Headteachers and staff authorized by the headteacher have the power to search pupils, or their possessions without consent, where they suspect the pupil has a prohibited item. Prohibited items are:

Knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarettes, fireworks, pornographic images or any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property.

Use of reasonable force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Several members of staff have been trained in the 'Team-Teach' strategy. We promote de-escalation strategies prior to any physical intervention but we understand that physical intervention may be necessary and that trained staff will move a child safely. Physical intervention can be used to prevent pupils hurting themselves, or others, leading a pupil out of a classroom, separating a fight, removing pupils (who refuse to leave) from the classroom, preventing a pupil disrupting a school event or trip. We understand that physical intervention also supports the protection of a child's feeling of self-worth by reducing the feeling of 'shame' following an incident.

At Stanah, we believe that if a child's behaviour within the classroom is considered to be extreme or dangerous to others, we will remove that child from the classroom and not the others around them.

Confiscation of property

Staff can confiscate, retain or dispose of pupil property as part of punishment. Staff are protected from liability for damage or loss to confiscated items. Any weapons or controlled drugs must be passed to the police.

Children's Responsibilities

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community.

Parents' Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents to model positive behaviour at all times and in particular with their interactions with each other.

We display the school's rules and rewards and explain them in the school prospectus. We have a Home/School Agreement, which will be sent home and signed by pupils, parents and the Headteacher each academic year. We expect parents to read these and support them. If a member of the school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable and well-informed consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher, then the Assistant Headteachers (Mrs Middleton and Mrs Slater). The Headteacher or Deputy Headteacher will then be involved if the concern

remains. Finally, parents should contact the school governors if they remain dissatisfied with the resolution of the incident.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that an issue will be dealt with in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher and/or Governors, who will take appropriate actions in line with the Local Authority policy.

Dress & Appearance

Pupils wear their uniform with pride and dress smartly to reflect the ethos of the school. Extremes of fashion, both in terms of clothing and personal appearance, including jewellery and make up, are not to be worn to school.

Final Statement

It is assumed that parents who choose to send their child to the school, will support and co-operate fully with the staff in maintaining high standards of work and behaviour, as stated in the home-school agreement.