



## **Behaviour Policy**

### **Stockton Primary School**

**December 2021**

**Chair of Governors – R Hopkins-Burton**

**Headteacher – A Bedgood**

**Ratification**

**Review December 2022**

**Person Responsible: A Bedgood**

### **Ethos**

At Stockton Primary School we are committed to providing an environment where every member of the school community is valued and respected. We provide a culture of mutual respect and trust which allows all individuals to thrive.

### **Aims**

- To create a calm, purposeful, fair and positive culture within school
- To establish an environment which encourages appropriate behaviour and positive attitudes thus ensuring safety for all and minimum disruption to teaching and learning.
- To create a culture which reinforces appropriate behaviour through; praise, reward and acknowledgement of excellent conduct.
- To encourage increasing independence and self-discipline
- To establish a culture of respect, tolerance, patience and positivity.
- To present clear boundaries
- To provide an excellent PSHE curriculum which supports children's social and emotional learning
- To have a consistent approach throughout school with parental cooperation

## **The Role of the Pupil**

The children are expected to adhere to aspects of a code of conduct to enable them to be an effective member of the school community. The main aspects of the code of conduct are as follows -

- Speak respectfully to peers and adults
- Respond to instructions given by adults in a timely fashion
- Adhere to class rules to which they have had input
- Move around the school in a sensible fashion which keeps everyone safe
- Keep hands and feet to themselves
- Accept responsibility for their behaviour and subsequent consequences.

As children grow and learn conflict will arise, this is not the same as bullying. Bullying is targeted and persistent. Minor conflicts will be resolved through discussion and compromise. This is part of the learning process and children will be expected to learn from poor choices .

## **The Role of Staff**

All members of the staff team have an important responsibility to model high standards of behaviour at all times. Volunteers and visitors in school are expected to follow the same code of conduct.

Adults in school are expected to:

- Create a calm, purposeful and positive atmosphere with realistic expectations
- To be positive with all children
- Provide a caring and effective learning environment
- Encourage all pupils to achieve their full potential
- Be vigilant with regard to challenging behaviour in line with the school's safeguarding duty
- Encourage positive relationships based on mutual respect
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the SENDco and outside agencies as appropriate

It is the responsibility of all adults to implement the school behaviour policy **consistently** throughout the school.

## **The Role of Parents**

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour

- Ensure that their child fully understands the school rules
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour

### **The Role of the Governors**

- Creating an effective partnership between pupils, parents staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

### **Positive Behaviour Management**

Positive behaviour management may be defined as the strategies the school employs to promote a well-ordered, purposeful school community. These strategies underpin the Behaviour Policy. The school believes that positive reinforcement is the most important approach to managing children's behaviour. All children have the right to feel valued and have their efforts and achievements acknowledged and rewarded irrespective of race, colour, creed, gender or starting point.

Children are encouraged to show positive behaviours and attitudes which include qualities such as – being trustworthy, responsible, polite, helpful, friendly, kind and others which teachers regard as being age appropriate.

Children who make good choices with regard to their behaviour in class, around school and during educational visits are rewarded in the following ways –

- Approving signs and acknowledgement from staff – smiles, nods, etc.
- Verbal praise from staff in class and around school
- Dojos (merit system)
- Class rewards e.g. extra play time earned through consistently good behaviour from the majority of the class
- Praise from other school staff
- Praise and rewards from the head teacher

### **Non-adherence to positive behaviour policy**

All children make mistakes and these minor incidents are dealt with as part of general class management by school staff. These procedures assume a gradual increase of persistence in poor behaviour/choices . If an incident is particularly serious stages in the procedures may be skipped so that consequences match the issue

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## **Unacceptable Behaviours**

The school identifies unacceptable behaviours and divides these into three levels. How behaviour is dealt with corresponds with the severity of the unacceptable behaviour so that consequences are proportionate, fair and in line with pupils' development.

If a child has additional needs specific behavioural support will be put in place.

### **Level 1**

- Constant interruption when someone is speaking
- Deliberately spoiling someone's work/play/game
- Constant talking in class – during teacher delivery and quiet working time

### **Level 2**

- Arguing with adults
- Lying
- Refusal to follow instructions in class/around school/at break or lunchtime
- Deliberate teasing/ goading of another child

### **Level 3**

- Bullying
- Physically hurting other pupils
- Verbally abusing other pupils/adults
- Biting
- Swearing
- Spitting
- Deliberate damage to property and resources

## **Strategies to manage behaviour**

### **Level 1**

- A non-verbal reminder – a look, gesture to reset
- A verbal reminder about appropriate behaviour – phrased positively and politely
- A second verbal reminder with a choice of consequence –a) praise for making the right choice or b) 5 minutes time out within own class or working alone for a short period of time outside of the classroom

### **Level 2**

- A verbal reminder to make the right choice/cease the unacceptable behaviour
- A second verbal reminder
- Time out working in another cohort/time inside

### **Level 3**

- All level 3 behaviour to be reported to HT which may result in withdrawal of free time, introduction of a behaviour plan, significant involvement of parents

### **Serious Incidents**

Serious incidents and persistent breaches of the school behaviour code are recorded on CPoms. Parents are informed immediately and discussions either over the telephone or face to face are held in order to address issues, design strategies and make every attempt to avoid a repetition of this type of behaviour.

Serious incidents/persistent breaches may include-

- Deliberate, continued defiance of instructions given by adults
- Verbal abuse to adults or other children, including racist or sexist abuse
- Deliberate physical abuse or injury to adults or other children
- Continuing to fight when told to stop
- Deliberate, repeated damage to school or other people's property
- Leaving the school site without permission

If a child persists in behaviour which fits the above criteria the following strategies are used –

#### **Stage 1**

- Behaviour is recorded
- Discussion with parents – actions agreed

#### **Stage 2**

- Child is given a behaviour plan with clear targets for a fixed period of time (2 weeks) with the expectation that behaviour will improve and after 2 weeks the plan will no longer be needed.
- Parents will have the opportunity to contribute to the plan.

#### **Stage 3**

If actions at Stage 2 do not result in significant improvement the following strategies will be employed –

- Parents will be invited to a meeting with the head teacher and SENDco to discuss concerns.
- An ILP for behaviour will be written with targets agreed by school staff, parents and child. Outside agencies such as the educational psychologist may be involved and the child may be offered counselling.
- Records of behaviour will be kept via CPoms and weekly meetings will be held between the head teacher, parents and child to assess progress.

#### **Stage 4**

If no improvements are seen despite the child having an ILP, the following actions may be pursued –

- The head teacher may issue a fixed term exclusion (five or less days)
- If a child has had several fixed term exclusions support will be offered in the form of Early Help
- If behaviour continues to be unacceptable the child may be permanently excluded.

In the event of a very serious incident when a child injures or endangers the safety of another child or adult or causes significant damage to school or others' property, the head teacher or a senior teacher has the authority to move straight to stage 4.

#### **Early Years**

Within Foundation 1 and 2 pupils begin the day on the 'sunshine' – if unwanted/unsafe behaviours are seen the child is asked to stop and is given a clear explanation as to why their behaviour was not helpful. They are offered alternatives and appropriate behaviour is modelled and encouraged. If the unwanted behaviour persists the child will be given a second warning and may be required to spend sometime in the quiet space in the classroom – if such behaviours persist over time the headteacher and SENDCO will become involved to advise and support. Parents will be involved at this point.

Hurting other children, refusing to follow instructions to keep everyone safe, spitting and swearing are deemed to be unacceptable in EYFS as in the remainder of the school and consequences will be applied in accordance with the child's understanding and development.

A Bedgood December 2021