



Stechford Primary School

Behaviour Policy

Date policy reviewed: July 2023

Date of next review: July 2024

Signed by:

R. Hatton

Headteacher

Date: 14/07/2023

N. Ambler

Chair of governors

Date: 14/07/2023

Last updated July 2023

Statement of Intent

Together we Learn

At Stechford Primary School we will provide a school environment that is safe and stimulating for the children in our care. We have a happy, protected and encouraging environment and teach our pupils self-discipline, tolerance and understanding of others and the world around them through everything we do.

All members of the school community have rights and responsibilities. The fundamental rights of the child can be found at [https:// www.unicef.org.uk/rights-respecting-schools](https://www.unicef.org.uk/rights-respecting-schools), but are based on the United Nations Convention on the Rights of the Child. The following articles in the UN convention on the rights of the Child are especially relevant to this policy:

Article 3 – The best interests of the child must be a top priority in all things that affect children

Article 28- Discipline in schools must respect children’s dignity

Our School Values – Challenge, Achieve, Resilience and Encourage (CARE)

Our whole school curriculum is underpinned by our School values:

Challenge Achieve Resilience Encourage

Challenge and Resilience- Pupils are taught to be leaders of their own learning through a broad and balanced curriculum, which encourages collaboration between pupils. It is encouraged and modelled from Nursery through to Year 6 for pupils to take responsibility for their learning and support others. At Stechford Primary School, pupils understand that, at times, learning and life can be hard but that they can develop the resilience to overcome these hardships and succeed.

Encourage and Achieve – At Stechford Primary School we believe that pupils can overcome any barrier with guidance and support from the whole school community including peers, staff and parents. In a learning environment that always encourages and creates an ethos of not being afraid to fail we will always achieve!

1. Introduction

This policy sets out measures to promote good behaviour, self-discipline and respect, prevent bullying and ensure that pupils complete work to the best of their ability.

The policy sets out clearly what interventions can be applied if a pupil misbehaves. This policy is available to staff, pupils, parents and other stakeholders on the school website. Paper copies are available on request.

At Stechford Primary School, we expect that all staff, pupils and parents/carers will share high expectations for social and learning behaviours and that mutual respect and courtesy will be evident in all areas of the school. Through education we aim to equip pupils with the social learning behaviour attributes and resilience necessary for success in adult life.

As staff, we recognise that there is an underlying reason for all behaviour. We will make expectations clear through explicit written rules, role modelling the behaviours we expect from others and teaching good behaviour through the curriculum and through structured and unstructured social activities.

We recognise that the quality of teaching has an impact on the behaviour of our pupils and will ensure that lessons are well planned, engaging and meet the needs of individual pupils.

All pupils are expected to follow the rules and will be supported to do so and change and improve behaviour over time if necessary. Support strategies may be different depending on pupil need. We will make decisions in line with this policy with the best interests of all our pupils as our priority.

This Behaviour Policy supports the rights of all members of our school community;

- To feel safe
- To be treated respectfully
- To have individual needs recognised and met
- To teach or learn to the best of ability and without disruption

2. School Rules/Code of conduct

Staff should refer to these rules regularly.

Whole School Rules – displayed around the school

- **To be ready** to work hard and engage with the work set to the best of your ability
- **To be respectful** and listen to other people, showing kindness and courtesy to others
- **To be safe** and not hurt yourself or other people or damage property or the environment

Class rules - displayed in every classroom

These will be negotiated with each class at the beginning of the year, and term if you need to review them. They should be

- Phrased in a positive and child friendly way
- Referred to consistently as necessary

3. Responsibilities:

Pupils

- Follow the rules
- Talk to staff at school about any worries or concerns you might have
- Allow staff and parents to help you solve problems at school

Parents/Carers

- Know what the rules are, reinforce them at home and support your child to follow them at school
- Role model positive behaviours to your child
- Help staff at school to understand your child's unique differences, character and needs in order that school can support them in a positive way to keep to the rules

- Work in partnership with staff at school to solve any problems that may occur

All staff

- Follow the guidance set out in this policy
- Role model the behaviour expected from pupils and promote respect, courtesy and good manners as the norm
- Take responsibility for managing behaviour for all pupils in the school and adopt a positive and solution focused approach to behaviour management
- Speak calmly, respectfully and without shouting
- Look beyond the behaviour to see the individual needs of the child and understand that behaviour is communication
- Where possible remind and reprimand pupils of the expectations for behaviour in private
- Communicate with and support others to ensure a consistent team approach

All teaching staff

- Report and record behavioural incidents that require removal from the classroom in a timely manner using 'my concern'
- Give appropriate feedback and work in partnership with other staff, parents/carers
- Have clear routines and teach and practise them regularly
- Ensure lessons are planned to engage pupils and take account of their individual needs, medical needs, care plans, interests and individual behaviour support plans
- Regularly review and update risk assessments and individual behaviour support plans and share with parents and carers
- Take responsibility for managing behaviour in line with the professional standards for teachers.

Pastoral team

- Takes rapid and appropriate action to address pupil, staff or parent concerns about behaviour and documents actions
- Liaise with other professionals for advice/support about specific pupils
- Support the completion and review of individual behaviour support plans for pupils who need them, termly as a minimum
- Ensures that individual risk assessments are in place for every pupil that needs one and accessible to all staff who may teach them
- Negotiate with parents about the frequency and method of communicating with them about their child
- Share information with other staff, parents and professionals in order to develop a consistent and unified approach
- Track behavioural progress/regression over time using logs on 'my concern', Behaviour report cards and Individual Behaviour Support plans as evidence and then plan for supported improvement

- Meet with other staff, parents and pupils to conduct restoration meetings to resolve issues
- Support the staff team in all areas of behaviour development and the implementation of this policy.
- Ensure structured activities are in place for break and lunchtimes to promote positive social conduct and good order
- Ensures that the school has considered strategies and approaches in line with the SEND Code of Practice
- Plans and arranges the delivery of whole school behaviour training in line with identified needs
- Reviews all suspensions and permanent exclusions to ensure processes are adhered to, robust and fit for purpose
- Analyses behavioural trends and provides information to staff and governors
- Makes Head teacher aware of pupils who are not successfully accessing education due to behaviour or are at risk of exclusion

Head teacher

- Considers all requests for suspensions and permanent exclusions and make appropriate decisions based on review of a range of available information
- Takes rapid and appropriate action to address pupil, staff or parent concerns about behaviour and document actions
- Reviews the case files of pupils who are not successfully accessing education due to behaviour or are at risk of exclusion with other school leaders in order to ensure effective exclusion prevention measures are in place

Governing Body

- Reviews school behaviour information in meetings and acts as a critical friend, asking challenging questions and driving improvements over time and escalating actions if necessary
- Reviews parental challenges to suspensions and shares findings with the senior leadership team
- Conducts review meetings with parents/carers after any permanent exclusion and shares findings with the senior leadership team

4. Promoting and Rewarding Good Behaviour

Appropriate rewards

Individual Rewards

1. Non Verbal

- Thumbs up, big smiles, nodding etc.

2. Verbal Praise

- Ensure praise is appropriate for the individual, not all children like public praise
- Use the child's name

3. Positive written comments

- Effective use of the marking policy

4. Above and Beyond Badge Scheme

Pupils will be awarded dojo points in class for displaying each of our values in both their behaviour and academic work:

Challenge Achieve Resilience Encourage

Each half term the top three children in each class with the most points will be awarded a badge in our half termly celebration assembly.

A guide of 10-15 dojo points to be allocated per day in each class.

5. Achiever of the week - Merit certificate

Each week class teachers will be asked to nominate one achiever of the week from each class. This will be a pupil who can be commended for any progress including their academic, personal or behaviour progress. The pupils of the week will receive a merit certificate with specific detail about their personal achievement and this will be shared with the school community on class dojo.

6. Head teachers award

The head teacher presents an award half termly to a pupil who has shown dedication and excelled in demonstrating the school's values and ethos. This will be presented in the half termly celebration assembly.

7. Lunchtime awards

Lunchtime supervisors will give out stickers to those children showing excellent behaviour at lunchtime.

Each lunchtime supervisor also carries a behaviour monitoring book which is to record both positive and negative behaviour. Positive behaviour slips are handed back to the teachers at the end of lunchtime each day and teachers keep track of the no of incidences and then choose how to reward this behaviour.

Whole Class Awards

1. Class Specific Reward Scheme and Golden Time

In addition to the whole school reward system of dojo points, class teachers may wish to operate their own class reward system to recognise the success of the child following class routines and systems. The class teacher can choose to further reward the class for their above and beyond expected behaviour by organising a Golden Time session where the children take part in activities they particularly enjoy.

5. Interventions and Consequences for Poor Behaviour

All staff will take rapid and appropriate action to address any behavioural concerns. They will involve pupils and parents in discussions about poor behaviour and consequences wherever possible. Ongoing concerns will be discussed with the pastoral team. Logs of incidents where children are sent to different classes or sent to our pastoral staff in the 'lodge' at dinner time to talk through and resolve issues, will be made on 'my concern' and these will be available for parents and carers on request.

The purpose of a consequence is to teach good behaviour, address misbehaviour and help pupils to take responsibility for their own behaviour and improve it over time. Consequences must be logical, proportionate, reasonable and should consider any special educational needs or disability that the child may have. Staff should always consider whether continuing disruptive behaviour could be due to the child having other unmet needs.

The table below identifies the processes used to deal with behaviour issues in a progressive order

Behaviour Management Process - INCLASS
<p>1.Expectation Remind children what you expect at the beginning of the session. Be brief and to the point. If necessary, use picture/symbol cards. Practise regularly</p>
<p>2. Look and Non-verbal cues A look of disapproval, gestures etc can be used to varying degrees and can be effective.</p>
<p>3. Diversion Use eye contact – go and stand beside the child and divert child’s attention to more profitable activity</p>
<p>4. Praise other child Praise a child doing the right thing</p>
<p>5. Private discussion Try to make sure you address the behaviour and not the child. Stay calm, quiet and non-threatening and matter of fact.</p>
<p>7. Reprimands. Tell the child that you are displeased with the behaviour, remind them of your expectations and warn them of the consequences if they continue. *</p>
<p>8. Time out within class At this point the class teacher may issue a consequence – such as completing work at break time – where possible logical in nature. *</p>
<p>8. Time out in another class Pupils must be sent with work to be completed when sent to another class – time in another class must be reasonable and clearly communicated to the pupil and receiving class teacher. Incident must be logged on the ‘my concern’ *</p>
<p>9.Behavioural Environmental Check list/plan. After 3 instances of time out in another class inform ‘pastoral team’ who may carry out a classroom observation and a joint decision on next steps will be made.</p>
<p>10. Weekly contact and Behaviour Report Card A child is put onto a Behaviour Report card. in order to improve their behaviour. ‘pastoral team’ and class teacher go through requirements with the child and parents are informed. The report card purely focuses on behaviour within lesson time. Child will take Behaviour Report Card to DHT at the end of each day to review.</p>
<p>11. External intervention and Individual Behaviour Plan External support is sort and child placed in Individual Behaviour plan</p>
<p>*Pre-emptive action Before the start of the next session, quietly go over to the child and remind them of your previous discussion.</p>

Behaviour Management Process – AT LUNCHTIME
<p>1.Expectation Remind children what you expect at the beginning of the session. Be brief and to the point. If necessary, use picture/symbol cards. Practise regularly</p>
<p>2. Look and Non-verbal cues</p>

A look of disapproval, gestures etc can be used to varying degrees and can be effective.
3. Diversion Use eye contact – go and stand beside the child and divert child’s attention to more profitable activity
4. Praise other child Praise a child doing the right thing
5. Private discussion Try to make sure you address the behaviour and not the child. Stay calm, quiet and non-threatening and matter of fact.
7. Reprimands. Tell the child that you are displeased with the behaviour, remind them of your expectations and warn them of the consequences if they continue.
8. Log in Behaviour Monitoring Book At this point the lunchtime supervisor tells the child that their behaviour is being recorded and that the next step will be being sent to the Senior LTS. A record of incidents recorded in the book will be passed to the class teacher, who will keep a log. Repeated incidents will be referred to the ‘pastoral team’ via ‘my concern’ by the class teacher. **
9.. Send child to Senior LTS and possible resolution time in the ‘lodge’ Send child to Senior LTS who will make the decision whether or not to send the child/children to our pastoral staff in the ‘lodge’ at dinner time to talk through and resolve issues. Pastoral team to log each incident on ‘my concern’ and update parents by the end of the day if deemed necessary. Time out with a member of SLT may be used if necessary – if agreed with the ‘lodge’ pastoral team. **
10. Behavioural Environmental Check list/plan. After repeated incidences of resolution time in the ‘lodge’ or time out with a member of SLT, then the ‘pastoral team’ may carry out a playground observation and a joint decision on next steps will be made.
10. Weekly contact and Behaviour Report Card A child is put onto a Lunchtime Behaviour Report card. in order to improve their behaviour. ‘Pastoral team’, class teacher and LTS go through requirements with the child and parents are informed. This report card purely focuses on behaviour outside of lesson time. Child will take Lunchtime Behaviour Report Card to at the end of each day to review.
11. External intervention and Individual Behaviour Plan
*Pre-emptive action Before the start of the next session, quietly go over to the child and remind them of your previous discussion. ** More serious playground instances can be referred directly to the Senior Lunch time supervisor without the previous steps. Time out with a member of SLT may be used if necessary.

During all steps, staff will attempt to use de-escalation strategies to calm the situation and give the pupil opportunities to make good choices about their behaviour.

IN THE EVENT OF AN EMERGENCY ASSISTANCE MAY BE REQUESTED BY ALERTING THE HEADTEACHER/DEPUTY USING THE CLASS RADIO

Procedure for dealing with serious incidents

There are major breaches of discipline which may by-pass the system and should be reported immediately to the head teacher.

Major breaches of discipline can be:

- physical assault

- deliberate damage to property
- stealing
- Racist/homophobic or sexist abuse.

Major breaches of discipline are recorded on 'my concern'

Serious misbehaviour or repeated disobedience at lunchtime is brought to the attention of the Head Teacher/Deputy Head Teacher. This results in loss of privileges. Parents will be informed if there is no improvement in behaviour and the child may be suspended from the premises at lunchtime for a short period. See suspensions and exclusions policy.

Restoration meetings

If a pupil has been abusive or aggressive towards another person or caused damage to property, a restoration meeting must take place afterwards. Some pupils may not be able to take part in this immediately so this should be completed within one school day following the incident. The restoration meeting should be led by an appropriate adult such as a member of SLT or a member of the pastoral team. The aim of the restoration meeting is to address any issues and enable all involved to take steps to move on in a positive way.

Paying for damage

If a pupil wilfully damages school property and the school faces a cost for repairs, their parent or carer will be asked to pay the cost. If the bill is over £5, parents and carers will have the option of paying in instalments. In these circumstances, a member of the senior leadership team will write to the parent/carers, including a copy of the repair bill. The school will not profit. Receipts will be issued for all payments received. For episodes of criminal damage or refusal to pay for repairs, police involvement may be necessary.

6. Suspensions and exclusions

This policy should be read in conjunction with the suspension and exclusion policy.

7. Searches

Non-contact searches

The school does not need a child's consent to search a pupil if they think the child has prohibited items, including:

- Weapons, e.g. knives
- Alcohol
- Illegal drugs
- Stolen goods
- Tobacco products, e.g. cigarettes
- Pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence

Stechford Primary School process for searching pupils

- There will be two members of staff present during the search – a member of the leadership team and another staff member. Searches will be done by staff who are the same gender as the child wherever possible
- The child must not be asked to remove clothes, other than outer clothing like a coat
- The pupil will be asked to accompany a staff member to a room where they cannot be seen or watched by other pupils

- The school leader must explain to the pupil why they are intending to carry out the search
- The school leader should provide a tray or box and ask the pupil to empty their bag/pockets/belongings into the tray or box. The leader should view but not touch the pupil's personal items. The leader may ask a pupil to show them inside a pocket/case/bag or turn it inside out.

If a pupil refuses to take part in a search, the school leader should explain calmly why they are being asked to do so and explain the rules relating to searches. (Police will be called and asked to search the pupil if it is believed that they have brought illegal items to school.) Parents or carers will be informed the same day if their child has been asked to take part in a search. This will also be logged as an incident on 'my concern'. Copies of reports can be made available to parents or carers on request.

8. Physical Intervention

Staff at Stechford Primary are trained to look after pupils in their care. Staff have a duty of care to keep all pupils safe and to intervene in order to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy. Physical intervention will never be used as a sanction.

At Stechford Primary School, SLT and key members of staff are trained in the use of Team Teach as the approved method of physical intervention. More information on this is on the Team Teach website www.teamteach.com

Team Teach aims to support teaching, learning and caring by increasing staff confidence and competence in responding to behaviours that challenge, whilst promoting and protecting positive relationships. It will involve the use of de-escalation strategies as well as being used on rare occasions to physically intervene or restrain a child.

If a pupil has needed physical intervention, this will be logged on 'my concern' and the parent or carer will be informed the same day. Following the incident, a de-brief will be held with the pupil and also recorded. If the pupil attempted to, or hurt another person, they will be asked to take part in a restoration meeting.

Actions should always depend on the individual circumstances and take into account pupils personalised support plans, individual risk assessments, and any special educational needs and disabilities.

9. Anti-Bullying and Anti-Harassment for Pupils

This policy should be read in conjunction with the anti-bullying policy.

Complaints If you have any complaints about the use of this policy, initially speak with your child's teacher and/or the Deputy Head. Hopefully they will be able to address your concerns. You can then contact the Headteacher. If you are not completely satisfied he may direct you to the school's Complaints Policy and procedure, which is on the school website.

This policy was discussed by all staff and presented to Governors before being accepted.