



## **Stockham Primary School Behaviour Policy: 2023-2024**

Issue Date:	September 2023
Reviewed by:	Ruth Burbank – Headteacher Fiona Henderson - Governor
Date of the last Review:	May 2023
Next Review Date:	September 2024

# Behaviour Policy

## Behaviour Statement

At Stockham School we welcome you into a positive, polite, safe and respectful environment in which all children can 'Soar high' through a calm and consistent whole school approach. We have high expectations that support the development of our pupils as effective and responsible citizens.

Stockham School's behaviour policies ensure a safe and nurturing environment for all the school community. We value everyone as an individual, capable of growth, change and development. We ensure all pupils are ready to learn by encouraging positive, respectful interactions based on equality, trust and mutual respect.

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## Aim of behaviour policy

### What does it mean to be Soaring High?



Symbol of freedom and independence



Trying your best, 'catching the right wind'



Belonging to a community (Red Kites in our local area)



Impressive and achieving against adversity



High aspirations

All children and staff aspire to use and demonstrate the school's Learning Powers and school values in everyday life.

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## Learning powers at Stockham:



## Values promoted at Stockham:

Rolling cycle:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Kindness Friendship	Celebrating differences Humility	Goals and ambitions Confidence	Healthy me, healthy mind	Trust	Self-belief Courage
Year 2	Curiosity	Respect	Hope	Honesty	Love	Resilience Personal growth

## Whole school staff approach (the principles)

We encourage all adults to model exceptional behaviour and maintaining excellent standards across the school. We aim to achieve this by:

- Setting high expectations of respect and kindness
- Being consistent and fair in applying rules, rewards and sanctions across the school
- Acting as a positive role model and following school policies
- Working with parents to ensure the children achieve their best
- Encouraging children to identify self-worth and have high aspirations
- Providing a wide range of pastoral care to support children's needs
- Giving time to families and children who need additional support
- Expecting green behaviour (see our guidance on behaviour for learning).

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## Recognising good behaviour

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Demonstrate consistent, calm adult behaviour
- Pay first attention to the desired behaviours
- Promote tactical ignoring of undesired behaviours where possible (follow up later as appropriate) Use relentless and consistent routines
- Make use of scripted conversations
- Follow up incidents using a restorative approach.
- Recognise that some pupils may be unable to regulate their own emotions, such as fear, anger or upset, which can present as inappropriate behaviour. Therefore, school staff will respond calmly and sensitively when helping pupils to manage these feelings.
- Work in partnership with parents to identify and together resolve any underlying causes for negative behaviour Support pupils to be able to name the emotions they are feeling and the feelings they get in their body prior to, during and after a negative experience
- Use the Pastoral team and Senior Leadership Team for support.

## We recognise good behaviour throughout the school by:

Creating an environment immersed in meaningful positive praise.

- Using 'Soaring high' certificates to celebrate individual's success through the weekly newsletter and our weekly celebration assembly
- Rewarding children with house points, Fuzzies (in Foundation and Year 1) and fab cards
- Giving children stickers, stamps or house points to recognise their personal achievements
- Head Teacher and senior leadership praise and soaring high stickers
- Head Teacher postcard home
- Lunch time raffle rewards
- Every class has their own marble jar.
- Teachers may also use their own individual systems of class rewards.
- IBP are in place for children who are SEN specifically for behaviour.
- ACE (A concerted effort) cards are used for exceptional behaviour/improvements and rewarded to two children per class, each term, 6 x a year.

## Examples of positive behaviour to be rewarded are:

- Working hard and showing an excellent learning attitude
- Being an active listener
- Being polite, respectful and using good manners
- Being considerate and kind to others
- Personal improvements and self-regulation (meeting individual behaviour targets)
- Being helpful and thinking of others' needs
- Excellent playtime and lunchtime behaviour
- Representing the school whilst showing positive behaviour/sporting values
- Home learning attitude and positive input when working at home during isolation

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periods

- Improvements in both learning, progress, behaviour and confidence
- Contributing to the wider, wonderful ethos of the school

## Stockham Primary School: Whole school behaviour systems

### House points

Children in Years 1-6 are part of a team, earning house points both individually and for their house team. In Year 6 we have four house captains who encourage and model behaviours of an excellent team leader.



Golden Eagles



Snowy Owls



Kingfishers



Falcons

### Golden time (Final full Friday of term)

Golden time is a whole school (Years F-6) mixed year group activity for the afternoon session on the last full day Friday. This time is dedicated to improving children's personal development through a variety of rich, engaging activities.

A list of 'Golden' activities is sent around the classes and children sign up to their chosen activity. T

Some activities offered in Golden Time are: Forest school, visits to museums, archery, cooking, dance and music, drawing and design, technology skills, outdoor play, storytelling, drama, pottery, sports, creative arts.

### Stickers/House points/Stamps

Stickers and house points will be awarded to children by any member of school staff in recognition for their positive behaviour and work.

Children with the most house points in each class are announced on Fridays and also which house group bird earned the most in the week. A coloured ribbon is then put onto the House cup and the house captain will collect the cup in assembly.

### Additional leaders

5 Sports leaders from Year 6 initiate games at lunch and break times with KS1 and foundation. The older children are trained in leadership skills to gently resolve any issues and act as role models to the younger children. The sports leaders model good behaviour at the lunch tables and help the children have a positive eating experience.

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## **Sanctions and procedures:** *(see behaviour for learning document)*

### **Definitions**

Inappropriate behaviour is defined as:

- Persistent disruption in class, in corridors or at break/lunch time
- Non-completion of classwork or homework
- Poor attitude/Non-compliance with adult instructions
- Incorrect uniform

Serious inappropriate behaviour is defined as:

- Repeated breaches of the school rules e.g., repeated non-compliance with adult requests
- Bullying (including cyber bullying, prejudice based and discriminatory)
- Assault
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking, taking illegal drugs and alcohol Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

School has the right to manage any misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

- Reminder of positive behaviour expectations from teacher/adult
- Informing parents of the behaviour
- Losing time from break, lunch or other time as suggested by the teacher
- Catch up on unfinished work during break time or a chosen time by the teacher (the individual needs of the child will be assessed)
- Use of classroom 'Thinking space'
- Key stage leader intervention –time in other classrooms (when safe to do so)
- Head teacher involvement and discussion with parents
- Internal suspensions - Half day – Thinking time out of classroom
- Lunchtime suspensions –if behaviour is linked to consistently breaking the behaviour policy at lunchtimes.
- Further Support systems in place – Ed Psych, Home school link worker, PCHAMS referral, behaviour support, Interventions in school times, external agencies, Play therapy.
- Early help assessment, Team around the family meetings (TAF), check attendance and support, playful parents scheme, ELSA support, county engagement team



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visits and observations

- Possible EHCP application process to support the child and family, 1:1 TA support
- Bespoke curriculum
- In extremely rare circumstances, the school may look at temporary reduced timetables, alternative provision and fixed term exclusion. The governing body will be informed of fixed term exclusions 6 times a year during full board meetings.

**The school is HIGHLY inclusive and will ensure ALL support systems are put into place and time is allowed for this support to become embedded.**

## Recording of incidents

P Physical, verbal abuse or theft issues are recorded in the bound and numbered 'Schools Behaviour Log' which is held in the Head Teachers office. All serious incidents are signed by the teacher and the parents to ensure an accurate record is held. These will also be signed by the class teacher and parents.

All incidents are recorded on CPOMS. Teachers and TAs are alerted and assigned to incidents, where relevant and actions, consequences and follow up support is stated. Parents are informed about serious or repeated behavioural incidents.

Stockham School have staff members who are TEAM teach trained but who are also highly trained in de-escalation strategies.

[https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## Off-site behaviour

Sanctions may be applied where a pupil has behaved inappropriately off -site when representing the school and/or in school uniform, such as on a school trip or on the bus on the way to or from school.

## Roles and responsibilities

### *The Local Governing Body (LGB)*

The LGB is responsible for monitoring the effectiveness of this behaviour policy and the school's local behaviour procedures. The LGB holds the headteacher to account for the effective implementation of the policy and procedures.

### *Headteacher*

The headteacher is responsible for implementing this behaviour policy and the school's local behaviour procedures. The headteacher will ensure that behaviour policy, procedures and expectations are communicated to the school community, and that the school environment encourages positive behaviour. The headteacher will also ensure that staff deal effectively with inappropriate behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### *Staff in schools*

Staff are responsible for:

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- Implementing the behaviour policy and procedures consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents.

The school's senior leadership team will support staff in responding to behaviour incidents.

## Parents

Every parent is expected to:

- Support their child in adhering to the school's behaviour policy and procedures and any related code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the appropriate class teacher promptly

## Legislation and statutory requirements

This policy has been prepared in accordance with the following:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010: Advice for Schools
- Use of reasonable force in schools Page 3 of 10
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice. Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

## Associated Policies

These policies can be found on the school website or through the school office

- Allegations of Abuse Against Staff Policy
- Anti-Bullying Policy Attendance Policy
- Exclusions Policy Equality Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Parental code of conduct
- Staff code of conduct
- [Searching screening and confiscation.pdf](#)
- [Behaviour and discipline in schools guidance for governing bodies.pdf](#)
- [Use of reasonable force advice](#)
- <https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>
- Behaviour for learning document –Stockham specific



# Behaviour Policy

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## Version History

Version	Date	Description of Changes -
1.0	May 2023	Issuance of the policy in new template
1.1	Sep 2023	Minor changes to reflect timetable updates