

## ***STOCKHAM PRIMARY SCHOOL***

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# **Stockham School Behavioural Policy**

## **Aim of behaviour policy**

At Stockham School we promote positive, outstanding behaviour and create an environment in which all children can achieve their personal best through a calm and consistent positive whole school approach.

All children and staff aspire to use and demonstrate the school's Learning Powers in everyday life. At the start of each year, teachers will work with their class to produce a list of class rules that will be signed and on display in each classroom. During Covid-19, new class bubble rules will be set by the teacher. These will revolve around increased hygiene routines and wellbeing rules e.g. friendships, politeness and listening.

## **Whole school staff approach (the principles)**

**We encourage all adults to accept responsibility for exemplary behaviour and maintaining very high standards across the school. We aim to achieve this by:**

- Being consistent in applying rules, rewards and sanctions across the school
- Treating everybody equally and with respect
- 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
- Providing a wide range of pastoral care to support children's needs
- Giving time to families and children who need additional support during and following lockdown

## **Recognising good behaviour**

**We recognise good behaviour throughout the school by:**

- Lots of positive praise
- Using 'Soaring high' certificates to celebrate individual's success through the weekly newsletter
- Rewarding children with house points, Fuzzies (in Foundation) and fab cards
- Giving children stickers, stamps or house points to acknowledge their personal achievements
- Head Teacher and senior leadership praise and stickers
- Head Teacher postcard home – during lockdown and for remote learning
- Classes with particular behaviour needs may have their own reward systems (e.g. marbles in a jar)

- Teachers may also use their own individual systems of class rewards
- IBP (Individual Behaviour Plans) are in place for children who are SEN specifically for behaviour
- Ace (A concerted effort) cards and hot chocolate with the head are used for exceptional behaviour and rewarded regularly.

### **Examples of positive behaviour to be rewarded are:**

These may be linked to our school learning powers.

- Working hard and showing a good learning attitude
- Being an active listener
- Being polite and using good manners
- Being considerate and kind to others
- Personal improvements (meeting individual behaviour targets)
- Being helpful and thinking of others' needs
- Good playtime and lunchtime behaviour
- Representing the school whilst showing positive behaviour/sportsmanship
- Home learning attitude and positive input when working at home during lockdown for COVID 19 reasons
- Improvements in both learning, progress, behaviour and confidence
- Contributing to the wonderful ethos of the school

### **Stockham Primary School - Whole school behaviour systems**

#### Golden Time (45 minutes of chosen activity)

Golden time is a whole school mixed activity for 45 minutes on a Friday afternoon between 2.00–2.45pm.

Golden Time can be used as a sanction and removed in 5-minute slots. A warning, (stating the behaviour that is being asked to change) must be given first before golden time is removed, UNLESS the incident is unacceptable behaviour - see behaviour book.

A list of 'Golden' activities will be sent around the classes and children will sign up to their preferred activity. To be fair and consistent, the list will start with Year 6 one week, Year 5 the next and so on, which rotates each week.

At the end of the session, Year 6's will deliver the younger children back to their classes. (During their induction period at the start of the year).

Some activities offered in Golden Time are: Forest school, cooking, dance and music, drawing and design, ICT skills, outdoor play, storytelling, drama, sports, creative arts.

During Covid19 months, ALL classes remain in their own bubbles for golden time.

#### Stickers/House points/Stamps

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

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

#### Buddies and play leaders

Children who need additional support for behaviour and self-help skills are buddied up with older children. This support is especially useful at lunchtimes. Play leaders from Years 5 and 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. N.B. Currently not in place due to Covid.

#### Sanctions and procedures:

- Warnings from teacher/adult
- 5 minutes taken off a child's Golden Time
- Informing parents when 20 mins or more are lost - teachers will speak to parents
- Catch up on unfinished work (the individual needs of the child will be assessed before a child is asked to spend free time catching up)
- Key stage leader intervention – time in other classrooms (when safe to do so)
- Head teacher involvement
- Further Support systems in place – Ed Psych, Home school link worker, PCHAMS referral, behaviour support, Interventions in school times, external agencies, Play therapy.
- Internal exclusions e.g. half day and thinking time outside of classroom
- Lunchtime exclusion – if behaviour is linked to consistently breaking the behaviour policy at lunchtimes
- Early help assessment, Team Around the Family meetings (TAF), check attendance and support, playful parents' scheme, ELSA support, County engagement team 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.**

#### Behaviour Book

Physical, verbal abuse or theft behaviour 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.

**Incidents that involve purposeful breaking of the rules linked to Covid19 (spitting, bodily fluids, refusal to wash hands/hand sanitise will be taken very seriously).**

April 21- the CPOMS online recording system will be rolled out in school.

**If children have lost 20 minutes** or more golden time it is monitored by senior leaders and the HT and parents will be informed.

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

On this basis staff will use **reasonable force** if necessary. Reasonable force would be used in the following ways:

- To remove a consistently disruptive child(ren) from the classroom where they have refused to follow an instruction to do so and all other behaviour strategies that have been employed first to de-escalate or avoid this need to remove a child have been exhausted
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Prevent damage to school property and equipment
- Restrain a pupil at risk of harming themselves through physical outbursts

Staff are currently wearing face coverings and have access to a range of additional PPE if a child needs physical intervention in order to keep safe.

Person in charge: R. Burbank Jan 21  
Review due in Sept 21

