

## Behaviour Policy

### Vision Statement

**At Stakeford Primary School we believe that each individual child is special and deserves to be valued in a happy, secure and caring learning environment.**

We aim to recognise all children's abilities and attributes, and support them in reaching their full potential, helping them to shine.

We aim to work closely together with parents, carers and families, for the benefit of all our children, in an open and friendly atmosphere.

We aim to deliver a stimulating and challenging curriculum which is meaningful to all our children and will encourage them to become self-motivated, independent learners.

**We believe all our children should feel proud and important members of our school family and community, taking responsibility for themselves and their surroundings and showing consideration for each other .**

**We expect high standards of behaviour and encourage honesty, kindness and co-operation.**



2019-20



## **Curriculum Intent**

**Our aim is to provide all of our pupils with a curriculum which equips them with the motivation, aspirations, skills and knowledge to become lifelong learners.**

*Our curriculum will provide us with:*

- S**kills to help us communicate with a rich and varied vocabulary;
- T**ime and support to ensure we are fluent readers with a desire to read;
- A** firm foundation in basic skills so we have the building blocks for our future learning;
- K**nowledge of the wider world in which we live;
- E**ngaging and enjoyable learning experiences to inspire us;
- F**riendships, relationships and an understanding of self;
- O**pportunities to revisit and develop skills to help us excel;
- R**eadiness for the next stage in education and life;
- D**etermination and resilience to achieve our potential

## **Rationale**

The school encourages the development of self-discipline, tolerance and respect for others through the fostering of each child's self-esteem and feeling of worth. A responsible attitude towards work and order within the school environment is developed, which enables children to become responsible citizens in their future life.

### **This Policy aims to ensure:**

- The development of children's self-esteem as a means of fostering self-discipline.
- A consistent approach by all adults working in school.
- The promotion of understanding and appreciation of the viewpoints of others.
- The involvement of children in the development and understanding of school rules.
- The promotion of respect, in children, of their own and other people's property.
- Children understand how their actions can affect others and have consequences which can be positive and negative.
- The school promotes safe practices.

## **Rights and Responsibilities**

The staff member responsible for behaviour management is Mrs Hall.

## **Pupils**

Our pupils have a right to expect:

- That school and home will work together in their best interests.
- They will be treated fairly, consistently and with consideration.
- Their opinions and ideas will be valued and appreciated.
- Adults in school will treat them with respect, take care of them and create a stimulating, effective learning environment.

Our pupils will be expected to:

- arrive at school promptly and appropriately dressed;
- come into the school/classroom in an orderly fashion, with the minimum of noise and fuss;
- Show consideration and respect for people, property and the environment.
- Work towards, and contribute to, a sharing, caring, trustworthy school community.
- Take responsibility for their own behaviour, and realise that this can reflect upon the safety of themselves and others.
- Take an active part in the learning process, ensuring that the tasks are completed to their own satisfaction and that of their teachers and parents.
- Work to the best of their abilities and so reach their full potential.
- All pupils will show respect and consideration for each other. (*see Anti-bullying Policy*)

## **Staff**

All school staff have a right to expect:

- They will be treated with respect;
- That they are able to carry out their role within school without disruption;
- They will be safe in the workplace;

All Staff will be expected to:

- arrive at school promptly and appropriately dressed;
- work within agreed school policies and procedures to promote and model positive behaviour;
- adhere to the Local Authority's Code of Conduct for adults in school;
- maintain and expect high standards of behaviour and ensuring that their expectations are made clear to pupils;
- to manage the learning environment to ensure that all pupils are safe at all times;
- be aware of behaviours which could be indicators of pupils exposed to extremism as part of the Prevent duty.

## **Parents**

Parents have a right to expect:

- That school and home will work together in their children's best interests.
- Their children will be treated fairly, consistently and with consideration.
- Their opinions and ideas will be valued and appreciated;
- Their concerns will be listened to and dealt with in a timely manner;
- Adults in school will make them welcome treat them with respect;

Our parents will be expected to :

- Ensure their child/children arrive(s) at school promptly and appropriately dressed;
- Support school policies and procedures;
- Show consideration and respect for people, property and the environment.
- Contribute to, a sharing, caring, trustworthy school community;
- Come in to school calmly and speak to school staff with respect;
- Take an active part in supporting the learning process.

These rights and responsibilities are reflected in the agreed school rules.

We shall all work together to make Stakeford Primary School a happy, warm, caring environment.

## **Rules**

The following 5 key rules came from a list suggested by children in all year groups:

**R**emember to follow instructions straight away.

**U**se kind words and be polite

**L**isten carefully to others.

**E**veryone needs to help look after our school, everyone and everything in it.

**S**afe and sensible - always walk around school quietly

All rules are openly and clearly displayed as reminders around the school where they will have most impact.

## **Rewards**

It is important that rewards should recognise a wide range of both academic and non-academic achievements. Parents should be told of their child's achievements and positive behaviour as well as any behaviour problems.

Teachers will use the following rewards:

- Positive comments and praise, both verbal and written.
- Smiley face ink stamps (Nursery).
- Stickers.
- Children's work or good behaviour shown to the rest of the class.
- Children's work or good behaviour shown to another teacher.
- Praise from other adults in the school.
- Children's work or good behaviour shown to the Headteacher.
- Children's work or good behaviour shown to parents or shared in a celebratory note.
- Recognition in school assembly.
- Children awarded Caught Being Good cards

## **Behaviour Ladders**

In each classroom there is a rainbow themed visual ladder. All children's names/images are placed on the centre rung at the beginning of each day. As children impress the teacher or TA with their behaviour/effort they can move up the ladder with the goal of having a praise phonecall/letter home.

Children can also move down the ladder for negative behaviours but can still move back up again during the day.

### **School Awards**

Our reward scheme has a 'medal' themed system inspired by the Olympics. Children will work towards achieving Bronze, Silver and Gold awards during the course of the year.

In the EYFS, children are awarded stamps towards their award by any teacher or teaching assistant. Once pupils have filled their reward stamp card, they are given a certificate and badge they can then wear on their uniform.

In years 1-6, children will be awarded 'Class Dojo' points. Certificates will be awarded once children reach specific totals:

Bronze – 50 points

Silver – 100 points

Gold – 200 points

Diamond – 300 points

In addition, all staff can awarding 'Caught Being Good' slips to pupils they see being a shining example for others to follow in terms of personal, social, moral and wellbeing. Children post their slips in a special box outside the office then between 5-10 winning slips will be drawn during the Friday assembly to receive a prize.

### **Star of the week**

Each week class teachers will set a target for the star of the week eg Star Mathematician, Star Hand-writer, Star Friend. The Headteacher may also set a target to tackle any whole school issues. The 'Stars of the Week' will be announced in Celebration Assembly on Monday. Children who are awarded 'Star of the Week' will also receive 5 stamps or five additional Dojo points.

### **Lunchtimes**

All dinner time staff can reward good manners and behaviour during lunchtimes with stickers. They also take part in the Caught Being Good scheme.

### **Sanctions**

Research has shown that rewarding good behaviour has greater long term beneficial effects on behaviour than punishing poor behaviour. It is important to remember that although sanctions will be necessary at times, they cannot reduce behaviour problems by themselves.

### **Teachers will use the following sanctions in the classroom:**

#### **Stage 1**

- A reminder pointing out the appropriate behaviour and reinforcing to the pupil what good behaviour is required.
- Teachers may introduce a behaviour tracking system at this point. *(for example the child's name on the board at the first warning and a tick for each further warning with a maximum of three)*

If the behaviour continues then stage 2 sanctions should be used.

#### **Stage 2**

- Child's name/picture will be moved down one rung on the behaviour ladder.
- Time-out spot/chair.
- Change of partner or group within the classroom for 5 minutes.
- Withdrawing them from an activity for 2 minutes.
- Sitting them on their own or next to the teacher for 5 minutes.
- Keeping the child in at break time to complete unfinished or poor quality work
- Repeating or completing work at home to make up for lost time.
- Parents will be kept informed verbally about their child's behaviour.

If the behaviour continues then stage 3 sanctions will be used.

#### **Stage 3**

- Child's name/picture will be moved down a further rung on the behaviour ladder.
- Removal from the class to the next class down for 15 minutes, with a brief explanatory message.
- Informal referral to the Headteacher for an initial verbal warning.
- Informal contact with parents at the end of the day or by telephone to inform them of their child's behaviour.

***At this point teachers should begin to keep an informal written record to track behaviour of individuals. The proforma in Appendix 1 could be used where the class teacher does not use a behaviour book.***

#### **Stage 4**

Referral to Headteacher, who will support the teacher in making formal contact with the parents.

Children who are at this stage will be supported by a programme to manage their behaviour, triggering further support which may include working with one of the school's qualified Emotional Literacy Support Assistants (ELSAs). Programmes put into place will be monitored by the Headteacher on a daily basis:

- Foundation Stage children will use smiley face charts.
- Key Stage 1 and 2 children will use 'Behaviour Contracts' (*see Appendix 2*)

If there is no improvement in behaviour whilst on the agreed programme, children will be referred to the LA Behaviour Team or an Early Help Assessment may be put in place and may in some instances move to Stage 5.

***At this point, incidents will be recorded on SIMs by the Admin Officer for a more formal log of events to be kept as evidence towards stage 5 actions.***

### **Stage 5 – Exclusion for persistent or serious misdemeanours**

A letter from the Headteacher, describing the child's behaviour and the action the school will take, will be posted to the parents, followed by a temporary and/or permanent exclusion. (see Appendix 4)

#### **The school views the following as serious misdemeanours:**

- Deliberate physical injury to others on a persistent basis or as part of a sustained physical attack.
- Persistent bullying behaviour – (*see Anti-bullying Policy*)
- Throwing something with intent to damage or hurt, where the object could cause physical injury or be deemed a weapon.
- Persistently intentionally swearing at or verbally abusing others

### **Red Cards**

During playtimes and lunchtimes, staff on duty use the red card system to address unacceptable behaviours. Children will be given a 'red card' and sent in to the headteacher and their playtime lost, for any of the following:

- Playing aggressive forms of tag;
- Play fighting;
- Swearing;
- Being cheeky to adults;
- Deliberately Hurting someone;
- 

Children who receive a red card have a letter sent home by the headteacher with a reply slip for parents to acknowledge receipt.

### **Use of reasonable force:**

In very extreme cases, staff may be required to use reasonable force to retrain pupils who are displaying violently aggressive behaviour which poses a danger to themselves or others. In such cases, a member of staff trained in 'positive handling' will manage the child in accordance with this practice. Restraint should be witnessed by a second member of staff and an incident report completed. Following an incident where restraint has been necessary, the child's parents should also be informed.

## **SEND**

There are some pupils with additional needs who are unable to moderate elements of their behaviour as a result of their diagnosed conditions. Behaviour support may feature as part of their Education and Health Care Plan/ Statement of Special Educational Needs.

Where the behaviours exhibited by these pupils fall under what the school deems to be 'serious misdemeanours' then incidents will be dealt with on a case by case basis.

## **CPD**

Staff are encouraged to attend courses of particular interest in this area as they arise by approaching their line manager. Where there are whole school issues, such as ADHD, training may be provided either in-house or via an external agency, during the normal staff meeting, or training day, cycle.

Staff new to the school will be offered the opportunity as part of induction to observe a more experienced member of staff to look at how they manage behaviour.

Courses running in Northumberland are posted on the staff notice board, or can be accessed via the Northumberland teaching and learning website, [ngfl.northumberland.gov.uk](http://ngfl.northumberland.gov.uk). Staff who attend courses are expected to disseminate training to other staff in school at the first available opportunity.

## **Appendices**

- 1. Behaviour Record Sheet (stage 3)**
- 2. Behaviour Contract (stage 4)**

### **Appendix 1**

Behaviour  
Record of Incidents

Pupil Name ..... Year Group .....

Date	Incident	Reported To	Action Taken

## Appendix 2



### Stakeford Primary School Behaviour Contract

The purpose of the behaviour contract is to support the named pupils by:

- Identifying the unacceptable behaviour
- Agree targets to improve the behaviour
- To monitor progress

Date ..... Pupil .....,..... Class .....

Behaviour to be improved:

Targets:

Monitoring: (who? How long?)

Signed

Child .....

Parent/guardian .....

Teacher .....