

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 cooperation.



2023



Policy 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 other and have consequences which can be positive and negative.
- The school promotes safe practices.

Roles 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:

Remember to follow instructions straight away.

Use kind words and be polite

Listen carefully to others.

Everyone needs to help look after our school, everyone and everything in it.

Safe 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 Staff 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.

- Children awarded Caught Being Good cards

School Awards

Our reward scheme is based on a rainbow. The purpose of the Rainbow Award is for children to work through the colours of the rainbow to achieve the 'Pot of Gold' at the end of the academic year.

Each child has a reward booklet where each page represents a colour in the rainbow, The children gather points in recognition of good work effort or good deeds during the school day. The points can be recorded with stickers or stamps.

Once a page is completed, children receive a certificate in Friday's celebration assembly.

In addition, **all staff** can award '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 Celebration assembly to receive a prize.

Stars 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 Friday. Star of the Week photos will be shared Main Corridor.

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 placed on the frowning face)

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

Stage 2

- Time-out thinking space used for a short specified period
- 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

- Removal from the classroom to the next class with work to calm down.
- Informal referral to the Headteacher for an initial verbal warning.
- Contact with parents at the end of the day 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 HINT 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 CPOMS to alert senior staff creating a formal log of events as evidence towards stage 5 actions.

Stage 5 - Exclusion for persistent or serious misdemeanours, including a persistent breaking of safety rules which results in posing a risk to the health and wellbeing of others based on a risk assessment of the situation.

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;
- Flicking or throwing food.

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

Yellow Cards

Yellow cards are also used at playtimes and lunchtimes for behaviours that result in a time out, as follows:

- Name calling;
- Using equipment inappropriately;
- Shouting in the hall;
- Not doing as asked first time;
- Pushing someone.

At the end of the outdoor session, children are given the card to hand to the headteacher.

Both red and yellow cards are recorded on a behaviour monitoring spreadsheet to support the analysis of trends.

SEND

There are some pupils with additional needs who are unable to moderate elements of their behaviour as a result of diagnosed conditions. Behaviour support may feature as part of their Education And Health Care Plan (EHCP).

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.

Monitoring And Review

The school will review it's behaviour policy and attachments at least annually. Additional reviews will take place in response to any national or local changes to policy and practice.

Appendix A

(An electronic copy of this record is available in the shared curriculum folder)

Informal Behaviour Record

Pupil Name Year Group

Date	Incident	Action Taken

Appendix B: Behaviour Contract

Stakeford Primary School Behaviour Contract

Pupil Name:

Targets

- I will ...
- I will ...
- I will ...

Week beginning:

	Morning Session 1	Morning Session 2	Afternoon Session 1	Afternoon Session 2	Headteacher
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

The teacher will only sign the box at the end of a session if all three targets have been met.

At the end of the day, you must get show Mrs Hall or Mrs Bewick the sheet. If there are any signatures missing, they will decide the consequence.

Appendix C

Use of Reasonable Force Policy Statement

Rationale

In very extreme circumstances, school staff may be required to apply reasonable force to restrain pupils who are displaying violently aggressive behaviour which poses a danger to themselves or others. The term 'reasonable force' covers a broad range of actions used by school teachers and classroom staff that involve a degree of physical contact with pupils. School staff should always avoid acting in a way that might cause injury but in the extreme cases covered in this policy, injury is not always possible to avoid. This policy statement outlines the school's agreed approach within government guidelines.

Definition of Reasonable Force

The following definitions were published by the DFE in their document *'Use of Reasonable Force' July 2013*

- **Force** is usually used to control or retrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- **Reasonable**, 'reasonable in the circumstances' means using no more force than is needed.
- **Control** means either a passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Who Can Use Reasonable Force?

All members of school staff have the legal power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. It can also apply to people whom the headteacher has temporarily put in charge of pupils.

When Can Reasonable Force Be Used?

Reasonable force can be used under the following circumstances:

- To prevent a pupil from hurting themselves or others (including pupils and staff);
- To prevent a pupil from damaging property or causing disorder;
- To remove a disruptive pupil from a classroom where they have refused to leave;

- To prevent a pupil from behaving in a way that disrupts a school event or school trip/visit;
- To prevent a pupil from leaving a classroom or area of the school where leaving would risk their safety or disrupts the behaviour of others;

Reasonable force cannot be used as a form of punishment. This is an unlawful use of force.

Staff Training

The local authority provide training in SIT (formerly MAPPA) which is aimed to teach techniques the approved techniques as well as de-escalation techniques. This training is updated annually for staff who have been trained to renew their qualification. There should always be at least two members of staff trained at any one time.

School's Approach

Trained staff are not always going to be available in the event that reasonable force needs to be used, especially when there is significant risk of harm. Before using restraint, staff present should mentally risk assess the situation before acting.

As soon as possible a message should be sent for a member of the senior management team to attend as well as a member of staff with training. The use of reasonable force should always be witnessed by at least one other member of staff.

If there are other pupils present, one of the adults sent for should remove the other children from the space when it is safe to do so. There should also be a debrief with witnesses to ensure they are okay and not distressed by what they have seen, in more physical cases.

Informing Parents

In the event that reasonable force has been used during the school day, parents of the pupil(s) involved should be informed of the incident, any reasonable force or restraint method used and the reason why a risk assessment of the situation deemed this necessary.

Record Keeping

As a school we require staff who have carried out reasonable force, whether control or restraint to record this on the agreed proforma on the day or within 24 hours if this is not possible.

A copy of the restraint proforma included in this policy, is available on the virtual staff noticeboard.

Complaints

Any complaints from a pupil/parent about the use of reasonable force will be dealt with in line with the DFE document 'Dealing With Allegations of Abuse Against Teachers and Other Staff'.

When a complaint is made, the onus is on the person making the complaint to prove that allegations made are true and not for the member of staff to prove that they have acted reasonably.

**Record Of The Use Of Reasonable Force
Stakeford Primary School**

Date of Incident:	Time of Incident:
Pupil Name:	D.O.B:
Member(s) of staff involved	
Adult witness(es) to incident:	
Pupil witness(es) to incident:	
Outline of event leading to the incident (including location, pupils behaviour immediately before and steps taken to defuse the situation):	
Outline of the incident (including the reason for the use of reasonable force, how it was applied and for how long):	
Measures taken following the incident (including respite for pupil(s) and support for staff):	
Description of any injury(ies) sustained by anyone, and treatment needed and any property damage:	

Date Parent/Carer Informed:	Time:
Name of Staff Member:	
Outline of parent/carer response:	
Signature of staff completing the report:	
Signature of Headteacher:	