

Stoke Park Primary School Behaviour Principles



At Stoke Park, we respect and value every member of our school community. We believe that by developing a positive and motivational learning environment, where all children are taught how to behave, we will enable all of our school community to thrive.

At Stoke Park, the following principles apply:

- All pupils should feel safe at school
- All pupils have the right to learn
- All staff have the right to teach, free from disruption
- All pupils should feel respected and valued by all members of the school community in line with the Equalities Act 2010
- All pupils should strive to behave well and have high expectations of themselves ● All pupils should know that good behaviour is recognised and that there are consequences for misbehaviour

Aims

This policy aims to:

- Provide a consistent approach to supporting behaviour
- Outline how pupils are expected to behave
- Define what we consider to be unacceptable behaviour
- Outline our system of rewards and consequences
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

Strategies to support positive behaviour

At Stoke Park, we use strategies which support positive learning behaviour. These include but are not restricted to:

- The teaching of learning behaviours and routines that support learning
- Praise and encouragement of positive learning behaviours
- Teacher's use of 'seen looking strategies' to support compliance of behaviour expectations
- The consistent use of recognition, rewards and sanctions
- Knowing and understanding our pupils and their influences and building positive and respectful relationships
- Modelling of positive relationships and interactions by all staff

- The teaching of emotional literacy
- A calm and purposeful learning environment
- A tidy and clutter free learning environment
- Working in partnership with parents and other agencies to support children's behaviour

Expectations

Staff are expected to:

- Be committed to implementing the behaviour policy consistently
 - Be committed to implementing our 'Stoke Park behaviour curriculum' and teach and model the learning behaviours we expect from our pupils
 - Recognise and reward positive behaviour
 - Model positive behaviour and relationships
 - Take responsibility for managing behaviour in classrooms and around the school ●
- Work collaboratively with other staff and agencies to offer a personalised approach to supporting behaviour in identified pupils
- Communicate any concerns regarding behaviour with parents
 - Record behaviour incidents on CPOMS

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend meetings regarding their child's behaviour and co-operate in supporting the actions of the school
- Promote the aims of the schools behaviour policy

Pupils are expected to:

- Follow the school rules
 - Follow the school routines as outlined in our school behaviour curriculum ●
- Show respect to all members of the school community
- Make it possible for all pupils to learn
 - Move safely and calmly around the school
 - Treat the school buildings and school property with respect
 - Communicate in a calm way
 - Accept sanctions
 - Positively represent the school at all times

Use of recognition and rewards to support positive behaviour

Praise

Staff should constantly seek to recognise and praise good learning behaviour. This praise should be

specific, directed at the individual and shared with the class.

Recognition

Each class teacher chooses a specific behaviour to focus on every week. Children's names are noted when they have displayed that behaviour. The recognition focus is shared in assembly, with one child recognised per class.

Spirit of Stoke Park Award

A pupil who consistently demonstrates our school values is chosen and celebrated in our weekly celebration assembly.

SLT recognition

Pupils who have displayed outstanding behaviour or learning can be sent to SLT for recognition. SLT members will celebrate the work or behaviours and send a celebratory letter home to parents along with the piece of work.

Postcards home

Staff send postcards home to celebrate when our values have been demonstrated.

Afternoon tea with the head

Each term 2 members from each class will be selected for demonstrating our school values and always going 'above and beyond'. They will be invited for afternoon tea with the head teacher.

Behaviour that doesn't meet our expectations

We recognise that behaviour is a form of communication and is usually driven by an emotional state. It is our duty to support pupils in becoming emotionally literate so they are able to recognise and label their emotions and develop strategies to manage their emotional state so they are better able to learn. We use 'Zones of Regulation' to support this. As a school that values the importance of relationships, a culture of supporting pupils to manage their emotions is essential to the well-being of our pupils. All staff and pupils are expected to use a calm and controlled manner when expressing their emotions and addressing each other. Staff will continually support pupils in identifying their emotions and teach them strategies to manage them effectively, using the Zones of Regulation.

Consequences

We believe that pupils should feel safe at school and should be able to learn free from distraction. If a pupil prevents this happening for themselves or another pupil/s, consequences will be put in place. Consequences must be put in place to ensure that the pupil involved and the rest of the class know that the behaviour is detrimental to their learning and the learning of others. Consequences should be clear and consistent across the school and should be applied in a calm and controlled manner and as soon as possible. Following a consequence, the staff member delivering the consequence should have a restorative conversation with the pupil about their behaviour to ensure they understand the connection between their behaviour and the impact on themselves and others.

If pupils are unresponsive to the consequences, the pastoral mentor along with SLT will meet with parents to create a Behaviour Success Plan. Furthermore, children who are regularly displaying poor

behaviour may not be allowed to represent the school at events and may miss out on activities such as camp or end of topic celebrations.

Behaviour	Consequence	What staff need to do
One incident of breaking a routine or expectation	C1 – Redirected to correct behaviour. Warning provided	Record child's name (not publically)
Second incident of breaking a routine or expectation or	C2 – Child reminded of the expectation and asked to return to the classroom at break time or lunchtime for 5 minutes.	Ensure child returns to classroom at break/lunchtime or is sent to SLT/PLM

Rudeness to staff	If C2 occurs in the afternoon, the child is sent to SLT/PLM for 5 minutes	Facilitate a restorative conversation Add incident to CPOMS
Continued incidents of breaking a routine or expectation or Aggressive or intimidating behaviour towards others, including the use of discriminatory language.	C3 – Removal from the classroom or playground	Radio for PLM or SLT to remove the pupil from the classroom Pupil completes work outside of the classroom Teacher follows up with a restorative conversation at the next break/lunchtime Parent informed the same day Add incident to CPOMS

<p>Serious disruption to learning or the smooth running of the school – Refusing to follow any adult instruction, attempting to leave the school site, tipping tables, throwing objects, anything preventing the class teacher from teaching, Fighting with other pupils</p>	<p>C4 - Internal exclusion</p>	<p>Radio for PLM or SLT to remove the pupil from the classroom</p> <p>Teacher or member of staff involved follows up with a restorative conversation</p> <p>Pupils completes work outside of the classroom for the whole morning or afternoon</p> <p>Teacher or a member of SLT informs the parents the same day</p>
<p>Continued serious disruption of learning, violence or abuse to an adult or other pupil, behaving in a way that puts the pupil or others at risk of harm</p> <p>Brining prohibited items in to school</p>	<p>C5 – Suspension</p>	<p>Immediate removal from classroom or playground or removal of other children if child’s behaviour is putting them at risk.</p> <p>Phone call home to inform them of the decision to exclude and their requirement to pick the child up from school.</p> <p>Reintegration meeting the next day with a member of SLT, pupil and parent/carer.</p> <p>Support from outside agencies if required.</p>

Parent support

Parental support is crucial to ensuring the best outcomes for all pupils. Positive behaviour patterns are more likely to embed if pupils know that all adults are working together to support them and respect is shown for school decisions. The school is well equipped to support or signpost parents who require support with their child’s behaviour. Ensuring pupils have good attendance and are punctual also supports positive behaviour and engagement.

Pupils working outside of the behaviour policy

Our behaviour policy may not meet the needs of all pupils and some pupils may require additional bespoke support. These pupils may have special educational needs or social, emotional and mental health concerns. They may also be experiencing emotional difficulties as result of experiences in their life. In these cases, we may make reasonable adjustments from the school behaviour policy to support these pupils with their behaviour. However, a tailored approach should complement the whole school policy without lowering expectations of any pupil's behaviour. A tailored plan will normally involve accessing support from outside agencies to support the pupil and their behaviour.

When a pupil is in a heightened emotional state (dysregulated), staff will endeavour to de-escalate and help the pupil to regulate their emotions by:

- Talking calmly and show care or concern
- Offering verbal advice and support
- Using distraction techniques
- Reminding about consequences
- Limiting their choices
- Giving appropriate time and space
- Offering reassurance
- Swapping staff to an adult the child has a good relationship with

Physical restraint (Positive Handling)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must always be used as a last resort and be applied using the minimum amount of force and for the minimum amount of time possible. It must be used in a way that maintains the safety and dignity of all concerned and should never be used as a form of punishment. Incidents where physical restraint is necessary, it must be recorded in the bound and numbered book and reported to parents.

Suspension

The Head Teacher can decide to suspend a child from school for up to 45 days in a school year for serious breaches of the school's behaviour policy. If the Head Teacher is absent then the Assistant Head Teacher can make this decision. All Fixed Term Suspensions will result in an immediate phone call home to explain the incident that has occurred. This will then be followed up with a letter from the Head Teacher explaining, in detail, the reasons for the exclusion and inviting parents/carers to a reintegration meeting following the exclusion. Fixed Term Exclusions will be carried out in accordance with Government guidance.

Permanent Exclusion

This represents the ultimate sanction. It is recommended by the Head Teacher and authorised by the Governing body. The decision to permanently exclude a child is a very serious one. It is the final STEP

in the process of dealing with disciplinary offences when other strategies have been tried and have failed. It may also be used for one-off cases when the offence is deemed serious enough. Permanent exclusions will be carried out in accordance with Government Guidance.

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