

## Stoke Park Primary School Behaviour Policy



At Stoke Park, we respect and value every member of our school community. We believe that by developing a positive and motivational learning environment, 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 a right to learn
- All staff have a 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
- Praise and encouragement of positive learning behaviours
- The consistent use of 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
- The 5:1 rule for praise and positivity.

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- Working in partnership with parents and other agencies to support children's behaviour

### **Our School Rules**

- Be kind and respectful to everyone and keep each other safe
- Work hard and try your best. Allow others to do the same
- Look after our property and the school environment.

### **Expectations**

#### **Staff are expected to:**

- Be committed to implementing the behaviour policy consistently
- 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 using CPOMS in a timely manner

#### **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
- 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 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.

### **House points**

Each pupil will be assigned a house group each year. House points can be awarded by any member of staff to any pupil who exemplify our vision of: 'be kind, be proud, strive for success'. House points should be given out regularly by all staff.

At the end of each week, house points will be collected and displayed and communicated to the school community.

### **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.

### **Act of kindness award**

Any member of the school community can nominate another member of the school community for an act of kindness. These will be recorded on a slip and each class will have a box where these can be posted. At each celebration assembly, each child who has received an act of kindness slip will be recognised and parents notified.

### **Learning Behaviour award**

Any staff member can nominate a pupil for demonstrating positive learning behaviour and they will receive a LB ticket. Each class will have a box where these can be posted. At each celebration assembly, an LB ticket will be randomly selected and celebrated and the pupil will receive an award.

### **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. 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.

### **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.

<b>Type of behaviour</b>	<b>Consequence – Staged approach</b>
Low level disruption – Talking when they shouldn't be, interrupting, shouting out, wandering about, ignoring instructions	<ol style="list-style-type: none"> <li>1. Non-verbal communication – A look</li> <li>2. Verbal reminder of expectation – not directed at pupil</li> <li>3. Verbal reminder of expectation– directed at pupil</li> </ol>
Continued disruption Work refusal Raising voice to others	<ol style="list-style-type: none"> <li>1. Verbal reminder of expectation directed at the pupil</li> <li>2. Time on thinking table within the classroom</li> <li>3. Request time out with member of non-teaching staff – no more than 5 minutes</li> </ol>
Aggressive or intimidating behaviour in the classroom, including the use of discriminatory language	<ol style="list-style-type: none"> <li>1. Verbal reminder of expectation – directed at pupil</li> <li>2. Complete work outside the classroom with the PLM for the remainder of that lesson</li> <li>3. Parents informed by Class Teacher or PLM</li> </ol>
Aggressive or intimidating behaviour on the playground, including the use of discriminatory language	<ol style="list-style-type: none"> <li>1. Immediate removal from the playground and loss of the rest of break/lunchtime</li> <li>2. Followed up/restorative conversation with PLM</li> <li>3. Removal from classroom following break/lunch if deemed appropriate following input from PLM</li> <li>4. Parents informed by Class Teacher or PLM</li> </ol>
Serious disruption to learning or the smooth running of the school – Leaving the classroom without permission, attempting to leave the school site, tipping tables, throwing objects, anything preventing the class teacher from teaching  Fighting with other pupils	Internal exclusion Followed up/restorative conversation with PLM Meeting with parents Next steps discussion which may involve outside agencies

Continued serious disruption of learning  Severe violence or abuse to an adult or other pupil  Behaving in a way that puts the pupil or others at risk of harm	Fixed Term Exclusion Meeting with parents Next steps discussion Restorative discussion with key adult

If pupils are unresponsive to the consequences, the pastoral mentor along with SLT will meet with parents to create a Behaviour Support 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.

#### **Pupils working outside of the behaviour policy**

Our behaviour policy may not meet the needs of all pupils and some pupils may require an individual behaviour plan. 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.

#### **Fixed Term Exclusion**

The Head Teacher can decide to exclude 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 Deputy Head Teacher can make this decision. All Fixed Term Exclusions 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.

### **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.