



STONESFIELD PRIMARY SCHOOL

Behaviour Policy

At Stonesfield Primary School we all aim to create a welcoming, caring, creative and purposeful environment, where relationships are based on mutual respect and where effective teaching and learning can take place. We seek to create a community that fosters positive attitudes and nurtures high self-esteem. Staffs at Stonesfield School are committed to maintaining high expectations of good behaviour, consistently praising and positively reinforcing good behaviour.

Our Aims

- To encourage a safe, secure, purposeful and happy atmosphere within the school and to foster positive caring attitudes towards each other.
- To encourage positive behaviour conducive to quality learning.
- To create a community where achievements at all levels are acknowledged and valued.
- To encourage each child to accept responsibility for his or her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To raise awareness about appropriate behaviour and to make the boundaries of acceptable behaviour clear.
- To prevent bullying.
- To ensure fair treatment for all regardless of age, gender, race, ability and disability.

The school will endeavour to achieve these aims through:

- All members of staff and parents serving as role models to our children, living our shared values and our golden rules routinely. This is a key responsibility, as it is the most powerful teaching tool of all. Modelling the shared values will permeate the delivery of both the hidden and formal curriculum, not only in each classroom, but also in the playground and throughout all areas of the school generally. Consistency in approach by all adults will be crucial to the success of this policy and the aims it serves.
- Our clear and consistent Behaviour Management Policy implemented throughout the school, contributed to and regularly reviewed by all stakeholders.
- Our Golden Rules – displayed in all classrooms and revisited regularly with all children
- Our reward systems celebrate children's achievements both academically and as citizens and through our celebrations of children's work in our Sharing Assemblies
- Our Playground Charter and Anti-bullying Charter, discussed, agreed and revised by all classes, revisited regularly with all children
- Our Anti-bullying Policy reviewed regularly by stakeholders
- A well-structured, creative and exciting curriculum giving children opportunities to contribute their own ideas to promote ownership of their activities. Through well-differentiated lessons, which have clear objectives understood by the children
- Thoughtful, consistent, classroom organisation and management
- A Behaviour Management Strategy for teachers which is consistently used in every classroom in school
- Our carefully planned curriculum for Personal, Social, Health & Citizenship Education in which children engage in activities to help them to think about themselves, their relationships and their rights and responsibilities as citizens in a community
- Our 'values' based whole school assemblies encouraging children to think deeply about their moral and social responsibilities and make personal reflections. Often these assemblies make specific reference to behaviour

- Staff training and sharing of expertise to embed the principles of Positive Behaviour Management and our anti-bullying strategy throughout school
- Shared information between staff through staff meetings, about outside influences which may affect a child's behaviour in school, with careful regard for confidentiality (refer to Stonesfield School Safeguarding Policy)
- We will use Stonesfield Access and Inclusion and Equalities Policies to ensure fair treatment for all regardless of age, gender, race, ability and disability (refer to Stonesfield Access and Inclusion and Equalities Policies)
- All children at Stonesfield School have the right to a happy and safe playtime and a responsibility to ensure that everyone else does too.

Our Golden Rules

These rules are on display in every classroom and are there specifically to enable children to understand and take responsibility for their own behaviour. These may be worded slightly differently to match the maturity and understanding of the children in the different Key Stages. Our Golden Rules will be revisited regularly.

- We use kind hands, kind feet, kind words
- We listen and follow instructions.
- We are honest and tell the truth.
- We work hard and always try our best in everything we do.
- We are safe because we think before we act.

Reward systems

- **Intrinsic rewards:**

Wherever possible rewards in school should be intrinsic. We need to develop a belief in children that when they are polite and well behaved they can be proud of themselves. Children should work hard and behave well because they know it is the right thing to do, and it is expected of all members of school, not because they will get a reward. There may be cases where extrinsic rewards are used to motivate children, but these should be kept to a minimum and should never be seen as a right

- **Star of the Week Award**

Star of the Week is a certificate awarded at our Friday Star of the Week Assembly. Teachers and TAs choose a child who has demonstrated outstanding effort or achievement in their behaviour towards others or in their school work. The child's name is displayed on the website as part of the celebration of their achievement.

Partnership with Parents

We give high priority to clear communication within the school and to a positive partnership with parents and carers since these are crucial in promoting and maintaining high standards of behaviour.

The school will communicate policy and expectations to parents and carers. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps that are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

Early warning of concerns should be shared with the Head teacher so that strategies can be discussed and agreed before more formal steps are required. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Bullying

Head teachers have a legal duty under the School Standards and Framework Act 1998 to establish procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Bullying is the persistent desire to hurt others; it can be verbal, mental, physical or cyber-bullying and is repeated over a period of time.

At Stonesfield School we are committed to identifying early signs of bullying and children are encouraged to tell a teacher, parent or friend. The staff at Stonesfield School are committed to ensuring that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. All incidents are treated seriously and the appropriate action taken to deal with the person who is bullying and the person who is being bullied.

We understand that bullying is intentional and aimed at the same person over and over again.

Pupils who are being bullied may show changes in behaviour, such as becoming uncharacteristically aggressive shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, reduced concentration, or a sudden reluctance to come to school. Pupils are encouraged to report bullying in school.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHCE, circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. We will revisit the school Anti-bullying Charter (See Appendix B) regularly with all children in school to ensure that they understand our whole-school approach to bullying.

The role of parents is important in reducing any incidents of bullying. Parents are encouraged to watch out for signs of distress such as repeated illness, damaged clothing etc. If parents know that their child is being bullied the following advice may be given:

- Tell the child they are not to blame
- Advise and encourage them to tell a trusted adult at school
- Encourage a peaceful resolution without resorting to violence
- Reassure them that the situation can be resolved

Whole School Positive Classroom Behaviour Management Strategy

Our teaching methods encourage enthusiasm and active participation for all. Praise is used to encourage good behaviour as well as good work. All staff are trained to use Positive Behaviour Management strategies through staff meetings and INSET days.

All teachers use our Positive Classroom Behaviour Management Strategy for day to day management of behaviour in class (See Appendix A).

Exclusions

Permanent exclusion runs against the school's commitment to inclusion and is reserved for the most serious cases. Exclusion will therefore be used sparingly and as a last resort after a range of measures have been tried and all other options considered. It will only be used in response to serious breaches of school policy or law.

Detailed guidance regarding the procedure for exclusions is set out within the DfE website and will be adhered to fully in the event of any exclusion. Copies of this guidance can be requested from the Headteacher or can be found online on the DfE website: <http://www.education.gov.uk/schools/>



Stonesfield School Positive Classroom Behaviour Management Strategy

We aim for certainty, not severity and commonality of language.

All behaviour management at Stonesfield School should focus on the behaviour and not the child. Children should be reassured that it is their behaviour that may be unacceptable but not the individual themselves.

Choices and Consequences

Children are encouraged to view behaviour as a choice. Adults are asked to use the language of choice, "if you choose to(the preferred behaviour) then you will be able to(do the nice thing).

- Low level attention seeking behaviour can be ignored but if it disrupts learning for others then the consequences should be put in place quickly and with as little attention to the individual as possible.
- Refusal to accept any of the consequences triggers the next stage in the sequence. However children may be given some 'take up time' which means that they are given a specified amount of time to make their choice.
- Some behaviour is serious and skips the first stages of consequences. Any behaviour which is considered to be bullying or verbal abuse including physical injury to children or adults should be brought to the attention of the Headteacher or senior staff immediately..
- All reflection sheets need to be discussed by the adult involved with the incident.

Consequences

We use the following structure to manage behaviour:

1. A choice is given and a reminder about consequences, time may be given for the child to make the right choice
2. Time out within the classroom is given to think about choices
3. Time out in another classroom is given to think about choices
4. Time out in Head teacher's office is given for reflection. A reflection sheet will be completed, a copy kept in school and a copy sent home for parents.
5. Work missed due to reflection time may need to be made up
6. In extreme cases when a pattern of behaviour becomes apparent a behaviour plan may be drawn up in conjunction with the head teacher and SENCO or other outside agencies.

If a child behaves in a way that is a danger to children or staff, other children will be removed from the presence of the non-compliant child, and the head teacher will be informed immediately. All staff are aware that physical punishments and interventions may not be used.

In some circumstances, physical intervention with a child/young person may be seen as appropriate e.g. preventing an accident such as a child/young person running into the road or to prevent injury to themselves or others. This should be achieved with minimum force and for minimum time. Any such incidents should be recorded.

Appendix B

Stonesfield School Anti-bullying Charter

Bullying is when someone deliberately hurts another person over and over again, through unkind actions or words.

What do we do if we think we are being bullied?

We use our **WITs!**

W – walk away the 1st time

I – insist they stop, say NO

T – talk to someone if it happens again

If you witness someone being bullied tell someone you trust.

Adults in school will investigate the incidents.

What will happen if you are being bullied

- The class teacher will talk to the person who was bullying so that they know how they have made someone else feel.
- Incidents will be recorded on an incident sheet
- The person who was bullying will apologise, and discuss how to change their behaviour with a teacher. Consequences might include: Removal of privileges (e.g. break times), exclusion from certain areas of school premises, lunchtime fixed-term exclusion, fixed-term exclusion or permanent exclusion in consultation with the Local Authority
- The class teacher will talk to the parents/carers of the person who was bullying
- The class teacher will talk to the parents of the person who was bullied so they know what has been happening and what has been done about it.
- The person who was bullied will 'check in' with a trusted adult who will monitor that the bullying has stopped.
- The person who was bullying will 'check in' with the class teacher to monitor that they have changed their behaviour.
- If the bullying behaviour continues the person who was bullying will be put on a behaviour plan which will be monitored by the head teacher.