



Stockton Wood Primary School

Behaviour Policy

2024-25

Approved by: [Justine Clovis] **Date:** [September 2024]

Last reviewed on: [September 2024]

Next review due by: [September 2025]

Aims

This policy aims to:

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

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.
- In addition, this policy is based on:
 - Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
 - Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
 - DfE guidance explaining that maintained schools must publish their behaviour policy online

Roles and responsibilities

The Governing Board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

- Staff are responsible for:
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Modelling and reinforcing our school values
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Arbor and/or cpoms.
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

- Parents are expected to:
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct

This is our agreed Code of Conduct:

Code of Conduct

I will:

- Use good manners, be helpful and kind.
- Always be a friend to others.
- Work hard, listen, and learn.
- Be smart and wear our **full** school uniform.
- Walk away from trouble and tell an adult.
- Help to make our school a happy, safe place.

It's our school - let's look after it!

I will be:

ready to
listen



ready to
learn



ready to
work



ready to
support



Classroom Rules

We will:

- Listen to the teacher and to each other.
- Work quietly and responsibly.
- Put our hands up if we have an idea, suggestion, or need help.
- Look after our school and classroom, including our classroom equipment by keeping things tidy.
- Always use kind hands, feet, and thoughts.

It's our school - let's look after it!

We will be:

ready to
listen



ready to
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ready to
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ready to
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Stockton Wood Values

As a school community we **RISE**.

R – Respect

The curriculum driver of Respect is a foundational value in our school, fostering excellent behaviour and positive relationships.

This links to the British Values: Democracy, Rule of Law, Mutual Respect

We prioritize teaching children the skills to collaborate and be respectful in various situations. Understanding different cultures, beliefs, and religions is essential for our students to grow into respectful individuals.

I - Include

The curriculum driver of inclusion aims to facilitate learning by removing barriers to education, ensuring that all students have equal access to educational opportunities.

This links to the British Value: Individual Liberty.

The school prioritizes emotional and mental well-being, providing an environment where students can thrive academically and socially.

S – Succeed

The curriculum driver of success aims to nurture students' confidence and belief in their abilities by offering opportunities to develop talents and broaden experiences.

It focuses on acquiring essential skills such as literacy and numeracy through cross-curricular applications.

Additionally, it enriches the curriculum through outdoor learning, offering hands-on experiences that foster holistic growth and learning. This approach also emphasizes the development of vocabulary, ensuring students have a strong foundation for successful communication.

E - Encourage

The curriculum driver of encouragement promotes having a positive attitude towards all.

This links to the British Value: Tolerance of those of different faiths and beliefs

We encourage community engagement and foster global awareness allowing students to see the impact of their education in the real world. This includes integrating differing perspectives into subjects like History, Geography, Literature, RE, Art, and Music, ensuring that students develop a well-rounded understanding of the world.

Positive reinforcement is integrated into school life to encourage and reward student effort and achievement.

Rewards and sanctions

At Stockton Wood we believe that children learn by praise, reward and celebration. Good behaviour is encouraged through praise and reward.

Rewards we use are:

- Verbal praise
- Stickers
- Certificates
- Dojo points (exchanged for a small prize in EYFS as of the spring term; KS1 and KS2 weekly dojo winners have a 'Hot chocolate and biscuits' reward session with the Headteacher)
- Weekly merit award in 'Reward Assembly'

The school may use one or more of the following sanctions in response to unacceptable behaviour:

EYFS:

- Nursery children receive a verbal warning, followed by a second verbal warning. If necessary, time out for 3-4 minutes on the 'thinking chair' is used. If unacceptable behaviour persists or escalates, a further time out is given in Reception's shared space with an adult from Reception.
- Reception children receive a verbal warning, followed by a second verbal warning. If necessary, the child has time out with a 'fresh face' (a different adult in Reception). If behaviour persists or escalates, a further time out is given with EYFS/KS1 manager. When necessary, there will be Assistant Headteacher/Deputy Head/Headteacher involvement.

KS1/2:

- Children will receive a verbal warning. If unacceptable behaviour persists, the child will be given a mark on Arbor behaviour tracker.
- After receiving three marks on Arbor, the child will be sent to another class teacher to be given time to refocus.
- After receiving four marks on Arbor, the child will be sent to the Assistant Headteacher/Deputy Headteacher.
- Five marks on Arbor will result in Headteacher involvement and a phone call home to parents.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence include:

- Phone call/meeting with parents
- Structured play/lunch

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Reporting an incident using CPOMS
- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Off-site behaviour

Any mis-behaviour off-site when representing the school will warrant phone calls home to parents/carers.

This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy.

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of afternoon lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Physical restraint

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

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

Any prohibited items (knives and other weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury to damage or property) found in pupils' possession will be confiscated.

The legislation sets out what must be done with prohibited items found as a result of a search: weapons and knives and extreme or pupil pornography must always be handed over to the police, otherwise it is for the teacher or Senior Leadership Team to decide if and when to return a confiscated item.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Monitoring arrangement

This behaviour policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Anti-Bullying Policy
- Child protection and safeguarding policy
- Positive handling policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.