



Stanton Bridge Primary School

Footballer



Police Man



Teacher



Doctor



# Behaviour Policy 2023 +

# **Stanton Bridge Primary School Behaviour Policy**

## **1. Introduction**

Behaviour at Stanton Bridge is outstanding. The vast majority of pupils consistently make the right choices, thanks to strong systems, policies, procedures, and relationships. When individuals occasionally fall short of the expected social standards, staff and pupils promptly remind them, ensuring everyone quickly aligns with the norm.

## **2. Policy Aims**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## **3. Legislation, statutory requirements and statutory guidance**

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

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2023](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

## **4. Roles and Responsibilities**

<b><u>The Board of Trustees</u></b>
The board of trustees is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **The Headteacher**

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

### **School Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Challenging pupils to meet the school's expectations
- Reporting any incidences, however minor, to parents/carers at the end of each school day to ensure parents are kept up to date.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **Parents and Carers**

Parents and carers must:

- Know and understand the school's behaviour policy and reinforce it at home where appropriate
- Ensure their child adheres to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions, agreeing the next steps following the review)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

### **Pupils**

Pupils will:

- Demonstrate the expected standard of behaviour at all times, including when travelling to and from school.
- Know the school's key rules and routines
- Know the rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- Understand the pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

## **5. Our Philosophy**

Our schools' behaviour policy is premised upon our school values.

### **Values**

The following core values shape the way we encourage the whole school community to interact within their environment on a day-to-day basis:

- Relationships

- Equality
- Care
- Thinking Flexibly
- Listening

**We expect each child to:**

- Build positive '**Relationships**' through strong self-respect, a sense of pride linked to the communities they come from. To celebrate firstly our commonalities then our differences - have special regard for people's culture & religious beliefs and remember that everyone deserves respect.
- Know that **Equality** of opportunity is for all - themselves and for those around them. That their actions need to be measured through a sense of fairness, of what is right. As they grow older, they will come to realise that in order to create equality of opportunity requires, in some instances, adaptations that give fair access to all.
- '**Care**' for oneself and extend this care towards others, the environment and the world in which they live in.
- **Thinking Flexibly**, understanding & knowing that everything you do and say will make you the person that you are and the person you will become. That it is important to think, stop, reflect and adapt if necessary, seeking alternative approaches.
- **Listen** and learn, independently, in pairs, teams and interconnectedly.

## **6. Recognising Good Behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- House points
- Approving look, nod, smile etc.
- Private praise
- Smiley faces, stickers and written comments on pieces of work
- Public praise- in class and assemblies
- Certificate or notes which can go home to parents/carers
- Display of children's work
- Special assemblies to share good work etc.
- Special responsibilities (particular jobs in the class)

- Announcements in the Newsletter
- Special treats

### **House of Values**

At Stanton Bridge Primary School, a house system has been implemented to promote social interaction and reward positive behaviours. The children are grouped into six houses, each named after a core value. Each house value supports pupils in achieving our expectations and aims to raise pupils' aspirations. The houses are named:

- Respect
- Honesty
- Confidence
- Harmony
- Independence
- Aspiration

Students earn house points by demonstrating these school values. These points contribute to their house's total, with the winning house being awarded our House Trophy each week.

## **7. Responding to Misbehaviour**

When a pupil's behaviour falls below the expected social standard, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

The school will use the below in response to unacceptable behaviour:

### **Good to be Green**

The school has adopted a program that encourages and reminds children to make the right choices throughout their day. This program is known as 'Good to be Green'.

Staff will apply the following steps when using the Good to be Green program.

1. Non-verbal reminder: Teacher look.
2. Verbal warning. (Turn name card and record this on the weekly behaviour chart)
3. Time out in Class: Move the child to another place in the classroom. (Turn warning (yellow) card and record this on the weekly behaviour chart). Child is to fill out a reflection sheet, the teacher is then to give feedback to the child and then reintroduce the child back into the lesson.
4. Turn the child's card to Consequence/ Red card, Teacher is to take child to the Behaviour Manager
5. Any further incidences means child is to be reported to the Headteacher.

If a child turns their card over, 3 times, within one week, or regularly over a period of time a meeting will be arranged with a senior member of staff and parents /carers.

**Please note:** Should your child, be asked to turn their card, by a staff member, this will be reported to you, at the end of each school day, by your child's teacher so that you are kept up to date.

### **Escalation**

If behaviour continues to escalate from one stage to the next, the issue will be handled by the class teacher in the first instance, followed by the individuals listed in the order below:

1. Class Teacher
2. Phase Manager and Learning Mentor
3. Assistant Head
4. Deputy Head
5. Headteacher

### **Detentions**

To avoid exclusions while continuing to provide education and work towards modifying unwanted behaviour, the school may implement detention as a first option.

The following behaviours may result in a detention:

- Turning over card repeatedly over a prolonged period.
- Not completing home learning.
- Child not following uniform expectations.
- Serious behaviour incidents

### **More Serious Incidents**

More serious incidents will be dealt with, in the first instance, by the Senior Leadership team.

Possible sanctions used could include:

- Removal from the class for longer period of time. (Supported by mentors)
- Detention (see above).
- Withdrawal of a major privilege e.g. participation in school trips or a sports event where these do not form an essential part of the curriculum.
- Contacting parents to discuss ways of helping the child to improve his/her behaviour.
- A behaviour contract.
- Discussion with the school SENCO or an outside agency in order to devise an 'individual behaviour programme' which will help the child to learn appropriate social behaviour in school. This will be done in conjunction with the parents.

- Where a child's behaviour is deemed as a risk to anyone including themselves, a safety plan and/or a risk assessment will be put in place.
- Where a child is posing an immediate danger and may be uncontrollable, staff may choose to call for assistance outside of school in the form of the police.

It must be noted by parents/carers, that if your child displays persistent misbehaviour in the classroom; to the point that other children's learning is affected as well as their own, then they will be removed from the classroom. The next step for your child would be to receive tailored provision to develop self-restraint, self-regulate, gain a more positive outlook on learning and go on to make the right decisions and choices. This will be delivered alongside their national curriculum in a smaller group setting.

### **Physical Restraint**

In extreme cases a teacher might have to physically restrain a pupil to prevent an injury to themselves, another pupil, an adult or property. This should be carried out by appropriately trained staff using the team teach strategies or on seeking parental approval, where a teacher may not be trained in specific techniques. On such occasion's parents would be asked to support a 'common sense' approach. Any early identification of pupils who may require physical restraint, a risk assessment will be put in place, after seeking parent consent.

### **Exclusion**

In some cases it may be necessary to carry out fixed-term exclusions. Stanton Bridge adopts a zero tolerance policy regarding assault or racism. Careful arrangements will be made to ensure that any child returning to school after the fixed-term exclusion period is helped to behave appropriately. If behaviour continues to impact negatively on the lives and learning of the staff and pupils, then a permanent exclusion will be considered.

In considering any such exclusion the Headteacher will act in accordance with any government/L.A. advice primarily the advice of 'Exclusion from maintained schools, Academies and pupil referral unit in England' DfE 2023 paragraph 11. This states that:

A decision to exclude a pupil permanently should only be taken:

In response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

### **Online Misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school



Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member e.g off-site trips.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Searching and confiscation**

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

### **Confiscation**

Any prohibited items (as listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

## 8. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include (the examples below must be read and understood in conjunction with the three bullet points at the top):

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

We operate a zero tolerance approach to bullying. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

<https://www.stantonbridge.coventry.sch.uk/ckfinder/userfiles/files/Anti-Bullying-Policy-2024.pdf>

## 9. Pupil transition

### Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. A class contract is constructed in consultation with the incoming cohort and their new teacher in the first week of the Autumn term.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Mentors are on the ground, day to day, checking on any pupils who need subtle reminders and reinforcing of expectations to keep the positive culture consistently in place.

## **10 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

## **11. Links with other policies**

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-bullying policy

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