



Stanton Bridge Primary School

Footballer



Police Man Teacher



Doctor



Behaviour Policy

2023+

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STANTON BRIDGE WHOLE SCHOOL BEHAVIOUR POLICY

INTRODUCTION.

The school behaviour policy is based on the premise that encouragement is more effective than sanctions. We believe that this will create a positive atmosphere based on a sense of community and shared values. We aim to explain reasons for desired behaviour as we understand our children are often lacking in understanding due to their experience of what is known as 'barking language' in the form of words and commands which aggravate children. We encourage all staff to talk to pupils with respect and model positive learning attitudes.

AIMS.

- To provide a safe, calm and caring environment for learning to take place;
- To ensure consistency, fairness and clear expectations in which good behaviour will become the norm;
- To ensure that pupils are listened to and treated with equal respect;
- To enable pupils to develop social skills and moral values in the context of the school as a community;
- To support caring and co-operative behaviour and to discourage anti-social behaviour;
- To encourage self-discipline from the earliest possible age
- To develop a sense of responsibility, respect and consideration towards others
- To foster positive relationships between all members of the school community
- To ensure commitment to the policy from all members of the school community

SCHOOL GOLDEN RULES.

The school has a core set of 'golden' rules. These are:

Be Polite Be Honest Work Hard
Be Kind and Helpful Be Gentle Look after Property

These will be prominently displayed in each teaching area. At the start of each school year, as part of PSHE provision, class teachers will spend time with their new class re-establishing the 'golden' rules and negotiating with the children additional 'classroom specific rules'.

The following are to be the main focus of any classroom rules:

- ▶ Safety of self and others
- ▶ Respect for and care of others
- ▶ Trying hard and doing one's best
- ▶ Looking after own/other's property

THE ROLE/RESPONSIBILITIES OF TEACHERS AND SUPPORT STAFF.

Teachers and other adults are expected to provide a model of excellence and we hope to find the following features in our classrooms:

- ▶ High expectations of achievement
 - ▶ Acceptance of only the best from pupils
 - ▶ Positive reinforcement rather than negative criticism
 - ▶ A secure, caring, supportive environment
 - ▶ Positive open relationships where there is mutual respect between adults and children
 - ▶ An orderly and structured atmosphere
 - ▶ A high percentage of time spent on active teaching
 - ▶ Provision of purposeful activities, differentiated to retain the interest of all the children
 - ▶ The work of children of all abilities displayed in a way to show it is valued
- Resources and equipment readily available for pupils

DEFINING GOOD BEHAVIOUR.

After discussions with parents, teachers, governors and children, we have agreed that good behaviour means that everyone in school will strive to be:

- ▶ Careful and kind
- ▶ Polite and friendly
- ▶ Helpful to each other
- ▶ Engaged in learning and hardworking

Staff will seek to encourage this behaviour in every aspect of school life through their own conduct, hence helping pupils to recognise examples of good behaviour at all times. Staff should make a point of frequently acknowledging appropriate behaviour and expressing their approval. As a school we expect certain forms of behaviour and children learn through this expectation.

REWARDS

A house system has been implemented at Stanton Bridge Primary School. The children are arranged into 6 houses and are awarded house points as a reward for good behaviour. The house names are linked to our values and the life skills we intend to develop in the children of Stanton Bridge Primary School. These are:

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

House points can be awarded by all staff and for a variety of good behaviours, not just good work. At the end of two weeks the points are totalled by the House Leaders and the winning house is presented with a cup in a special assembly held on alternate Fridays. A record will be kept of the fortnightly winners and an aggregate winner for each term will be calculated.

This system runs throughout the school except for the Foundation Stage who join the house system after the Autumn half term once the children have settled into school.

Other rewards we give include:

- ▶ 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
- ▶ Displays of children's work
- ▶ Special assemblies to share good work etc.
- ▶ Special responsibilities (particular jobs in the class)
- ▶ Announcements in the Newsletter
- ▶ Special treats

Sometimes we may also wish to recognise the good behaviour of a whole class by for example:

- ▶ Awarding a class certificate in assembly.

Where possible we should make a point of passing on positive comments about a child's good behaviour to parents/carers.

DISCOURAGING INAPPROPRIATE BEHAVIOUR

Occasionally children will forget our aims for good behaviour.

In dealing with breaches of the code of conduct, staff will seek to hold in mind that – the act should be blamed and not the child, with every attempt being made to explain why the action is unacceptable.

In order to try and prevent this, we will:

- ▶ Remind children of our 'golden rules'
- ▶ Explain why appropriate behaviour is required always connecting it back to learning/social skills, e.g. Please turn your body around so you can see the board.
- ▶ Notice good behaviour as it occurs, e.g. praising children for lining up well, individual praise when child is working well.
- ▶ Ignore attention-seeking behaviour as far as possible
- ▶ Always give children the opportunity to make amends
- ▶ Adapting the standard provision to meet the needs of the individual.

Sometimes the above actions may not always be enough and it may be necessary to deal with persistent misbehaviour or occasional serious breaches of the rules using other means. At these times the Head Teacher will decide on the most appropriate actions.

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, then they will be removed from the classroom. The next step for your child would be to receive tailored provision to improve their self-restraint, 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 whereby provision can be put in place.

It is important to make clear to the children that bad behaviour is unacceptable and will result in sanctions.

Racism and violence will not be tolerated at Stanton Bridge by any pupils. The school adopts a zero-tolerance policy on these behaviours and as result they can face a 'fixed term' exclusion. This course of action is solely administered by the Head Teacher.

DEVELOPING UNDERSTANDING

Whenever possible in discussion with the child involved we should attempt to:

- ▶ Check the child understands what he/she is in trouble for
- ▶ Establish s/he knows that the behaviour was unacceptable.
- ▶ Explore the effect the behaviour has on others.
- ▶ Examine strategies for avoiding the same situation in the future.
- ▶ Encourage the child to think of or offer alternative strategies.
- ▶ Use circle time as a problem-solving strategy.

In considering the use of any form of sanction, staff will ensure that the punishment is in proportion to the offence.

MENTAL HEALTH AND WELL-BEING.

We support our pupils who may suffer from mental health or may have issues around well-being, through various interventions and support. We offer:

- Bubble time- self referral system. Pupils get opportunities to talk to a mentor about any issues they may be having.
- Metacognitive coaching who are trained to deliver resilience program to other pupils across the school. They also support and monitor pupils where there is a need.
- Focused assemblies.
- Workshops- internal and external.
- Signposting to relevant services.
- Cognitive Behaviour Therapy.
- Education Psychologist.
- Social, Emotional, Mental Health and Learning Team.
- Complex communication team.
- Mentor- learning walks.
- PHSCEE lessons.

STRATEGIES FOR INFRINGEMENTS.

A stepped procedure is in operation in the school known as 'Good to be Green'. These steps are detailed below:

1. The child will be given a non-verbal reminder of the required behaviour.
2. A second reminder will be given verbally which will result in the child turning their Good to be Green card (Name Card) on the class chart and child's name being recorded on the weekly Behaviour Warning Chart held in the blue class behaviour folder. (see appendix C for copies of the record sheets)
3. If the behaviour persists the child will place a Warning/Yellow card by their name and then be moved to another place in the classroom where they will be required to complete a reflection sheet (see appendix C); their name will be recorded on the weekly 'Behaviour Warning Chart' in the class behaviour folder. The class teacher will then spend around 5 minutes giving feedback on their behaviour. Following this the child is then reintroduced back into the lesson.
4. If the child continues to misbehave a red/consequence card will be placed into the chart. The child is taken to see the behaviour manager for further steps. The teacher will record this on the Behaviour Incident Report Form (see Appendix C) to enable tracking of behaviour incidents by the Inclusion Manager.
5. Any further incidents of poor behaviour will result in the child being sent to either the Assistant Headteacher or the Deputy Headteacher who will issue an appropriate sanction and contact the child's parents.
6. More serious incidents will be dealt with, in the first instance, by the Deputy Headteachers and may be referred to the Headteacher at their discretion. Possible sanctions used could be:
 - Removal from the class for longer period of time
 - A brief detention having previously informed the parents.
 - 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.
7. Extreme forms of behaviour result in a formal meeting with the child, their parent/carer, and the Head Teacher, which may result in exclusion.
- g. As a reward a class who are all 'Green' can be awarded a privilege by the Head Teacher to reinforce positive behaviours. (Appendix D)

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.

EXCLUSION

In very rare cases it may be necessary to exclude a pupil e.g. if there has been a serious physical assault on another person. 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 exclusion 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 have to 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.

LUNCHTIME BEHAVIOUR

DRA's and dinnertime volunteers are also expected to follow similar protocol to manage poor behaviour at lunchtime. Each DRA is issued with a lunch time book in the book is a copy of the protocol (Appendix E) and a recording sheet where the child's name is to be inserted in the appropriate place (Appendix F)

SYSTEMS FOR MANAGING BEHAVIOUR.

The Behaviour Manager will on a termly basis review the classroom Behaviour Folders looking for trends and patterns in behaviour and identifying pupils in need of additional support.

Where it is judged necessary the school will seek the support of external agencies e.g. Behaviour Support service, or the Education Psychology Service.

MONITORING

Staff and Governors will need to regularly monitor and update the policy and practice in order ensure consistency and relevance.

EVALUATION

The policy will be kept under regular scrutiny and will be reviewed at regular intervals to determine its effects and effectiveness

APPENDICES

- A. Code of professional conduct to guide classroom practice.
- B. Classroom Strategies for Managing Behaviour
- C. Rules, Protocols and Behaviour Record Forms
- D. Good to be Green Protocol
- E. Protocols and Behaviour Record Forms Lunchtime.
- F. Record Forms for managing behaviour during Lunchtime.

This policy was reviewed February 2024

The next review of this policy will be February 2025

Appendix A

A CODE OF PROFESSIONAL CONDUCT TO GUIDE CLASSROOM PRACTICE

The pupils at this school come from a variety of cultures. Everything we do should reflect and build on this.

We should be aware of our prejudices and realise that the way we view the world has been influenced by our backgrounds.

We should question the assumptions we make about our pupils, their families, and their environments.

We should be aware of racist connotations in the language we use.

We should be aware of stereotyping, whether of class, sex, age or ethnicity and be prepared to challenge it.

We need to encourage positive ethnic identity among our pupils.

We strive to have good links with parents, community groups and organisations that are working for a just multi-cultural society.

All forms of racism should be tackled and not side-stepped.

We need to be sensitive to cultural conflict between parents and children.

CLASSROOM STRATEGIES FOR MANAGING BEHAVIOUR

At Stanton Bridge we aim to encourage everyone, adults and children to do their best to behave in a caring and considerate way towards each other at all times, implementing rules fairly and consistently using a balance of sanctions and rewards to foster good behaviour in a positive way to complement the school's ethos of hard work, care, commitment and responsibility.

It was further decided that the steps towards rewards and sanctions would be made very clear to children and staff to help ensure consistency in approach.

It was agreed that:

- ▶ There would be a staged approach with a number of steps
- ▶ They are usable
- ▶ Everyone supports them
- ▶ The steps are balanced by positive actions
- ▶ Everyone including the children know the procedure and can expect it to happen

These steps were discussed and agreed upon by all staff Academic year 2023/2024. The steps to be followed for each year group are:

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 Yellow/Warning 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 Behavioural Manager
5. Any further incidences child is to be reported to the Headteacher.

Having decided upon the steps, the onus is upon class teachers to:

- ▶ Teach the rules to the children
- ▶ Explain to the children about the rewards (what will happen when they make wise choices about their behaviour)
- ▶ Explain to the children about the sanctions (what will happen when they make unwise choices about their behaviour)
- ▶ Collect certificates, rewards etc.
- ▶ Ensure that each class is administering the sanctions/rewards consistently.

It was agreed that the 'Golden Rules' should be displayed to remind the children of what is expected of them.

For supply staff, a copy of the agreed procedures and the necessary forms are contained in the classroom information folder.

Examples are attached in Appendix C.

To support this initiative the school has purchased the main elements of the Good to be Green scheme and has adapted it for use at Stanton Bridge

Rules, Protocols and Behaviour Record Forms.

School Golden Rules (displayed in each classroom)

- Listen to People
- Work Hard
- Be Honest
- Be Kind and Helpful
- Be Gentle
- Look After Property

Protocol for Dealing with Challenging Behaviour in the classroom using G2BG resources

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 Yellow/Warning 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 Behavioural Manager
5. Any further incidences child is to be reported to the Headteacher.

Behaviour recording sheet

Class:

Term:

Week:

Good to be green

	Name Card	Warning Card – Time out, 1:1 reflection with TA/Class Teacher	Consequence Card- Child to See Behavioural Manager
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			



How did I make myself and other people feel with my behaviour?



Behaviour Consequence Reflection
Form

Why did I behave
like this?

What did I do?

How do I feel now?
How do my teachers
feel?
What do I need to do
next time?

Thinking Frame: Cause
effect

'Good to be Green'.

- Name tag can be used as self-registration.
- 2nd verbal warning 'Good to be Green' card turned to face the chart.
- Moved in class shown with amber warning card, teacher to have 1:1 with pupil in class.
- Red card child to be sent to see behavioural manager.
- Each 'Green' week earns a sticker.
- 10 weeks earns a wristband.
- Raffle (or vote) at the end of each half term for cert/prize in assembly.
- All 'Green' children to be photographed for 'Green Team' board.
- Behaviour folders and records are still to be kept as permanent record and handed to Inclusion Manager at the end of each term.
- Reflection sheets are still to be completed by children.
- The headteacher can award a privilege card to the class if she comes in and sees a completely 'Green' board. This can earn a reward for the class.

Protocol for Dealing with Challenging Behaviour at Lunchtime.

1. Verbal reminder.
2. Verbal warning. (Recorded in book)
3. Move to stand by the wall. (record)
4. Taken to Behaviour manager. (Letter to parents)
5. Reported to Mrs. Islam.

Behaviour Log w/c

2. Verbal warning. (Record name)
3. Move to stand by the wall. (record name)
4. Taken to Behaviour Manager. (Record name)
5. Reported to Mrs. Islam. (Record name)

Searching, Screen and Confiscation- January 2018

Background

This policy is based on the Department for Education advice for headteachers, school staff and governing bodies 'Searching, screening and confiscation' DfE January 2018

Objectives of this policy

To outline the policy and legal powers the school has for screening and searching pupils. It also outlines the powers the school must seize and then confiscate items found during a search.

Searching

School staff can search any pupil for any item if the pupil agrees. The Headteacher, Deputy Head or other members of the Leadership Team have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage the property of, any person (including the pupil).
- The headteacher and authorised staff can also search for any item banned by the school rules, which has been identified as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline.

Sanctions

The discovery of any prohibited items will result in sanctions being applied in line with the school's behaviour policy. The level of sanction will be decided by a member of the school's SLT, but may include one or more of the following:

- Loss of break
- Loss of Options
- Detention (which is acceptable by law, please click on the link below for more information).
- Supervision during break and lunch times
- Ban from defined areas
- Fixed Term Exclusion
- Permanent Exclusion

For further information on the guidelines please refer to the national guidelines.

