



**Stukeley
Federation**

Behaviour Policy

in support of

**William Stukeley CE Primary School
and
Deeping St. Nicholas Primary School**

Policy approved by Full Governing Body: November 2023

Policy to be reviewed: November 2024

Definition

Within our Federated Schools, we believe that good behaviour is necessary for effective teaching and learning to take place. Good behaviour is both an expectation and a goal to be worked towards. This means that our schools have a central role in the children's social and moral development, just as it does in their academic development. As we measure achievement in terms of progress and development, over time, towards academic goals, so we measure standards of behaviour in terms of the children's developing ability. We expect good behaviour but acknowledge that our pupils may be at different stages and are working towards this goal.

Principles, aims and expectations

It is a primary aim of our schools that everyone feels valued and respected, and that each person is treated fairly and appropriately. We are a caring community, whose values are built on mutual trust and respect for all. The School Behaviour Policy is therefore designed to support the way in which all members of the community can live and work together in a supportive way. It aims to promote an environment that encourages and reinforces good behaviour and one where everyone feels happy, safe and secure.

The principles of **Values Education** are embedded in the ethos of our school. Values Education creates a positive culture for teaching and learning, being concerned with the very purpose of education. Learning the 'values vocabulary' gives the school an understanding of a language that supports quality teaching, high standards and the formation of a caring community.

With the help of the children, the school created a simple set of rules:

The 4 Rs

- Respect and care for our environment
- Respect and care for our ourselves
- Respect and share our learning
- Respect and care for each other

Values Education (see appendix 1) runs parallel to these rules. The primary aim of the 4Rs, Values Education and the policy is not a system to enforce rules, but a positive approach to prevent inappropriate behaviour; a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy, along with its rules and values, supports the school community in aiming to allow everyone to work together in an effective and considerate way.

In order to thrive, children need:

To be protected from harm and abuse

Allowing them to know that there are people who'll listen, should they feel worried or hurt, or if they feel threatened through bullying of any kind. There are procedures within school, explaining what bullying is and the consequences for it. This includes discrimination of any sort. (See Anti-Bullying Policy)

To develop physically, mentally and socially

The policy provides a consistent approach for staff, allowing opportunity for children to do their best in an environment free from distraction and fear, as well as recognition of individual learning styles and needs.

To survive as a fit and healthy person

We support physical, mental and emotional health by engaging children in making healthy choices and in learning ways of getting on together and encouraging acceptance of other people's opinions and beliefs.

To participate as an active citizen.

By setting the social rules to live by, the children can engage in law-abiding and positive behaviour in and out of school. They can develop positive relationships and choose not to bully or discriminate. The promotion of positive behaviour prepares children for the workplace.

The schools aim to:

- Create an environment which encourages and reinforces good behaviour
- Encourage consistency of response to both positive and negative behaviour
- Promote self-esteem, self-discipline and positive relationships
- Ensure that the school's expectations and strategies are widely known and understood
- Encourage the involvement of both home and school in the implementation of this policy

Adults aim to:

- Model high standards of behaviour, both in our dealings with the children and with each other, as their example has an important influence on the children
- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group; promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all, regardless of age, gender, race, ability and disability; show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour.

Disaffection can lie at the root of poor behaviour; to avoid this:

- We plan for the needs of individual pupils
- Have a positive 'can do' approach
- Lessons have clear objectives and tasks set challenges to meet the needs of children of different abilities
- Marking and record keeping are a supportive activity, providing feed-back to the children on their progress and achievements and as a signal that the children's efforts are valued.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution and, overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards can have a motivational role, helping children to see that good behaviour is valued. The most common form of reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children.

Class based systems of rewards include:

- Team points
- Sticker charts (EYFS/KS1)
- Individual class rewards/stickers (KS1)
- Headteacher stickers
- Roles of responsibility
- Golden Moments (during Collective Worship)
- End of term celebrations

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour.

Sanctions should be used secure in the knowledge that:

- The pupil understands why the sanction is being applied
- It is made clear what changes in behaviour are required
- It is the behaviour, rather than the person that is being admonished
- There is a clear distinction between minor and major offences

Sanctions range from expressions of disapproval, through to withdrawal of privileges, time in a 'buddy class' (with the completion of Reflection Sheet) to referral to a senior staff member. It may then be followed by a referral to Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines).

Relatively minor instances will be adequately dealt with through general classroom management, where it will be an individual teacher's responsibility to make an appropriate response to the incidents; thought will be given to children's learning styles and teachers will consider positive management and work towards interception or de-escalation to interrupt possible inappropriate behaviour.

When common misdemeanours or minor incidents occur frequently, a 'reflection' system will be operated. Full details (Discipline Hierarchy) can be found in appendix 2

When anti-social, disruptive or aggressive behaviour is frequent or staff, pupils or others are in danger, it may be necessary to use positive physical intervention, as defined in the school policy for Positive Handling and Physical Intervention. Incidents of this nature will be recorded.

Communication and parental partnership

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

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school and the home are aware of those concerns and of the steps which 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. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

The school will communicate plans and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action for their child.

The schools follow the 'Lincolnshire Ladder of Behaviour' for intervention and support.

Intervention from the Inclusion Team and the use of Pastoral Support Plans support children who are causing concern, before reaching exclusion.

We invite re-integration caseworkers in to access additional funding, which may result in restorative solutions support and behavioural management support.

Misbehaviour outside of the school

Teachers can regulate the conduct of pupils when they are off school premises and not under the control of staff. For example, a teacher can instruct pupils behaving in an unacceptably rowdy manner, on a journey to or from school, to stop behaving in that way. The teacher could then discipline the pupils, as appropriate, on their return to school.

The Headteacher will:

- Ensure that good lines of communication exist within the school and parents, governors, the community and any outside agencies
- Maintain and expect a consistently high standard of pupils' behaviour. Ensure that these standards and the upholding of this policy are consistently applied throughout the school
- Inform supply and other temporary staff employed to work at the school of the policy
- Always support staff, providing that they have acted in line with the aims and practice of this document. In the absence of the Headteacher, the same support can be expected from Senior Leadership Team members

The Staff will:

- Accept responsibility for maintaining and modelling good behaviour throughout the school
- Promote the values of honesty, fairness and respect for others
- Provide an environment in which behaviour problems are at a minimum
- Encourage children to make sensible choices about their own behaviour
- Enhance children's self-esteem
- Encourage and praise good choices of behaviour with simple rewards

The Pupils will:

- Develop self-discipline and self-control
- Be on-task with their learning
- Develop self-confidence
- Learn to be co-operative and considerate
- Develop the ability to resolve conflict in a rational way

The Parents will:

- Feel confident that their children are growing socially and academically
- Know that their children will receive support when needed
- Feel welcome in school to discuss their children's progress in a positive atmosphere
- Support the school in the consistent and fair approach to behaviour.

Review

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Suggested behaviour policy amendments

Appendix 2

Discipline Hierarchy

(Classroom)

(Following the use of independent management strategies to resolve, redirect or de-escalate a problem)

To use in line with KS1 and KS2 behaviour management systems

<u>FOUNDATION STAGE & KEY STAGE 1</u>	<u>KEY STAGE 2</u>
<ul style="list-style-type: none"> • First Time Indicate 'first warning' (relative to Key Stage) for making the wrong choice • Second Time Say, "Second warning" – second time child misbehaves or make the wrong choice • Third Time Lose a behaviour token. If required, repeat steps 1 and 2 until all tokens lost • Fourth time – If three tokens lost: Indicate tokens have been lost. Dependent on situation, child goes to pre-selected Phase Leader for verbal reflection time. 	<ul style="list-style-type: none"> • First Time Indicate 'first warning' (relative to Key Stage) for making the wrong choice • Second Time Say, "Second warning" – second time child misbehaves or make the wrong choice • Third Time In class time out i.e. move to a different table, work outside the classroom • Fourth Time Dependent on situation, child goes to pre-selected Phase Leader for verbal reflection time.
<ul style="list-style-type: none"> • Fifth Time (on returning) If inappropriate behaviour continues, send to Phase Leader. Child to complete 'Behaviour Journal / Reflection Sheet' (in text or images) whilst on 'reflection'. Child takes the form to HT/AHT. Class Teacher to talk to or phone parents – formally at this stage. Withdraw from playtime/lunch break/extended activity. Log of behaviour and contact with parents to be made on CPOMS. If journal not complete during 'reflection', finish at next break. (See appendix 3) • Sixth Time Send to Headteacher/Assistant Headteacher (the next stage of hierarchy) • Severe Certain behaviours may negate any warning; children could be directly referred to Phase Leader, Assistant Headteacher or Headteacher. • Nurture – Time is available during the lunch hour to support pupils to improve their ability to socially integrate with others. 	

Discipline Hierarchy
(Headteacher/Assistant Headteacher)

- **First Time**
Discuss/counsel child – suggest other ways to have handled situation. Next time, parents involved.
- **Second Time**
Parent conference – parents will be invited in to discuss and support both the child and the school – a Monitoring Card (initially for one week) will be supplied at this point.
A Pastoral Support Programme (PSP) may be introduced.
- **Third Time**
A second parent conference will be called. An Individual Behaviour Plan (IBP) will be created at this stage. The length of time the plan will remain active will be decided at the meeting; generally, about a term (approx 6 weeks) with a progress review at the end of the term. A Pastoral Support Programme will be introduced.

Consecutive referrals will remain active for a full term (12 weeks)

- **Severe**
Discuss/counsel child – suggest other ways to have handled situation, parents involved. Maybe Monitoring Card, PSP or IBP
- Some behaviour may result in the need to involve other agencies within BOSS (Behaviour Outreach Support Service) which is part of the Lincolnshire Ladder of Behaviour. Temporary fixed period exclusion can be between 0.5 and 15 days and the final sanction would be permanent exclusion. Parents/carers will be contacted prior to any outside agency support work, and they will be fully informed as to their rights regarding any exclusion (see appendix 4).

Playtime

During playtimes, incidents will be dealt by the adults on duty. The poor behaviour will be discussed with the child and appropriate action taken. Any *notifiable* behaviour will be passed on to respective class teachers, resulting in possible withdrawal from a further break time, or having a discussion with parents/carers.

Lunchtime

At lunchtime, any poor behaviour will be dealt with by the lunchtime staff, who will report any serious incidents to the class teacher. If a child persistently misbehaves at lunchtime, the Headteacher may suggest that the child would cope better at home until a plan for improvement is put into place. Incidences of repeated poor behaviour or risk to others may result in pupils spending time with a rostered member of staff during the lunch break. In these cases, a Behaviour Journal is to be completed and logged with the Headteacher. **A member of the SLT will be on rota each day to support lunchtime staff with behaviour.**

Behaviour Journal

Name

Date

This is the rule I broke:

This is what I could have done instead:

What should I do now?



Signed

Name

Date



The rule I broke:



What I could have done instead:

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions, beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Revised Values 2021:

Our values are underpinning and varied, but through discussion, we believe the principle driving forces are perhaps seen most brightly in the core values of respect, politeness, friendship, honesty, resilience and responsibility.

Core values, and their supporting values, are grouped as follows:

Core Value

Supporting Values

Respect	Equality Tolerance Understanding
Politeness	Thoughtfulness Appreciation
Friendship	Caring Sharing Love
Honesty	Trust Fairness Peace
Responsibility	Quality & Excellence Cooperation
Resilience	Determination Patience Hope