



## STOCKLAND CofE PRIMARY ACADEMY BEHAVIOUR POLICY

Ref No	
Policy Written	2015
Policy Agreed	May 2019
Panel Responsible	T&L Committee/FGB
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### 1 Aims and Objectives

**1.1** The ethos of our school is a 'listening school' where everyone is valued and treated with respect. Any harassment of any kind whether verbal or physical is unacceptable. Our behaviour policy reflects a positive ethos that builds on intrinsic self-motivation to learn. We understand that behaviour is a way of communicating, which is why we spend time trying to work out the root cause.

#### Aims

**1.2** We value and appreciate one another irrespective of any difference

**1.3** We acknowledge that everyone has a valued role within our school community

**1.4** We enable children to develop a sense of self-worth

**1.5** We produce an environment in which all children feel safe, secure and respected

**1.6** We ensure staff are clear about the behaviour expected in order to enable them to support effectively the learning process and school aims and ethos.

## **Objectives**

**1.7** To develop self-confidence and self-esteem, showing pride in our achievements and in our school

**1.8** To show sensitivity and consideration for others

**1.9** To develop respect for other ways of life and different opinions through developing an understanding and appreciation of difference

**1.10** To develop responsibility for our learning and our environment

**1.11** To support children to develop their skills in self-regulation

### **Rules - tagline**

Respect - kind hands, kind words, polite, listening to all adults and each other, caring for others

Responsibility - ready to learn, to listen, honest and truthful, looking after school property

Resilience - do your best, keep trying, growth mindset

Children receive raffle tickets when they are observed displaying these values around the school. One raffle ticket per class is drawn out at the weekly Celebration Collective Worship to receive a prize. Raffle tickets also contribute to the child's individual total which generates certificates at key intervals (eg: 10, 20, 40)

## **2 Rewards**

**2.1** We run class appropriate and positive rewards systems throughout the school; with trust in our staff to select the most suitable for the cohort. The systems can be individual or class based.

### **2.2 Class expectations**

Each year the class teachers work with the children to come up with expected behaviours, for inside and outside of the classroom. These are positively worded, eg. 'Remember to walk in school', rather than 'Don't run in school'.

## **3 Our graduated approach to behaviour**

**3.1** *We take a therapeutic approach to the behaviour within school, aiming to be proactive, rather than reactive. We have significant forms of*

***communication throughout the school, which we feel supports our behaviour strategies.***

### **Reminder**

Anyone who is causing disruption to work or play will be reminded that this is not acceptable. Praise will be given if the child is able to model good behaviour as a result of this reminder.

### **Warning**

If a reminder is not enough the child will be given a warning. They may be asked to work in a different area of the classroom or play elsewhere on the playground. Once again, if the behaviour improves, praise will be given.

### **Time Out**

If the disruptive behaviour continues then 'time out' will be given in an agreed space. This could be another classroom or a playground bench. After some thinking time, the child will be welcome to return to the lesson or playtime. At the end of the lesson the teacher or a member of support staff will discuss events with the child. If relevant, the staff member involved will complete an Incident form which the Headteacher will review to decide if next steps are needed.

### **Headteacher**

If further help is needed to address the behaviour, the Headteacher will listen to the child and discuss the behaviour that took place. Consequences will be agreed which may include loss of playtime, working away from the classroom for a given time and a meeting with the parents. The time off the playground is seen as a 'protective consequence', ensuring that all individuals are safe. We can also utilise an 'educational consequence', which focuses on supporting a better understanding of how else the situation could have been dealt with.

### **Parents**

If the child is unable to calm down or to accept that her/ his behaviour has been inappropriate, the parents will be contacted to allow for a discussion as how best to move forward.

## **4 Recording and Monitoring**

**4.1** Details of behaviour incidents reportable to the Headteacher should be recorded on the Incident reporting form. These are reviewed regularly and steps put in place to support improved behaviours.

**4.2** The Headteacher reviews all incidents half termly, to ensure that there are no developing patterns. In addition to this, staff are invited to talk about any children they are concerned about at the start of weekly staff meetings.

## **5 Bullying / harassment**

**5.1** All incidents of bullying and harassment should be taken very seriously. An incident form will be completed and parents will be spoken to if relevant. Detailed confidential records are kept by the headteacher of all racial incidents. Please see our Discrimination Policy.

## **6 The role of governors**

**6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in carrying out these guidelines.

**6.2** The Principal has the day-to-day authority to implement the Academy behaviour and discipline policy, but governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

## **7 Fixed-term and permanent exclusions**

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

**7.2** If the Principal excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The Academy informs the parents how to make any such appeal.

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

**7.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Principal.

**7.5** 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.

**7.6** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.

**7.7** If the governors' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

## **8 Review**

**8.1** The governing body reviews this policy every year. 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.

### **Related Academy Policies:**

Anti-Bullying Policy

Equality Policy

Exclusions Policy

Positive Handling Policy