



Stebbing Primary School Pupil Behaviour Policy

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Introductory statement

This document is a statement of the aims, principles and strategies for the fostering of social and moral skills, and the maintenance of good behaviour and discipline at Stebbing Primary School.

Aims

- Develop self-discipline, self-motivation, self-esteem and responsibility for their own work and for their actions towards other people.
- Develop a positive attitude towards learning and the ability to sustain concentration and develop capacity for personal study and independent learning.
- Develop good behaviour, courtesy, trustworthiness and respect for people and property.
- Form constructive relationships with one another, with teachers and other adults, and work collaboratively.
- Show respect for other people's feelings, values and beliefs.
- Promote a positive ethos in school.
- Ensure there is partnership between home and school and work together to demonstrate positive behaviours.
- Ensure a consistent approach and have clear expectations of what is defined as positive and negative behaviour.
- To set out the expectations and the sanctions associated with different behaviours.

Summary of the main areas covered by this policy

1. Creating a positive ethos and environment
2. Positive behaviour management system
3. Dealing with behaviour incidents
4. Partnership with parents
5. Exclusion

1. Creating a positive ethos and environment

We believe that creating a climate for good behaviour and having high expectations of our pupils is fundamental to any system of behaviour management and pastoral care. To this end we endeavour to:

- Provide an environment that is welcoming, comfortable and safe
- Maintain a culture of openness, approachability and acceptance
- Be an inclusive school, providing equal opportunities for all children
- Maintain an environment that recognises effort and achievement
- Value each pupil's personal experiences and lifestyle
- Recognise positive behaviour displayed by pupils and ensure pupils meet the behaviour expectations
- Make pupils aware if their behaviour is unacceptable and the consequences for this and explain our behaviour expectations

- Model the behaviour we expect from our pupils.

2. Positive Behaviour Management System

Stebbing Primary recognises positive behaviour and celebrates achievements in the following ways. We use Dojo as our positive behaviour system in school. In line with our School Core Value of belonging, we aim for pupils to work on themselves, their class and their school community. To this end Dojos are awarded when positive behaviours are recognised.

Informal rewards -

Dojos, positive verbal, non-verbal cues or written comments, visiting another member of staff and sharing their successes, in-class rewards such as stickers/certificates.

Formal rewards -

Weekly celebration assembly Headteacher's awards, DOJO winners recognised, lunchtime award, year 6 award, visiting a member of SLT to share successes, Hot chocolate with the Head.

Examples of some methods we use to achieve this are:

- A whole school approach to behaviour
- Circle time/PSHE discussions
- Class discussions
- School Council
- Year 6 responsibilities (House Leaders and Captains)
- Clear health and safety guidelines for children
- Displays of children's work
- Extra-curricular clubs
- Playtime equipment (large apparatus and small games) chosen by the pupils
- A "quiet area" in the playground
- Celebration assembly where positive behaviour is celebrated publicly
- Friday fun-time when the children can choose an activity as a reward demonstrating positive behaviour and attitudes to learning.
- Learning mentoring
- 6s and 7s/9s, 10s, 11s
- Lego therapy
- Year 6 adult learning buddies
- Year 6/reception buddies
- Zones of regulation
- Play leaders
- Behaviour Plans/Reintegration plan (when required)
- Learning Mentoring (when required)
- External counselling (when required)

3. Dealing with and reporting behaviour incidents

We use class DOJO as a way of rewarding positive behaviours. Each child has their own avatar and works towards earning points to exchange for various classroom rewards. Classes decide on these rewards collectively. The core values which children work by are:

We show **kindness**, promote **respect** and foster **belonging**.
We are **aspirational!**

Rewards for good behaviour, kind or helpful acts and positive attitudes are also awarded in class by the class teacher, by the midday assistants at lunch, and by the Headteacher during celebration assembly each week. Members of staff and children may nominate others to receive the rewards.

Misbehaviour is dealt with as quickly as possible, and can be dealt with by any adult in the school. Care is taken to explain the consequences of a child's actions and to help the child to understand these and to consider more appropriate behaviour. Consequences can take the form of: restorative justice conversations, lost privileges, completing work, and/or writing a letter of apology. Consequences will always aim to link directly to the inappropriate behaviour, For example if a child is misbehaving at lunchtime then they may miss their lunchtime.

Midday assistants report misdemeanours that occur during lunchtime break to class teachers or another member of the class team when necessary.

Repeated incidents of unacceptable behaviour will be handled by creating a behaviour plan which will track the child's behaviour throughout the day allowing us to highlight any trigger points and work through them or refer them to one of our mechanisms for support (see section 1).

In cases of serious incidents or persistent misbehaviour, parents are notified and will be invited into school to discuss how school and home can work together to modify the behaviour. These incidents are recorded on our online system CPOMs.

4. Partnership with parents

Parents are invited to school for a family consultation with the class teacher, to discuss their child's work, progress and behaviour twice each year, with book looks throughout the year. They may arrange appointments at other times if they wish.

Parents of children with emotional and/or behaviour difficulties or who have SEN support in place are invited to take part in a termly review of the plan. The SENCO or Headteacher may also attend these.

5. Exclusion

In the rare case where a child's behaviour is likely to cause injury to themselves or others, or is seriously disrupting the work of other children, exclusion may be necessary. Under these circumstances current legislation will be followed.

APPENDIX A

Class DOJO is a whole school system used by all classes. This has a number of purposes. The primary purpose is to keep parents informed about what is happening in the classroom and any upcoming events. It is also a great place to find photographs of special events and activities that have happened in class. We use class DOJO as a way of rewarding positive behaviours. Each child has their own avatar and works towards earning points to exchange for various classroom rewards. Classes decide on these collectively.

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We are **aspirational!**

APPENDIX B

Our Behaviour Policy must be read in conjunction with our Behaviour Expectations document. This is linked below as changes may be made to this document outside of the review dates set for the policy as it is a live working document.

Behaviour Expectations

Extracted below, but please note this may not be the most up to date version:

 Stebbing Primary School  Behaviour Expectations			
At our school, we show KINDNESS , demonstrate RESPECT and FOSTER belonging . We are ASPIRATIONAL!		Looking after property Arriving at school on time Coming to school everyday unless ill Bringing the right equipment to school e.g PE kit Thinking of others in the school community Respecting others in the school community High behaviour expectations of self	
Difficult Behaviour: Stage 1	Difficult Behaviour: Stage 2	Difficult Behaviour: Stage 3	Harmful Behaviour: Stage 4
<ul style="list-style-type: none"> Distracting other pupils Disagreements at breaktime/lunchtime Low-level behaviour during class time Anti-social behaviour such as deliberately burping Dropping litter/food Talking in assembly Ignoring adult instruction Refusing to engage with lesson Minor misuse of classroom equipment Lack of respect Getting out of their seat Calling out 	<ul style="list-style-type: none"> Persistent stage 1 behaviour Play fighting Swearing in a non-aggressive way Misuse of classroom equipment Disrespectful behaviour towards another pupil or member of staff Minor vandalism (with minimal impact to the school community) Inappropriate online behaviour between pupils Physical contact (e.g. pushing another pupil in the line) 	<ul style="list-style-type: none"> Persistent stage 2 behaviour Verbal aggression Swearing in an aggressive way Threatening behaviour Anti-social behaviour Spreading unkind rumours about another child Deliberate damage to another person's property 	<ul style="list-style-type: none"> Persistent stage 3 behaviour Physically aggressive towards adults or other children and young people (including pushing, punching, kicking, biting, scratching, spitting, head-butting). Verbally abusive (and may include racist/homophobic/sexist abuse). Destructive, including destruction of property and the environment. Self-harming, including head banging, scratching, hitting, kicking, biting and poking Striking another adult/child or young person with an object. Leaving the school premises without consent. Racial or minority ethnic behaviour.
Possible consequences	Possible consequences	Possible consequences	Possible consequences
<ul style="list-style-type: none"> Follow the stepped approach outlined below 	<ul style="list-style-type: none"> Follow the stepped approach outlined below starting from step 2. Parents informed if appropriate Incident recorded on CPOMS Possible loss of privileges Possible loss of break/part of lunchtime Letter of apology/made to apologise 	<ul style="list-style-type: none"> Follow the stepped approach outlined below starting from step 2. Parents informed and a meeting arranged with teacher and if appropriate senior leadership team/headteacher Passed to senior leadership team to investigate and sanction Time out Miss break/part of lunchtime Loss of privileges Letter of apology/made to apologise Emotional support plan/Reintegration plan including report card Possible lunchtime isolation 	<ul style="list-style-type: none"> Isolation Passed to headteacher to investigate Parents informed and a meeting arranged with Headteacher Fixed term exclusion Permanent exclusion Emotional Support plan

Behaviour Stepped Approach	
Step 1	A reminder of the classroom expectations delivered privately where possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
Step 2	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outline the consequences if they continue. Use the phrase, <i>'The behaviour I am seeing is not OK. I expect you to...'</i>
Step 3	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Make use of the 30 second behaviour script: <i>You need to understand that every choice has a consequence and as a result you have lost 5 minutes of your break/lunchtime. If you choose to do the work, that would be fantastic. If you choose not to do the work, then you will have to complete the unfinished work at lunch time. I'll leave you to make your decision.</i> If you have got to this stage, the student owes 5 minutes of their breaktime/lunchtime due to lost learning time where the teacher has a restorative conversation. If this takes place in the afternoon, the child will miss 5 minutes of break/lunch the following day. <i>For break and lunch:</i> <i>You need to understand that every choice has a consequence. If you choose to behave as we expect that would be fantastic. If you choose to continue to display unacceptable behaviour then you will need to see (Miss M/Mrs C/Mr L)</i>
Step 4	Offer a 3 minute time out to look at the situation from a different perspective and compose themselves. If they choose not to engage when they return to the classroom, continue to step 5.
Step 5	<i>"As your teacher, are you refusing to follow my instructions?"</i> If a child continues to refuse to follow instructions, repeat the question, "As your teacher, are you refusing to follow my instructions?" <i>"I can see that you need my time but I can't give that to you at the moment so I am going to get someone else."</i>
Step 6	A member of SLT called to speak to the child, <i>"Are you refusing to follow your teacher's instructions?"</i> Repeat the question, <i>"Are you refusing to follow your teacher's instructions?"</i> No - <i>"Excellent, I am pleased to hear that. I will pop back at the end of the lesson."</i> Yes - <i>"Your behaviour is not OK, you are going to come and complete your work with me for the rest of the lesson."</i> If the child completes their work, the child returns to the class teacher to show them their work and have the 5 minute restorative conversation at break/lunch/assembly. SLT to contact parents and additional consequences arranged. ANY HARMFUL BEHAVIOUR SLT NEED TO BE CALLED AND THIS IS WHERE THE DISCUSSION BEGINS
Step 7	If the child refuses to leave the classroom, the rest of the class are removed from the class. SLT member to remain with the child until they agree to leave the classroom. Every 5 minutes, ask the child if they are ready to leave the classroom with no further communication. If the child completes their work, the child returns to the class teacher to show them their work and have the 5 minute restorative conversation at

	break/lunch/assembly.
Step 8	If, after half an hour, the child continues to refuse to leave, inform the child that their parents will be contacted to come to school to discuss their behaviour. Parents contacted to explain that the child will be isolated for the rest of the day and arrange a meeting first thing the next day to discuss the consequences and reintegration plan.

CONTACT SLT IMMEDIATELY FOR THE FOLLOWING:

- A child leaving the classroom
- Any harmful behaviours shown in stage 4.