



Stebbing Primary School Pupil Behaviour Policy

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1. 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**.

2. Aims

At Stebbing Primary, we strive to:

- **Develop self-discipline and responsibility:** Help pupils take ownership of their work and their actions towards others.
- **Foster positive attitudes:** Cultivate a love for learning, sustained concentration, and the capacity for independent study.
- **Promote values:** Encourage courtesy, trustworthiness, and respect for both people and property.
- **Build relationships:** Form constructive connections between pupils, staff, and the wider community.
- **Encourage empathy:** Ensure pupils show respect for the feelings, values, and beliefs of others.
- **Maintain consistency:** Provide a clear framework of expectations and consequences shared by all stakeholders.
- **Strengthen partnerships:** Work closely with home to demonstrate and reinforce positive behaviours.

3. Creating a Positive Ethos and Environment

We believe that high expectations and a supportive climate are fundamental to successful behaviour management. To achieve this, we:

- Provide a welcoming, safe, and inclusive environment.
- Maintain a culture of openness and approachability.
- Recognise and value each pupil's personal experiences and lifestyle.
- **Model the behaviour** we expect from our pupils.
- Ensure pupils understand the consequences of unacceptable behaviour through clear explanations.

4. Positive Behaviour Management System: Class Dojo

Stebbing Primary School uses **Class Dojo** as our primary positive behaviour system. We aim for pupils to work on themselves, their class, and their school community.

Core Values

Our behaviour expectations are underpinned by four key pillars:

Ready, Respectful, Safe and Kind

Rewards

- **Dojos:** Awarded instantly for demonstrating core values or positive work habits.
- **Feedback:** Positive verbal/non-verbal cues and written comments.
- **Recognition:** Visiting other staff members to share success or receiving in-class stickers and certificates.
- **Weekly Celebration Assembly:** Headteacher's Awards, Lunchtime Awards, and the Year 6 Award.
- **SLT Recognition:** Visiting a member of the Senior Leadership Team to share achievements.
- **Hot Chocolate with the Head:** A special reward for exemplary effort and conduct.
- **Phone call/email home:** Sharing successes with family members.

5. Dealing with and Reporting Behaviour Incidents

Misbehaviour is dealt with promptly and minor behaviour is dealt with by the nearest adult. We use a restorative approach to help children understand the impact of their actions. Where behaviour is persistent or more serious, we have clear guidelines which are followed to ensure a consistent approach. See Appendix B for our approach.

Sanctions and Consequences

Consequences are linked directly to the behaviour and may include:

- Restorative justice conversations.
- Loss of privileges (e.g., missed lunchtime if the incident occurred at break).
- Completion of work or writing letters of apology.

Monitoring and Escalation

- **Midday Assistants:** Report lunchtime incidents to class teachers.
- **Persistent Misbehaviour:** Handled through a **Behaviour/Emotional Support Plan** to track triggers and provide targeted support.
- **Incidents:** Persistent or more serious behaviour is recorded on **CPOMs**. Parents will be invited to school to discuss a collaborative strategy to change behaviours.

6. Exclusion

- In rare cases where a child's behaviour poses a risk of injury to themselves or others, or seriously disrupts the learning of others, exclusion may be necessary. In such instances, the school will strictly follow current statutory legislation.

7. Screening, Searching, and Confiscation

In accordance with the *Education and Inspections Act 2006* and *Health and Safety at Work Act 1974*, the school maintains the power to screen and search pupils to ensure safety.

- **Authorised Staff:** The Headteacher (Mrs Heys) and Assistant Headteachers (Mrs Clayden & Mr Le Masurier).
- **Prohibited Items:** Knives/weapons, alcohol, illegal drugs, stolen items, or items suspected of being used to commit an offence.
- **Procedure:** Two adults must be present. While staff can search bags or trays without consent if a banned item is suspected, a child's pockets/clothing will **not** be searched without consent (parents will be called to assist).
- **Confiscation:** Staff may seize, retain, or dispose of property as a disciplinary penalty. Weapons will always be passed to the police.

8. Partnership with Parents

We believe behaviour is best managed when school and home work in unison.

- **Consultations:** Twice-yearly meetings to discuss progress and behaviour.
- **Support Reviews:** Termly reviews for children with SEN or emotional/behavioural difficulties, involving the SENCO or Headteacher.
- **Dojo Communication:** Parents are encouraged to engage with the Dojo app to see classroom updates and celebrate their child's points.

APPENDICES

APPENDIX A: The Role of Class Dojo

Class Dojo serves two primary functions at Stebbing Primary:

1. **Communication:** Keeping parents informed of classroom events, notices, and sharing photos of activities.
2. **Reward System:** Each child has a personal avatar. Points earned are "spent" on classroom rewards (e.g., extra break, choosing a seat) which are decided collectively by the class to promote a sense of community.

APPENDIX B: Behaviour Expectations

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

 Stebbing Primary School  Behaviour Expectations			
Be ready, respectful, safe and kind		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
- 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	- 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) - Inappropriate physical touch (eg: pulling other children's trousers down.)	- 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 - Refusing to listen to instructions - Physical retaliation due to someone being physical to them.	- 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
- Follow the stepped approach outlined below - Possible loss of break/part of lunchtime	- 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	- 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	- Isolation - Passed to headteacher to investigate - Parents informed and a meeting arranged with Headteacher - Fixed term exclusion - Permanent exclusion - Emotional Support plan
Supportive strategies	Supportive strategies	Supportive strategies	Supportive strategies
	- Review child's provision in the classroom. A whole team discussion. Are there any triggers? Are there any additional needs? Brain breaks or sensory time needed? - Targeted PSHE lesson for the whole class	- Supportive 5 created for the child - Learning mentoring - School councillor - ESP written in conjunction with parents - Further targeted support needed from external agencies?	- Supportive 5 created for the child - Learning mentoring - School councillor - ESP written in conjunction with parents - Further targeted support needed from external agencies?

Ready, respectful, safe and kind

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 <u>member</u> 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 with the teacher - who will inform the child of any consequence.
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.

APPENDIX C:

Here are some examples of the activities and methods we use to support, guide and teach pupils about our behaviour expectations:

- Circle time/PSHE discussions
- My Happy Mind lessons
- Class discussions
- School Council
- Year 6 responsibilities (House Leaders and Captains)
- Clear health and safety guidelines for children
- Displays of children's work
- Celebration assembly where positive behaviour is celebrated publicly
- Learning mentoring
- 6s and 7s/9s, 10s, 11s
- Lego therapy
- Year 6 adult learning buddies
- Year 6/reception buddies
- Zones of regulation
- Play leaders
- Emotional Support Plans/Reintegration plan (when required)
- Learning Mentoring (when required)
- External counselling (when required)

