Stow Heath Primary School

Behaviour Policy

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1. School Vision & Values

At Stow Heath Primary School, our vision is underpinned by our core values: 'Love to Learn' and 'Respectful and Responsible'

Our positive behaviour policy focuses upon positive interactions with one another and places emphasis on building relationships between children and staff and children and their peers. Our school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment. Pupils are taught explicitly what good behaviour looks like through our modelling of high expectations.

Underpinning our policy is the belief that everyone can learn to self-regulate their own emotions and behaviour through reflective thinking and our school's curriculum offer. Ultimately, we wish to put children's emotional wellbeing at the heart of our policy, giving them confidence about their capacity to think for themselves and to make sense of their own lives and experiences beyond school and into the wider world.

2. Aims

The aims of the Behaviour Policy are:

- To ensure that the key values and nurture principles are central to all that we do so that every child has a strong sense of appropriate behaviour choices
- To encourage a calm, purposeful learning environment within our school so that they feel safe, secure and are ready to learn.
- To develop a clear and consistent approach for encouraging positive behaviours that is shared and understood by all stakeholders so that pupils are able to take responsibility for their own choices and actions.
- To effectively manage discriminatory behaviours and anti-social incidents [including but not limited to bullying including cyber bullying, homophobic or transphobic bullying; sexism and racism] if and when they occur.

3. Nurture Principles

The principles of nurture underpin all our behaviour work.

"The concept of nurture highlights the importance of social environments – who you're with, and not who you're born to – and its significant influence on social emotional skills, wellbeing and behaviour. The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life" Nurture UK.

Ref: Lucas,S., Insley,K. and Buckland,G. (2006) Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve, The Nurture Group Network.

The learning environment

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Stars for Success and discuss these with pupils to ensure they understand our expectation
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Highlighting and promoting good behaviour and attitudes
  - Communicating expectations of behaviour through the school's system
  - Concluding the day positively and starting the next day afresh

Curriculum

The curriculum aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning. School teaching weekly PHSE lessons using the Discovery theme which are organised into six themes: Being in my world; Celebrating difference; Dreams and Goals; Healthy Me; Relationships and Changing me. Assemblies are planned in for the whole school that support children to develop their social and moral understanding and awareness of mental health and wellbeing.

Zones of Regulation
The Zones are a systematic, cognitive and consistent behavioural approach used to teach self-regulation by categorizing all the different ways we feel, and states of alertness we experience, into four concrete-coloured zones. The Zones framework provides strategies to teach pupils to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move pupils toward independent regulation.

Restorative Practice
At the heart of the Restorative Approach is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected.

We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our levels of respect, resilience, excellence, self-awareness, passion, empathy, communication and teamwork. On occasions when these values are not being respected, we use restorative approaches to help pupils understand the impact of their actions and how to resolve it.

We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of respect, responsibility, peace, thoughtfulness, friendship, empathy, hope, fairness and love.

If a pupil in our school has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly.

If a pupil has done something wrong they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

Use of Restorative Language
When our pupils find themselves in conflict or upset, we will ask them:
- What happened?
- What were you thinking?
- How did you feel?
- Who else has been affected?
- What do you need now/need to do now?
- What would you do differently next time?
- What would you think or feel if this happened to you?
- How could you make sure this doesn't happen again?

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4. **The System**

Colour Codes	Meaning/ Description	Possible Behaviours	Rewards/ Consequences / Closure
Love to Learn **Respectful and Responsible**	Pupils display positive learning behaviours.	Good listening Good looking Being co-operative Engaging in tasks	Rewards: Praise and recognition linked to the schools values Class Dojo – *see Appendix 1* Stickers Star of the Week certificate *Nursery specific: 5 frames which once filled, the child receives a certificate. Use of stickers for instant reward which link to school values.* Consequences: Not applicable
Reflecting and reconsidering	Adults have given repeated warnings and the child has the opportunity to reflect and reconsider	Distracting others e.g. making silly noises, shouting out, rocking on a chair Inappropriate use of resources Continual poor listening	Consequences: A verbal warning. Expectation of the child: Child reflects and reconsiders their actions. Therefore, learning behaviours improve. Closure: Praise and recognition for the child changing their behaviour
Consequence from my key adults	Child has not responded to previous warnings and has chosen not to correct their inappropriate behaviours when reminded.	Persistent low-level disruption	Consequences: Pupil has chosen not to respond to warnings. A verbal explanation to why the child is receiving a consequence e.g. • Missing playtime • Self Regulation break within their own classroom or outside the classroom • Recorded reflection • Class teacher informs parents Expectation of the child: Child follows through with their consequence Closure: Following restorative conversations child reflects and reconsiders their actions. Therefore, learning behaviours improve.
Consequence decided by a senior leader	Child displays persistent negative behaviours which are deemed serious incidences.	Unwillingness to co-operate/follow instructions Persistent inappropriate behaviour Persistent rudeness to adults Bullying Damage to property Defacing others' work Physical hurt to others Verbal abuse to others Swearing	Consequence: • 'Time Out' with a Senior Leader (AHT (in the first instance)/ DHT/ HT) • Parents are contacted by class teacher/AHT/ DHT/ HT (dependent on incident) • May miss 'free times' such as playtimes and golden time • Recorded reflection Closure: Following restorative conversations child reflects and reconsiders their actions. Therefore, learning behaviours improve. These incidences will be recorded on CPOMS. Repeated incidences may result in a child having a personalised behaviour plan if there are no signs of improvements.

5. **Behaviour outside of the classroom**

Behaviour on the playground

Our expectations on the playgrounds are the same as in the classroom: we expect all children, adults and visitors to adhere to our values and systems. Staff members and Peer Supporters promote positive play and meaningful interactions. We also have a number of quieter areas where children can choose to read or play games.

Behaviour on Trips

Our expectations on school trips are the same as in the classroom: we expect all children, adults and visitors to adhere to our values and systems. Staff members are aware that the change in environment and routine can affect children differently. Staff therefore ensure that children are fully briefed on the day ahead before leaving school.

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6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

School uses the STOP approach (Several Times On Purpose) to encourage children to spot it and stop it.

Bullying is not tolerated at Stow Heath Primary School. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively

7. Responsibilities

Who?	Responsibilities
All Staff are responsible for creating positive learning behaviours and supporting the needs of pupils across the whole school. **All staff will use the principles outlined in this policy to support the needs of all of our pupils.**	
The Governing Body	- To ensure that the school has an appropriate behaviour policy that is regularly reviewed - To ask for and receive regular reports about the standards of behaviour in the school including in relation to vulnerable groups. - To be a critical friend when working with the Head Teacher in a strategic sense. - To play a role in monitoring the behaviour in a general sense and to provide visit reports when appropriate.
The Headteacher	- The Headteacher should take responsibility for implementing measures to secure acceptable standards of behaviour. They should ensure the school's approach to behaviour meets the national minimum expectation - The Headteacher must determine measures which aim to encourage good behaviour and respect for others; secure an acceptable standard of behaviour of pupils; promote, among pupils, self-discipline and proper regard for authority; prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying); ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and otherwise regulate the conduct of pupils - To review the behaviour policy in conjunction with the Governing Body - To lead the ethos of this policy by ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour - To monitor how staff implement this policy to ensure rewards and consequences are applied consistently. - To monitor the behaviour of children accurately using a range of strategies so plans for the future improvements can be made and an overall judgement can be made
Senior Leaders (Deputy & Assistant Headteachers)	- Leads the ethos of this policy - Ensure this policy is implemented effectively - Ensures training for staff - Provides support to pupils and parents as necessary - Visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy;
Assistant Headteacher (Inclusion)	- Leads the ethos of this policy - Ensure this policy is implemented effectively - Ensures training for staff - Oversees the specific needs of pupils across the school - Provides support to staff, pupils and parents as necessary - Links with outside agencies to offer additional services - Ensures that all tracking and reporting of incidents and additional needs are up to date
Teachers	- Ensure this policy is implemented effectively - To take responsibility for and model positive behaviour in order to create calm, safe, purposeful, positive learning environments.

	• Ensure that parents are contacted when a child is having ongoing issues or when there has been a one-off significant issue (this may include passing on information regarding incidences that may have occurred at lunchtime) • Provide a personalised approach to the specific behaviour needs of particular pupils • Record behaviour incidences that led to senior leadership involvement on CPOMS • Senior Leadership will support staff in responding to behaviour incidences where necessary.
Support Staff	• Ensure this policy is implemented effectively • To take responsibility for behaviour by creating calm, safe, purposeful, positive environments. • To liaise with class teachers when faced with behavioural difficulties
Lunchtime Supervisors	• To take responsibility for behaviour by creating calm, safe, purposeful, positive environments. • To keep a good eye on pupils and move around the dining hall/playground. • Join in with games and encourage talk and participation • Make sure there is plenty for the children to do and use the resources available to encourage children to play positively together • Listen to pupils to help them to resolve problems • Ensure that pupils move around the school quietly • To liaise with SLT and/or teaching assistants that are on duty when faced with behavioural difficulties • To inform class teachers of significant behavioural they have dealt with during the lunchtime period that may impact on the rest of a pupils' day or may need to be passed onto parents. • Have an awareness that some pupils with SEND or have a personalised behaviour plan may have 'reasonable adjustments' in place to meet their needs
Parents	• Support their child in adhering to the behaviour policy • Inform the school of any changes in circumstances that may affect their child's behaviour • Discuss any behavioural concerns with the class teacher • Ensure your child is wearing the correct uniform
Pupils	• To be ambitious • To want to learn • To be respectful • To be responsible

8. Children with additional needs

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. School will manage pupil behaviour effectively, whether or not the pupil has underlying needs.
Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Measures will be put into place and interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required.

The school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

School will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

9. Reasonable Force

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.
Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). In addition, identified staff have been trained in the Team Teach approach.

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

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- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded via CPOMS and reported to parents

Searching, Screening & Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item e.g:
- knives and 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 to property of; any person (including the pupil).

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. A member of staff is able to search desks or other personal spaces at the school for any item provided the pupil agrees. School will make it a condition of having the drawer or space that the pupil agrees to have these searched. Records of searches should be kept and parents should always be informed of any search for a prohibited item

The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. The designated safeguarding lead (or deputy) should be informed of any searching incidents.

A member of staff can use such force as is reasonable to search for any prohibited items. The member of staff conducting the search must be of the same sex as the pupil being searched.

10. Exclusions

Suspension

At Stow Heath Primary School, we believe that no one person has the right to prevent children from learning and teachers from teaching. If a child exhibits any of serious behaviour or behaves in a way which seriously undermines others' right to learn and be safe, then they may need to be excluded from school for a short period of time. The length of the suspension is the decision of the headteacher, or any member of the SLT in the absence of the headteacher. In these instances, parents will be called immediately to collect their child from school. The parents will be given work for the child to complete during the period of the exclusion. On the child's return to school there will be a re-integration meeting, with the child, parents and headteacher.

Permanent Exclusion

On some occasions, and if all other avenues of support have been exhausted, a child may ultimately be excluded permanently. In these instances, we will follow all local and national guidance. This guidance stipulates that a decision to exclude a pupil permanently should be taken:
- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

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The decision to whether to exclude permanently is for a headteacher to take, however there is an appeals process should parents disagree with this decision

When headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Any social worker or VSH must be informed;

When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay.

11. Legislation & Statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Sexual Violence and sexual harassment between children in schools

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

Links to other policies:

- Safeguarding & Child Protection Policy
- SEND Policy
- Wellbeing Policy
- Children in Care Policy
- Curriculum subject Policies
- E-safety Policy
- Acceptable Use Policy
- Staff Code of Conduct
- Whistleblowing Policy

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