



Stonesfield Primary School
Learning together to achieve our best

BEHAVIOUR POLICY
November 2021
Review: November 2022



Stonesfield Primary School sets high academic standards for all our pupils: supporting and challenging everyone to achieve their best. Our ambitious curriculum teaches our pupils to succeed on life's journey by developing confident and resilient children who become knowledgeable, active citizens caring for our planet. We are kind and inclusive, we celebrate individuals, and we promote respect of ourselves, others and our locality. We value the wellbeing of our staff and pupils by promoting good physical and mental health and fostering a warm, nurturing, safe environment.

Our Aims

- To encourage a safe, secure, purposeful and happy atmosphere within the school and to foster positive caring attitudes towards each other.
- To encourage positive behaviour conducive to quality learning.
- To create a community where achievements at all levels are acknowledged and valued.
- To encourage each child to accept responsibility for his or her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To raise awareness about appropriate behaviour and to make the boundaries of acceptable behaviour clear.
- To promote anti-bullying and deal with bullying effectively.
- To ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Ensure all staff uphold their safeguarding responsibilities regarding peer to peer abuse.

The school will endeavour to achieve these aims through:

- All members of staff, volunteers and parents serving as role models to our children, modelling our shared values and our Golden Rules routinely. Consistency in approach by all adults will be crucial to the success of this policy and the aims it serves.
- Our Behaviour Management Strategy [see Appendix A] implemented consistently throughout the school, contributed to and regularly reviewed by all stakeholders.

- Our Golden Rules – displayed in all classrooms and revisited regularly with all children.
- Our reward systems celebrate children’s achievements both academically and as citizens and through our celebrations of children’s work in our Sharing Assemblies.
- Our Anti-bullying Charter [see Appendix B] reviewed regularly by stake holders.
- Our carefully planned curriculum for Personal, Social, Health & Citizenship Education in which children engage in activities to help them to think about themselves, their relationships and their rights and responsibilities as citizens in a community.
- Whole school assemblies encouraging children to think deeply about their moral and social responsibilities and make personal reflections. Often these assemblies make specific reference to behaviour.
- Staff training and sharing of expertise to embed the principles of positive behaviour management and our Anti-bullying Charter throughout school.
- Shared information between staff through staff meetings, about outside influences which may affect a child’s behaviour in school, with careful regard for confidentiality (refer to Stonesfield School Safeguarding Policy)
- We will use the school’s Accessibility Plan, SEND Policy, and Equality Policy and Plan to ensure fair treatment for all regardless of age, gender, race, ability and disability.

Our Golden Rules

These rules are on display in every classroom and are there specifically to enable children to understand and take responsibility for their own behaviour. Class teachers will discuss the Golden Rules with their pupils at the start of each of each school year to ensure pupils understand their rights and responsibilities. Our Golden Rules will be revisited regularly.

- Be ready to learn
- Be kind and respectful
- Be safe

Reward systems

- **House points**

Pupils can earn house points for fantastic learning. Individual certificates will be awarded for 25, 50, 75, and 100 house points. In addition the house with the greatest total of house points each term will earn a reward.

- **Class reward**

Staff will use a class reward (eg marbles in a jar) to promote collective readiness to learn, strong teamwork and a class ethos. Classes will earn a reward when a target is reached.

- **Star of the Week Award**

Star of the Week is a certificate awarded at our Friday Celebration Assembly. Staff select a child who has demonstrated outstanding effort or achievement in their behaviour towards others or in their school work. The child’s name is displayed on the website as part of the celebration of their achievement.

- **Intrinsic rewards:**

Staff will develop a belief in children that when they are polite and well behaved they can be proud of themselves. Children should work hard and behave well because they know it is the right thing to do, and it is expected of all members of school, not because they will get a reward.

Partnership with Parents

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

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

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.

Early warning of concerns should be shared with the headteacher and Senco so that strategies can be discussed and agreed before more formal steps are required. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Safeguarding

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, staff will follow procedures set out in the school's Child Protection and Safeguarding Policy. The headteacher will ensure that all staff are aware of their responsibilities to deal with peer on peer abuse, as detailed in Keeping Children Safe in Education¹. The school has adopted Oxfordshire County Council's Peer to Peer Abuse Guidance.

Bullying

Stonesfield Primary School recognises its responsibility to prevent bullying and is committed to promoting anti-bullying and dealing with bullying effectively. Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.²

At Stonesfield School we are committed to identifying early signs of bullying and children are encouraged to tell a teacher, parent or friend. The staff at Stonesfield School are committed to ensuring that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. All incidents are treated seriously and the appropriate action taken to deal with the person who is bullying and the person who is being bullied.

Pupils who are being bullied may show changes in behaviour, such as becoming uncharacteristically aggressive, shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, reduced concentration, or a sudden reluctance to come to school. Pupils are encouraged to report bullying in school.

Prevention of bullying

Stonesfield School recognises that a sophisticated approach to preventing bullying is required and a school's response should not start at the point at which a child has been bullied. All staff have high expectations for good pupil behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHCE, circle time, assemblies and subject areas, as appropriate. We will revisit the school Anti-bullying Charter (See Appendix B) regularly with all children in school to ensure that they understand our whole-school approach to bullying.

The role of parents is important in reducing any incidents of bullying. Parents are encouraged to watch out for signs of distress such as repeated illness, damaged clothing etc. If parents know that their child is being bullied the following advice may be given:

- Tell the child they are not to blame
- Advise and encourage them to tell a trusted adult at school
- Encourage a peaceful resolution without resorting to violence
- Reassure them that the situation can be resolved

Cyberbullying

School leaders, teachers, school staff, parents and pupils all have rights and responsibilities in relation to cyberbullying and should work together to create an environment in which pupils can learn and develop and staff can have fulfilling careers free from harassment and bullying. Stonesfield Primary School will offer support to parents on how to help their children engage safely and responsibly with social media.

Stonesfield Primary School has a Code of Conduct for parents, carers, visitors and family members and will encourage all members of the school community to use social media responsibly.

Children will learn how to use the internet safely through whole school assemblies and the school curriculum. They will learn how to report incidents of unwanted behaviour including cyberbullying.

Behaviour Management Strategy

Stonesfield Primary School has high expectations for all pupils, both academically and for behaviour. All staff are trained to use positive behaviour management strategies through staff meetings and INSET days. All staff use our Behaviour Management Strategy for day to day management of behaviour in class. (See Appendix A.)

Use of reasonable force

All members of school staff have a legal power to use reasonable force. The term 'reasonable force' covers the broad range of actions used by teachers that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The headteacher is responsible for identifying training needs of staff and will support staff by providing positive handling training if required. Staff who are trained in positive handling will only use these techniques when reasonable force is required. Any incidents will be recorded within 24 hours in the school's Bound and Numbered Book which is stored in the headteacher's office. Detailed guidance regarding the use of reasonable force is set out in Department for Education advice.³

Exclusions

Permanent exclusion runs against the school's commitment to inclusion and is reserved for the most serious cases. Exclusion will therefore be used sparingly and as a last resort after a range of measures have been tried and all other options considered. It will only be used in response to serious breaches of school policy or law. Detailed guidance regarding the procedure for exclusions is set out in Department for Education statutory guidance⁴.

References

1. [Department for Education: Keeping Children Safe in Education \(September 2020\)](#)

2. [Department for Education: Preventing and tackling bullying \(July 2017\)](#)
3. [Department for Education: Use of reasonable force \(July 2015\)](#)
4. [Department for Education: Exclusion from maintained schools ... in England](#)

Appendix A



Stonesfield Primary School
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Behaviour Management Strategy

We aim for certainty, not severity and commonality of language.

All behaviour management at Stonesfield School should focus on the behaviour and not the child. Children should be reassured that it is their behaviour that may be unacceptable but not the individual themselves.

Choices and Consequences

Children are encouraged to view behaviour as a choice. Adults are asked to use the language of choice, "if you choose to(the preferred behaviour) then you will be able to(do the nice thing).

- Low level behaviour disrupts learning for others and the consequences should be put in place quickly and with as little attention to the class as possible.
- Refusal to accept any of the consequences triggers the next stage in the sequence. However children may be given some 'take up time' which means that they are given a specified amount of time to make their choice.
- Some behaviour is serious and skips the first stages of consequences. Any behaviour which is considered to be peer on peer abuse should be brought to the attention of the Headteacher or Designated Safeguarding Lead immediately.

Consequences

We use the following structure to manage behaviour.

1. A choice is given and a reminder about consequences, time may be given for the child to make their choice.
2. Time out within the classroom is given to think about choices.
3. Work missed due to refusal or reflection time will be completed.
4. Time out in headteacher's office is given for reflection.
5. Incidents of unwanted behaviour are reported on an Incident Report Sheet (see Appendix C) and reported to the Governing Body termly.
6. In extreme cases when a pattern of behaviour becomes apparent a behaviour plan may be drawn up in conjunction with the class teacher, headteacher, SENCO or other outside agencies. Behaviour plans must be designed to meet the needs of the child and the pattern of behaviour.

If a child behaves in a way that is a danger to children or staff, other children will be removed from the presence of the non-compliant child, and the headteacher will be informed immediately. All staff are aware that physical punishments and interventions may not be used.

In some circumstances, physical intervention with a child/young person may be seen as appropriate e.g. preventing an accident such as a child/young person running into the road or to prevent injury to themselves or others. This should be achieved with minimum force and for minimum time. Any such incidents should be recorded in the Bound and Numbered Book.

Appendix B



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Anti-bullying Charter

Bullying is when someone deliberately hurts another person over and over again, through unkind actions or words. Our anti-bullying ambassadors created the following acronym to help us know what to do if we experience or see bullying:

What do we do if we think we are being bullied? We become a **BOSS!**

Be a buddy

Open up and tell someone

Stand up, bystander!

Stop bullying NOW

If you witness someone being bullied, tell someone you trust.

Adults in school will investigate the incidents.

What will happen if you are being bullied?

- The class teacher will talk to the person who was bullying so that they know how they have made someone else feel.
- Incidents will be recorded on an incident report sheet.
- The person who was bullying will apologise, and discuss how to change their behaviour with a teacher. Consequences might include: Removal of privileges (e.g. break times), exclusion from certain areas of school premises, lunchtime fixed-term exclusion, fixed-term exclusion or permanent exclusion in consultation with the Local Authority
- The class teacher or headteacher will talk to the parents/carers of the person who was bullying.
- The class teacher or headteacher will talk to the parents of the person who was bullied so they know what has been happening and what has been done about it
- The person who was bullied will 'check in' with a trusted adult who will monitor that the bullying has stopped.
- The person who was bullying will 'check in' with the class teacher to monitor that they have changed their behaviour.
- If the bullying behaviour continues the person who was bullying will be put on a behaviour plan which will be monitored by the headteacher.

