



Stonesfield Primary School
Learning together to achieve our best

BEHAVIOUR POLICY
September 2022
Review: September 2023



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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.

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through the creating an environment where good conduct is more likely and bad conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged. DfE July 2022

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 cooperation 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 child on child 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 Values 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 Values – 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 Values

Our school values provide a golden thread that weaves through from Reception to Year 6 and involves all adults and pupils. It sews our community together ensuring everyone feels a sense of safety and belonging.

These values 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 Values with their pupils at the start of each school year to ensure pupils understand their rights and responsibilities. Our Golden Values will be revisited regularly to ensure they are embedded within the school culture.

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

Reward systems

House points to recognise academic achievement

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 to recognise attitudes to learning and positive behaviour choices

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 an understanding in children that they should be polite and well behaved and that, when they are, 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 child on child abuse, as detailed in Keeping Children Safe in Education¹. The school has adopted Oxfordshire County Council's Child to Child Abuse Guidance.

Bullying

Stonesfield Primary School recognises its responsibility to prevent bullying and is committed to promoting anti-bullying and dealing with bullying effectively.

The Department for Education define bullying as, 'behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

The Anti-Bullying Alliance definition: 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'

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. This strong school 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 themselves and others, 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, governors, 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.

Associated Resources

Link to Behaviour in Schools Advice for Headteachers and School Staff DfE July 2022

[Behaviour in Schools - Advice for headteachers and school staff \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Link to UN Convention Rights of the Child

<http://unicef.org.uk>

Link to Safeguarding

[Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Link to Every Child Matters

[http://www.gov.uk>government>publicatoions>every-child-matters](http://www.gov.uk/government/publications/every-child-matters)

Link to Keeping Children Safe in Education

[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Link to SEN Code of Practice

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Link to DFE advice on the Equality Act 2010

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Link to Use of reasonable Force

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-of-reasonable-force-advice-for-school>

Link to Screening, Searching and Confiscation - advice for school leaders, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

Link to Exclusions Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

Link to A Guide to the Law for School Governors

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl>

Link to Relationships Education, RSE and Health Education 2019

[Relationships Education,RSE and Health Education 2019](https://www.education.gov.uk/schools/relationships-education/relationships-education-rse-and-health-education-2019)

Appendix A



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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

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support and consequences process.

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Staff have an important role in developing calm and safe environments for pupils by establishing clear boundaries, modelling and upholding the school expectations ensuring pupils can see examples of good habits and are confident to ask for help when needed. All staff should communicate the school expectations, routines and values both explicitly through teaching and in every interaction with pupils.

If behaviour is disrupting the learning environment

If behaviour is disrupting the learning environment, staff should remember that behaviour is a form of communication and that some pupils may still be learning to understand their emotions. Staff follow the steps below to ensure a consistent approach across school;

1. A gentle reminder is given to the child, drawing their attention to your charter and modelling what they could do instead. Try to ensure this is not done by drawing the attention of the whole class but as discretely as possible.
2. A second gentle reminder may be needed and remember to praise if you see your modelling strategy being used.
3. If the disruptive behaviour persists, ask the child to come to you and use the following type of script to speak to them.....

Why are you choosing to _____ ?

If they are able to vocalise, why then you can discuss this with them and offer some support.

If they are unable to give a reason, then explain that 'Being Kind' and 'Doing our Best' are what we are all striving to do so this is what you want to see from them too. Ask them if they need some time to reflect and reset or can they show you this commitment before the end of the lesson?

If you see the improvement, offer praise and encouragement, if there is no improvement then at the beginning of the next break they should stay with you to reflect on what has happened and why they continued with the disruptive behaviour and they can also use this time to complete any tasks that they were unable to complete. Ensure that this time is reflective and resets expectations for the next lesson. If you see opportunities for support materials to help the child to begin a task, stay on track or challenge when finished then ensure these are ready for the next lesson. It is important that parents are informed of persistent disruptive behaviour so that they can support their child and the school to move forward.

If behaviour is disrupting play

When behaviour disrupts play it is important to work closely with the pupils involved and to hear both sides of the issue. Make sure that when an issue arises you take only the pupils involved in the disruption and find a quiet space to listen to them in turn.

Make sure that each child gets to speak and listen carefully to their explanations. You can then respond by saying....

I have listened to you all and can understand why you have had a disagreement – try to provide them with some guidance on what to do next.

If there is a clear issue with behaviour, then that can be addressed with a particular child in a similar way to the approach from the learning environment above. Allow time for pupils to show you that they are working to 'Be Kind' and if they are then praise it and if not, they can come to play closer to you (In your 'circle of trust') until you can see a change.

If poor behaviour choices harm another pupil

When behaviour has a detrimental effect on another pupil it is important to address this calmly and allow pupils to speak and explain the situation in full before any actions are taken. When the situation is clearly established, staff use the behaviour forms to record the behaviour clearly and give pupils a chance to reflect on decisions they have made. Pupils may be asked to complete this process in break time where appropriate and there may be supportive processes put in place moving forward such as, having an adult to support them outside, playing near an adult for an agreed period of time, support from playground leaders, using the toilets before or after classmates etc. These measures will be agreed and should be there to support and encourage the use of positive behaviours, when these are seen praise will be given.

Parents of all pupils involved in these situations will be made aware of the incident in a timely fashion so that they understand how the school values and encourages positive behaviours. This is also an opportunity to involve parents in encouraging positive behaviour choices with their child.

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.



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Anti-bullying Charter

Bullying is when someone deliberately hurts another person repeatedly, 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.

