



Behaviour Policy

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| This policy was agreed by FGB | |
| DATE APPROVED | September 2021 |
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| POLICY AUTHOR | Andrew Denham Headteacher |

1. Introduction and scope of the policy

This document is a statement of the aims and strategies for achieving good standards of behaviour at our school. It is intended to reward effort and application, encouraging pupils to take responsibility for improving their own behaviour. The policy covers behaviour and discipline both on the school site and when representing the school off-site. It has been written so that governors, staff and parents have a clear understanding of how we reward good behaviour and manage unwanted behaviour in our school. Pages 6 & 8 are the visual images used to support the children in their understanding of how we manage behaviour.

2. Statement by the Governing Body

The Governing Body support the school in its aim in promoting the Schools Behaviour Policy.

3. Aims and Principles of the Policy

Standlake is an inclusive school and we are committed to raising the confidence and self-esteem of all pupils, respecting every child as an individual, and helping each one to achieve his or her full potential across all areas of the school's broad and balanced curriculum. The aims and principles of our policy are:-

- To promote, secure and maintain high standards of behaviour within an ordered, safe and caring school community.
- To raise awareness about appropriate behaviour and distinguish between what is right and wrong.
- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To ensure that positive behaviour is always recognised
- To raise pupils' self esteem
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety, with children being expected to follow class, playtime and lunch time rules
- To acknowledge the maintaining of good behaviour within the school is a shared responsibility. All members of the school community promote/develop empathy and respect for themselves and others.

4. Our School Mission Statement

Pupils positively understand their worth & potential, with the skills, confidence & resilience to achieve. We delight in wisdom with a joy for learning and a passionate pursuit of excellence. We have distinctive and effective Christian vision and values.

5. Our School Values

At the centre of our behaviour policy are our school values

| Standlake |
|--|
| Honesty – I will tell the truth |
| Compassion – I will help others in need |
| Tolerance – I will accept others differences |
| Forgiveness - I will give and accept an apology |
| Thankfulness - I will be grateful for what I have |
| Love – I will respect and care for others |

Our values help guide us to make positive choices in our behaviour. We especially need to be forgiving, tolerant and compassionate with those who find making the right choices difficult.

This is hard when we are on the receiving end of something that upsets us. Our natural response may be to fight back or demand sanctions, but this approach does not change behaviour.

A clear and consistently applied behaviour policy that is firm, fair and supports those who need extra help is how we maintain good behaviour and begin to change unwanted behaviour.

Understanding the needs and context of individuals and working collaboratively together as pupils, parents, staff and community is how we have long term, sustainable impact for those who struggle to regulate their emotions effectively in school community.

6. School Rules

Our school values are under-pinned by our School Rules:

- 1. Work Hard**
- 2. Stay Safe**
- 3. Be Kind**
- 4. Show Respect**

At the start of each new academic classes agree on what this means and looks like to them. Parents and children are also asked to sign a Home-School Agreement in support of our rules.

7. Expectations of the School Community

| Staff and Governors | Pupils | Parents |
|---|---|---|
| To lead by example (i.e. excellent role models) | To respect, support and care for each other both in school and the wider community | To consistently model appropriate behaviour. |
| To have high attendance expectations and create an enjoyable learning environment that encourages pupils to come to school. | To come to school on time each day with everything needed and with a positive attitude. | To ensure children come to school each day and on time, are well prepared and keen to learn. |
| To be consistent and fair in dealing with pupils. | To accept the decisions made by all members of staff. | To support the school in the promotion of positive behaviour. |
| To encourage the aims and values of the school among the pupils. | To follow the school rules and values at all times. | To reinforce at home the aims and values of the school and the community. |
| To have high expectations of all pupils. | To do one's best in every possible way at school. | To encourage children to do their very best in all aspects of their school and home life. |
| To meet the educational, social and behavioural needs of the pupils | To tell their parents about their work. To be a good friend to others helping them when they have problems. | To take an interest in their children's school life, by talking to them about their work, friendships etc. |
| To encourage regular communication between home and school. | To share any concerns and problems they have with adults in school and at home so that they can | Actively support good communication with the school, e.g. keeping the school informed of personal circumstances which |

Through the curriculum and by creating a positive learning environment, we teach pupils about our aims and principles and about our code of conduct. Personal, Social, Health Education (PSHE) and citizenship are taught using a variety of methodologies and address our ethos and expectations directly.

8. Good Manners

These are what we expect of everyone:

- stepping aside if an adult is walking towards you
- holding the door open for the person coming in, especially if s/he is carrying something
- asking if you can borrow something, not just taking it!
- waiting your turn before you speak
- saying 'excuse me,' rather than pushing past someone
- being polite when eating
- saying please and thank you
- use appropriate volume and tone of voice

These are discussed with the children in assemblies and teachers regularly remind their classes about them.

9. Strategies to promote good behaviour

'Catching the children being good' helps develop self-esteem and confidence and reinforces positive behaviour. We have the following approaches:

House Points

All of the children are in 'House' groups and try to earn House Points for themselves and their team. At the end of each week the House with the most points is acknowledged and at the end each 'seasonal term' there is an award to the House with the most points.

Daily good practice

This can be delivered in a variety of ways with minimal effort but often maximum impact; eye contact and a smile, thumbs up, a nod and a wink, personal private and/or public praise, a congratulatory pat on the back or even a joyful jig of enthusiasm from the adult!

Teacher's discretionary rewards

The teacher knows what works best for their class and so they will have a variety of strategies that offer and additional incentive and reward for good work and behaviours. These could be House Points, raffle tickets, stickers and giving a child special responsibility. Some classes may choose to have a praise board in which the children move along a series of visual symbols and arrive at a special 'pot or gold' or 'super sunshine'. Children that achieve this may be rewarded.





There will be occasions when teachers send a special certificate home or postcard to praise some specific work or behaviour a child has done particularly well. Some teachers may create individual reward charts for children that need to have additional encouragement to work hard and behave well.

Whole school awards

Each week, usually on a Friday, one or two children per class are celebrated for making special effort with their work, school values or behaviour. The children's names are recorded in the Achievement Book, which is on display for all parents and children to see, and their achievement is printed in the newsletter.

Teachers may also take individual or groups of children to see the Headteacher to share something they have done particularly well. The Headteacher may award them with a special sticker, certificate or item from The Brilliant Box.

When I am good someone notices...

| | |
|--|---|
|  | <p><i>Work Hard Be Kind Show Respect Stay Safe</i></p> |
|  | <p><i>Worked a little harder Was a little kinder Showed a little more respect</i></p> |
|  | <p><i>Tried incredibly hard Got most of it right Impressive example of school value</i></p> |
|  <p>(A possible 3 House Points)</p> | <p><i>Exceptional work or behaviour</i></p> |

10. Strategies to deal with poor behaviour

There will be times when behaviour is inappropriate. Children need to discover where the boundaries of acceptable behaviour lie, as this is part of growing up. It is the responsibility of all staff to discipline the children themselves rather than referring the children in the first instance to more senior members of staff. A range of strategies and consequences are used by staff.

The aim of all our consequences is that the child will understand what went wrong and why, and the expectation is that behaviour will improve as a result. Children need to know learn that when they do something wrong something happens. We also take into account the age of the child and the context of the incident/misbehaviour.

The staff use a range of de-escalation strategies to avoid unnecessary confrontation including: tactical ignoring, proximity praise, distraction & diversion, positive direction, giving choices and consequences, take-up time, 'when & then' statements and rule reminders.

The Headteacher may also use 'Reflection Sheets' and a Restorative Justice approach to support children understand their behaviour, why it was not appropriate, what needs to be done to rectify the behaviour and try to avoid it happening in the future.

11. Exclusion from school

Our schools do not accept or condone physical assaults on children or staff or persistent disruptive behaviour. However, there is an understanding amongst all staff that some children find it very difficult to regulate their behaviour effectively and there can be circumstances beyond the control of the school and pupil that can influence his or her behaviour at the time











Fixed term exclusions will only be used in very extreme situations. The decision will be made by the Head teacher who will have taken into account a number of factors:

- Safeguarding circumstances
- If the action was premeditated, deliberate and/or intentional
- If the pupil was in a 'fight or flight' response
- The 'victim' was not involved in the incident leading up to the incident
- The impact an exclusion will have on a child

Permanent exclusion is a final step in the process of dealing with disciplinary offences when a wide range of other strategies have been tried and have failed. It is an acknowledgement that the school, despite its investment in supporting and encouraging a child to modify his/her behaviour, is no longer effective and does not have the capacity to bring about the desired change.

The decision to permanently exclude a child will also need to take into account the impact of the child's behaviour on the other pupils in the school, and whether the entitlement of the majority to an education without disruption, is being put at risk.

When I do something wrong something happens...

| | |
|---|---|
|   | <p>Rudeness & Chatting Time Wasting Rough Play Stopping others learning Unsafe Not using property properly</p> |
|   | <p>More of the above</p> |
|   | <p>More of the above</p> |
|  <p>Partner Class</p>  | <p>Swearing & Spitting Hurting others & Bullying Stealing Damaging property Answering back Racism</p> |
|   | <p>Nasty and on purpose</p> |

12. Breaktime Procedures

Break and lunchtime duty staff are responsible for ensuring high standards of conduct are maintained over break & lunchtimes. An emphasis is put on catching 'good' behaviour and intervening before misbehaviour occurs. Part of the duty is to positively engage, support & encourage the children in their play.

The Playtime Book is used to record the positive behaviour seen by duty staff. These are celebrated during our Achievement Assembly. The Playtime Book is also used to record poor behaviour which is addressed at the time by the class teacher and followed up by the Head teacher after the Achievement Assembly. Children who are in the 'back of the book' 3 times in a term do not have Tuck Shop and their parents are spoken to by the Headteacher.

Children are encouraged to approach a member of duty staff when they have a problem which they are unable to resolve.

Depending on the severity of lunchtime misbehaviour, one or more of the following actions are taken:

- Through discussion, the children are encouraged to resolve the problem. The adult serves as the referee ensuring turns are taken and that each party has an opportunity to put forward how he/she feels. If the children cannot resolve the conflict after a reasonable length of time, the adult makes a judgement and takes the appropriate action.

The member of staff must check that all the children have had a chance to '**have their say**', understand and accept the **decisions made** and agree that what has been said is **fair**. There may be times when a child does not agree with what is decided but the process in arriving at the 'adult decision (informed by the children's response) is carried out appropriately.

At all times, staff remain calm, firm and fair and do not raise their voices.

- A child is asked to have a short period of timeout close to the duty staff. When an incident takes place at break or lunchtime the pupil must stand near an adult by the wall next to the green equipment shed (large playground) or the 'assembly point' stone wall (small playground). This is for the remainder of the morning break-time or 10 minutes of the lunch time. The teacher is informed when they are collected at the end of lunchtime
- For more serious incidents, the 'duty staff' asks a 'responsible' child to fetch the class teacher of the pupil who removes the pupil from the playground for the remainder of the day and undertakes appropriate work/consequences. It may be appropriate that they miss the following playtime and complete work that is supervised by the class teacher.
- Class teachers and 'duty staff' liaise closely each day. If lunchtime concerns need to be shared with parents, this will usually be undertaken by the child's class teacher.

13. The role of pupils

Children are encouraged to take responsibility for settling their own conflicts. This means that adults must take responsibility for teaching them strategies for doing this, and for seeing that children carry them out and reach an agreed conclusion.

Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. They are given advice on aspects of behaviour in assemblies, PSHE lessons and informally by adults in school.

14. Support Systems for parents/carers

Parents and carers are encouraged to visit the school to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers proper time to discuss their concerns. Parents will be involved at the earliest possible stage if behaviour problems are persistent or recurring.

Parents can also help by:

- Recognising that an effective school behaviour policy requires close partnership between parents, the school, teachers and children
- Acting as good role-models for their children
- Supporting and adhering to the home/school agreement
- Discussing the school's Home School Agreement with their child, emphasising their support of them.
- Attending Parents Evenings or parents' functions and by developing informal contacts with school
- Knowing that learning and teaching cannot take place without consistent positive behaviour management
- Remembering that staff deal with behaviour problems patiently and positively.

15. Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis. The Senior Leadership Team will monitor and evaluate the effectiveness of the policy by analysing incidents from the record sheets kept in school, talking to pupils, staff and parents.

16. Staff Training & the use of 'Reasonable Force'.

This Behaviour Policy is reviewed with staff every year and used as a reminder of the school's expectations and practice. An emphasis is always placed on 'catching and celebrating good behaviour' (particularly for children who find this more difficult) than sanctions and penalisation.

Standlake School follows the guidance outlined below on the use of reasonable force

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Thinking About my Behaviour
(Reflection Sheet)

Name:

Date:

Describe the behaviour that was wrong...

(Explain exactly what happened)

It was wrong because...

(Consider our values, rules and the people it affected)

What do I need to do now?

(Who do you need to speak to? What do you need to do?)

How can I try to stop it happening again?

(What things could you do if you think it might happen again?)