Stonebow Primary School

Behaviour Policy
Date of policy – September 2024
If applicable: Date approved by governors: September 2024
Review Date – September 2027
Summary of updates: **5. Behaviour Management Steps**   Duty staff to inform parents via Weduc directly, once 'Thinking Time' completed – including the addition of a first name if there are siblings in school.   Update that pupil's own time (i.e. break or lunchtime) can be used, if a task has not been completed satisfactorily.

Stonebow Primary School
Behaviour Policy

1. Aims of the policy

The aims of this behaviour policy are designed to complement some of the key principles from the school's statement of intent:

- Stonebow prioritises the safeguarding and well-being of all pupils and staff, in a **nurturing** and supportive environment where pupils feel safe and secure to learn.

- **Respect** underpins a culture of high expectations of behaviour and positive attitudes to learning. We actively care about the environment, too, and respect our surroundings.

- Children will leave Stonebow Primary School as well rounded, confident individuals, prepared for the next phase of their education – and a 'brighter future!'

Our core values, known as our 'Stonebow Powers', are encouraged, promoted and celebrated throughout every aspect of the school's provision. These are:

- Perseverance – never giving up even if things get tough
- Concentration – focussing and resisting distraction
- Curiosity – asking questions and wondering why
- Co-operation – learning together and from each other
- Respect – a positive way of treating or thinking of someone or something
- Enthusiasm – being excited to learn

2. What we expect of children (3-point behaviour code)

- Be safe (look after yourself, others, the school and property)
- Be respectful (be kind, use appropriate language and actions, allow everyone to learn)
- Be ready (to listen, follow instructions, engage and learn)

3. What children should expect from staff

- To ensure safety at all times
- To be fair and consistent
- To listen and be respectful
- To treat each pupil as an individual

4. Rewards – for going over and above the expected

The vast majority of children at Stonebow Primary School behave well and respond to positive encouragement. We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise. This may include:

- Immediate public, verbal praise
- House points in the form of Class Dojo points for demonstrating our Stonebow Powers (values)
- Sharing with other members of staff
- Displaying the children's work in the classroom to acknowledge achievement
- Rewards in the form of individual personalised praise and tokens of achievement (stickers, certificates and awards)
- Special privileges or responsibilities

House (Class Dojo) Points

To promote positive learning behaviours and our school values, pupils can earn points for going over and above the expected in demonstrating their application of one or more of our Stonebow Powers. Wherever possible, these should be awarded live on a pc or iPad. Alternatively, these can be shared in class on a chart as below (public praise):

Class Dojo Chart

Pupils are encouraged to work together as a House team, or class, to earn points collectively.

At Stonebow we have 4 houses –

We hold a weekly Stonebow Powers assembly where a child is nominated to receive a certificate for demonstrating one of our Stonebow Powers in a noteworthy way. Parents are invited and their teacher shares an anecdote of the child's achievement to the assembly.

A photograph is taken and displayed in celebration on a board in the hall and on the school website. During the same assembly the house point totals for the week are shared – to encourage a team approach. This is followed by termly and annual house point winners.

6. **Behaviour Management Steps**

The majority of children respond to a simple reminder of what is appropriate behaviour. For those children who find it more difficult to behave in line with our code, we have a framework of sanctions.

1. Reminder – a non-verbal or discrete verbal reminder of the appropriate behaviour code.
2. Think – a discreetly recorded verbal warning of the appropriate behaviour code.
3. Think again – a second chance of the above, discreetly recorded as an escalation or continuation. This may include time to think and repair in another room/space.
4. Thinking Time – time out to repair. This could be a breaktime or part of a lunchtime (EYFS – 5 minutes at breaktime, KS1 10 minutes at breaktime, KS2 20 minutes at the start of lunchtime 12.10-12.30pm – supervised on a rota by SLT or other staff in the Music Room or Library if unavailable) to reflect and repair.

   Repair includes a restorative conversation and piece of work (e.g. complete work – including immediate use of a break/lunchtime to complete work to a satisfactory standard, tidy up, draw a picture, write an apology or similar), supervised by a member of staff.

   Parents will be notified by the member of staff on duty, if a child has reached 'Thinking Time' by a Weduc message:
   Your child (add name if sibling) has had the opportunity to reflect and repair during 'Thinking Time' today, you may wish to discuss this with them at home.

Timeframes above:
NB. 2 and 3 are valid for during the following time periods:
Morning Session 08:45 – 12:10
Afternoon Session 12:10 – 15.15 (including lunchtime)

Discrete Recording:

Any recordings will be made on a laminated class list, kept on the teacher's desk, this will allow them to be shared with other staff, who may teach the group during the sessions above. The recordings are removed before the start of the next time period.

The consequences of repeated Step 4 - Thinking Time (**3 or more** in the same week) are:

Parents will be contacted and invited to discuss their children's behaviour with the school leadership where further action is shared including but not limited to:

- Loss of a special privileges.
- An internal exclusion for a morning/afternoon or whole day.
- A fixed term suspension where the child is not allowed in school for an agreed period of time.

7. Extreme Behaviour

At the staff's discretion, in the event of extreme behaviour, it may be appropriate for children to progress through the steps more quickly. This may include: extreme violent behaviour, stealing, bullying, damage to property, extreme rudeness/swearing, acts of racial, sexist and/or homophobic abuse.

Emotion coaching style response, to manage extreme behaviour

When dealing with extreme behaviours, we adopt the responses below, to support pupils in crisis:

De-escalation strategies

Staff will use a range of de-escalation strategies, which may be personalised and part of a Behaviour Support Plan, to prevent the need for behaviour management steps to be applied. These may include:

- Distraction, including humour or 'Grounding Techniques'
- A break in another room/space (this may include a sensory break)
- A reminder of choices/expectations (safe, respectful, ready)
- Reduced adult interaction (whilst maintaining sight of the child)

Restorative Conversation – problem solving together

Once the pupil is able to discuss the situation, a restorative conversation can be held with a member of staff. We actively encourage children to choose the right thing to do and discuss the consequences of their choices. A restorative conversation may involve the following questions:

What happened? Why?/what were you thinking? How did this make people feel? Who has been affected and how? What should we do to put things right? How can we do things differently in the future?

Bullying

We take incidents of bullying very seriously and define bullying as - 'Behaviour by an individual or group repeated over time that intentionally hurts another individual or group, either physically or emotionally.'
Management of bullying is in line with a specific and separate Anti Bullying policy, where we use the STOP acronym, which stands for Several Times On Purpose, to help us understand the difference between bullying and fall outs.

Child on child abuse (extract from Keeping Children Safe in Education below)

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's policy and procedures with regard to child-on-child abuse (Sec 5.2 of Child Protection Policy) and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Child-on-child abuse is most likely to include, but may not be limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children
- physical abuse
- sexual violence or harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images
- upskirting
- initiation/hazing type violence and rituals
  8. **Children with particular needs**

For some children with very specific needs, the rewards or behaviour code/management steps may not be appropriate. In these cases, the school can provide additional support including Individual Behaviour Support Plans, agreed with parents. This may include adaptations to rewards or sanctions and preventative measures, to help maintain standards of behaviour. We may also engage with outside agencies for further support. Our Personal, Health, Social and Education (PHSE) programme of work helps all children to understand themselves, including how to manage their feelings. It also supports their mental health and well-being. Furthermore, we hold assemblies and class discussions, to teach the whole school about equality, diversity, character and community and this helps children understand each other and also why rewards and sanctions are adapted sometimes. The extract below, provides further clarification for parents on this.

Reasonable adjustments (from DfE: A guide for parents on school behaviour)
A school should not assume that because your child has SEND, it must have affected their behaviour on a particular occasion. Schools should consider whether your child's SEND has contributed to their behaviour, and whether it is therefore fair and lawful to sanction them because of this.
Schools should think about any triggers of misbehaviour so they can support all pupils with SEND to behave well.
Sometimes, pupils with a disability will need reasonable adjustments made to a rule or type of sanction.

9. Positive Handling (use of reasonable force)

We only use reasonable force as a last resort and always attempt to deescalate any incidents as they arise to prevent the need to use it. This would be undertaken by trained members of staff and reported and logged on My Concern (This has replaced the bound book, stored in the safe for historical incidents. Demarcating as use of Positive Handling on My Concern).

Extract from: Use of reasonable force, Advice for headteachers, staff and governing bodies July 2013 - When can reasonable force be used and by who?
Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. All members of school staff have a legal power to use reasonable force.
Schools can use reasonable force to:
• remove disruptive children from the classroom where they have refused to follow an instruction to do so;
• prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
• prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
• prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
• restrain a pupil at risk of harming themselves through physical outbursts.

10. Suspension and Exclusions

In line with DFE guidance on Exclusions and Suspensions (May 2023), the headteacher may use suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

11. Recording/monitoring

In addition to recording any use of reasonable force outlined above, any pupils reaching Step 4 of the Behaviour Management Steps will be recorded on My Concern. Any extreme behaviours will also be logged on the My Concern safeguarding system. This will allow senior leaders to monitor and analyse behaviour across school.