Behaviour & Discipline Policy

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Learning at Stivichall is a passport for life

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1. Rationale

1.1 At Stivichall, we believe that children need good personal and social skills, in order to live fulfilling and rewarding lives as adults. A positive attitude to school and learning is the key to success and nobody has the right to make somebody else unhappy or to disrupt their learning. Good behaviour underpins effective learning. Our policy is rooted in the United Nations (UN) Convention on the Rights of the Child and is supported by a curriculum promoting an understanding of the rights every human being deserves, no matter who they are or where they live, so that we can live in a world that is fair and just, balanced against the corresponding responsibilities we have towards each other.

Our four core values - **Respect, Responsibility, Resilience and Resourcefulness (The 4 Rs) -** underpin all aspects of school life and guide the behaviour and attitudes of our children. They shape the way we learn, play and interact with others at all times.

1.2 This policy has been written in support of our Mission Statement and in consultation with all those who are expected to implement it, namely pupils, parents/carers, staff and governors.

'Learning at Stivichall is a passport for life.' Mission Statement

Our expectations for behaviour are based upon a clear set of Golden Rules that embrace our school ethos.

We work hard

We listen

We are gentle

We are honest

We are kind and helpful

We look after property

a. We recognise that high standards are best promoted when everyone in school has a shared understanding of what is acceptable and unacceptable behaviour. In doing this we ensure a safe, caring and happy school that will promote good citizenship, British values, self-esteem, self-discipline, emotional intelligence and prevent bullying including cyber bullying, child-on-child abuse, prejudice-based and discriminatory bullying.

2. The aim of this policy is to:

- Embed and embody Stivichall's six golden rules (see above);
- Promote a positive ethos and climate in the school founded on our 4 Rs.
- Create a consistent environment that expects and reinforces good behaviour choices;

- Value, respect and appreciate each other, irrespective of age, gender, creed or race;
- Develop self- discipline, the ability to learn independently and work co-operatively and to define acceptable standards and the principles of good behaviour choices;
- Foster respect for the school environment, including the building (inside and outside areas), equipment and the pe4onal belongings of others;
- Ensure that all learners have the opportunities to develop an active, personalised and independent approach to learning, through a broad, balanced and relevant curriculum;
- Define acceptable standards and the principles of good behaviour choices;
- Encourage consistency of response to both positive and negative behaviour choices;
- Promote self-esteem and self-regulation through success, self-discipline, perseverance and positive relationships;
- Ensure that the school's expectations and strategies are widely known, understood and followed;
- Encourage the involvement of both home and school in the implementation of this policy.
- Embed the Five pillars of Pivotal practice as a layered approach:
    1. Consistent, calm adult behaviour
    2. First attention to best conduct
    3. Relentless routines
    4. Scripted interventions
    5. Restorative follow up
- Embed the British and Stivichall Values including the 4 Rs (found on our Stivichall Tree)

All those who work in or visit our school must demonstrate behaviour in keeping with these aims.

3. Role of staff

3.1 It is proven that the most powerful factor determining pupil behaviour in schools is teacher behaviour.

Under the DFE guidance for headteachers and school staff 'Behaviour and Discipline in schools' teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

While the guidance provides an overview of the powers and duties of school staff, it states very clearly that it is for individual schools to develop their own best practice for managing behaviour in their school.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. It is the responsibility of all staff to ensure that school rules are enforced in all areas of the school. Staff at Stivichall will not walk past or ignore behaviour that does not fit within our ethos or comply with our school rules. Children must be treated fairly, with respect and understanding, and school rules are enforced consistently. If a member of staff is in doubt they need to refer to the Senior Leadership Team, and ultimately to the Head Teacher. PPA cover teachers need to first refer to class teachers, and then phase leaders, if they are experiencing difficulties regarding behaviour.

We recognise the principles of forgiveness and social responsibility in the potential of every individual to make good choices about their learning and behaviour; with this aim all sanctions

include restorative practice as a follow up with the key members of staff involved and if appropriate with a member of SLT.

3.2 We follow Coventry City Council guidelines for Physical Intervention (Team Teach) and the use of Restraint (see Policy File in School Office). Staff in our school only intervene physically to prevent injury, or if a child is a danger to themselves or others. The actions we take are in line with government and local authority guidelines. All incidents requiring restraint are recorded in the Bound and Numbered book (kept in the school office). Staff are responsible for recording all significant behaviour incidents on CPOMS.

Please refer to DFE guidance:

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

3.3 All staff at Stivichall Primary School will:

- Have high expectations of the children's behaviour;
- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty, courtesy and respect;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability; Encourage children to use all forms of technology safely and responsibly;
- Show appreciation of the efforts and contributions of all children.

4. The Role of the Headteacher

4.1 The Government has given schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.
The Government expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other;
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and
- that every teacher will be good at managing and improving children's behaviour.

4.2 It is the role of the Headteacher, under the DFE guidance, 'Ensuring good behaviour in schools:
A summary for headteachers, governing bodies, teachers, parents and pupils' 2012, and the School Standards and Framework Act 1998, to develop the school behaviour policy in the context of this framework. This policy must include measures to prevent all forms of bullying among pupils.

4.3 The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year. Our behaviour policy is readily available through the school website.

4.4 It is the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school. It is therefore crucial that this policy is applied consistently throughout the school. The Headteacher must, when requested, report to Governors on the effectiveness of the policy.

4.5 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.6 The Headteacher has access to records of all reported incidents of misbehaviour via CPOMS (safeguarding and child protection software for schools). Incidents of serious and/ or persistent breaches of the behaviour policy, including all forms of bullying and racism, will also be recorded on CPOMS.

4.7 Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil can be excluded for one or more periods (up to 45 days in an academic year) or permanently as outlined in the DFE guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, 2022'. Pupils whose behaviour is disruptive at lunchtime may be excluded from school premises for the duration of the lunchtime period. A decision to permanently exclude should only 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 such as staff or pupils in the school.

The Headteacher must, without delay, notify governors and the local authority of:

- A permanent exclusion;
- A suspension;
- Any permanent exclusion which would result in the pupil being suspended or permanently excluded for more than five school days (or more than ten lunchtimes) in a term;
- Exclusions which would result in the pupil missing a national curriculum test; and
- All other exclusions must be reported termly (as per recent DfE exclusion guidance).

5. The Role of the Governors

5.1 Under Section 88(1) of the Education and Inspections Act 2006 (EIA) and the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

5.2 Section 88(2) of the Education and Inspections Act requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents and pupils.

5.3 The governing body must provide clear advice and guidance to the head teacher on which she can base the school behaviour policy.

5.4 The governing body will notify the head teacher that the following should be covered in school policies and referenced in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for)
- The power to use reasonable force or make other physical contact
- The power to discipline beyond the school gate
- Pastoral care for school staff accused of misconduct
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

5.5 In providing guidance to the Headteacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.

5.6 Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002, as amended by the Education Act 2011, requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The governing body will in consultation with the Headteacher consider what the school's response will be to any bad behaviour when the child is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing school uniform or in some other way identifiable as a pupil at the school; or
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

6. The Role of Lunchtime Supervisory Assistants

6.1 The School Business Manager has regular meetings with the midday supervisors where they are able to discuss any matters arising from their lunchtime duties.

6.2 Lunchtime staff are aware of this behaviour policy and will implement the rules and apply them when pupils are in their charge. We try to be positive with the pupils and take notice of good behaviour, kind acts and helpfulness during their lunch break both in the dining room and around school. Throughout lunch break instances of positive behaviour will be celebrated with golden tickets to celebrate children who visibly demonstrate the playground version of the six Golden Rules and the 4 Rs. When appropriate exemplary behaviour will be celebrated with the class teacher/parents.

6.3 If pupils do not adhere to the rules they may be given time out at which point they will come and speak to the LSA. The LSA will make it clear which school rule they have broken and support the child in making the right choices. If behaviour continues the LSA will extend the time out and follow up by recording the incident in their red book, which they will feedback to the class teacher at the end of lunchtime to follow up if necessary. Children demonstrating inappropriate behaviour may need a period of reflection (maximum five minutes) e.g. discussion with an adult, directed to the art room, asked to play another game, take a walk round the golden mile. It may be appropriate for the child to access the Rainbow Room/ Art Room if they are in need of some quiet time as they are finding the playground too busy or noisy. In extreme cases. support may be sought from a member of SLT.

7. Role of the children at Stivichall Primary School

7.1 Through PSHE, Protective Behaviours, our Values curriculum, Safer Internet Day, Anti-Bullying Week and whole-school assemblies, the children will be taught that their behaviour is a personal responsibility and that they can choose good or inappropriate behaviours. They will also be taught that they can take actions to recognise and modify their inappropriate behaviour. The Golden rules for both the school and playtimes will also be revisited and reinforced regularly.

7.2 Children should not bring items of value into school (money, games, toys etc) apart from a small amount of money for charity donations. Year 5 and 6 pupils, who walk home from school with parental permission, may bring in a mobile phone which must be handed into the classroom box at the start of the day and be collected from there at the end of the day. This box will be locked away in each classroom and not accessed throughout the day. They should not be used on school site.

7.3 At Stivichall Primary School, we expect all pupils to learn to respect and adhere to the following:

In school, outside on the playground, field and during offsite learning opportunities:

- follow the six golden rules:

We are honest	We are kind and helpful	We listen
We are gentle	We work hard	We look after property

- follow the six Playground Golden Rules:

We are gentle	We are kind and helpful	We play well with others
We care for the playground	We listen	We are honest

7.4 If a child chooses not to follow the above when outside on the playground or field, then Appendix A will be followed.

7.5 If a child chooses not to follow the above in the classroom, then agreed school sanctions, which are displayed clearly in the classrooms, will be applied. (See Appendix A)

If the child's behaviour continues to escalate, a personal behaviour plan may be put into place. (see Appendix C)

7.6 Some children in Upper Key Stage 2 are trained as peer mediators and will support with any lunchtime incidents.

8. Anti-bullying

8.1 Bullying starts in a small way. If unchecked, it may spread in severity and be copied by others. If bullying is judged to be acceptable by peers it will gain momentum. Bullying may or may not be secretive. There is a danger that bullying may be dismissed as fun or horseplay. Bullying is contrary to our mission statement, aims and ethos.

8.2 Any incidents of bullying (including cyber-bullying, whether it takes place inside or outside of school) will be investigated with staff and governors taking action immediately. All reported incidents of bullying are recorded on CPOMS and SLT and DSLs are alerted. Designated members of staff carry out follow ups with children to monitor the situation.

8.3 Our school curriculum is designed to safeguard against bullying through:

- Developing a clear understanding of the definition;
- Promoting an ethos of telling others when we are worried through our network of support using strategies from protective behaviours work e.g. identifying Early Warning Signs;
- Positive support for both bully and victim;
- Teaching children that it is not ok to ignore bullying as a bystander. Through our Jigsaw Scheme, children learn how to problem solve if incidents of bullying are witnessed.
- An understanding that all behaviours are a symptom of emotions;
- Clear understanding of the school behaviour policy.

See Anti-Bullying Procedure – Appendix D

9. Role of Parents/Carers

In choosing Stivichall Primary School, parents are signing up to our policies and are expected to encourage their children to show respect and courtesy towards staff and fellow pupils. Staff and pupils have a **responsibility** to be courteous and respectful to parents and other visitors and a **right** to expect the same courtesy and respect back. Parents are expected to support the school's authority to discipline pupils for breaches of the behaviour policy.

9.1 Staff welcome early contact, through an appropriate channel (rather than social media), if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

9.2 Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By reading and signing the pupil Acceptable Use Agreement and encouraging/supporting their children to follow these guidelines for staying safe online and when using technology.
- By following the values and policies of the school.
- By modelling appropriate behaviours, showing our children what it means to be a good citizen and a considerate member of the community. This includes when using technology and social media.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

9.3 If the school has to use reasonable sanctions to punish a child, it is essential that parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the phase leader and then if they feel the issues has still not been resolved, the Headteacher. If these discussions cannot resolve the problem, the matter may be referred to the Chair of Governors.

9.4 Any damage to school property may results in a charge to parents.

Please refer to DFE guidance on school behaviour and exclusion:
A guide for parents on school behaviour and exclusion - GOV.UK (www.gov.uk)

10. The Curriculum and Learning

Our curriculum is designed to meet the needs of all of our children and is underpinned by a strong ethos and value system recognising the UN Convention on the Rights of the Child and British Values. Through developing an understanding of the essential balance of the rights of the individual and the wider community with the corresponding responsibilities we all share, we aim to work with parents to develop well-rounded, caring and reflective citizens of the world.

At Stivichall, we understand that preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain. Our Character Curriculum, creates a culture of zero tolerance for sexism, misogyny/ misandry, homophobia, biphobic and sexual violence/ harassment. We have a clear set of values and standards which are upheld and demonstrated throughout all aspects of school life.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour choices. Through planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back, we aim to avoid alienation and disaffection which can lie at the root of poor behaviour.

Marking and record keeping is used as a supportive activity, providing feedback to the children on their progress and achievements, and signaling that the children's efforts are valued and that progress matters. (See Our School Prospectus, Marking Policy and the Staff Handbook).

11. Learning Outside the Classroom

Learning Outside the Classroom (LOtC) is any type of engagement or access to the wider world. This includes visitors coming in to school to provide information or activities, school trips and any outdoor learning on site. At Stivichall we believe by providing a range of opportunities that inspire children to learn, we will encourage children to develop positive attitudes and behaviour.

Outdoor learning builds on the natural instinct to learn that everyone is born with and offers opportunities to make choices, initiate learning and takes risks which supports social and emotional development. Learning Outside the Classroom emphasises the development of self-esteem, communication and social skills, personal responsibility and citizenship. These skills feed back positively into other work within school.

Children are encouraged to take responsibility for their behaviour in all aspects of their education. Before any LOtC activity they are reminded of expectations to ensure they understand the same rules apply. Risk assessments for specific behavioural requirements may be required, for example some children may need extra supervision or physical support to enable them to participate safely.

12. Classroom Management

12.1 Classroom management and teaching methods have an important influence on children's behaviour choices. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. We recognise that relationships between teacher and pupil, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Therefore;

·the classroom should be a welcoming environment where children are greeted at the door.
· teacher uses a clear signal for attention
· classrooms should be organised to promote independence and personal initiative
· furniture should be arranged to provide an environment conducive to on-task behaviour
· materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption
· displays should help develop self-esteem through demonstrating the value of every individual's contribution
· teaching methods should encourage enthusiasm and active participation for all
· praise and rewards should be used to encourage and acknowledge good behaviour choices as well as achievement.
· consequences should be issued according to Appendix A
· teacher dismisses the class in a calm manner

12.2 Every class will have:
- the set of Golden rules plus any of their own rules decided in September by the class and displayed in the classroom;
· Whole class reward jar;
· Sanction procedures clearly displayed (Appendix A)
- Golden tickets and a box in every class

13. Rewards

13.1 We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work; sanctions should only be needed for a minority of children.

13.2 When giving rewards to pupils, staff will always make the reason for the reward clear and relate it back to the golden school rules. All staff know that effective praise helps the child appreciate how their achievement is helped by their own attitude. It acknowledges effort, focuses attention on relevant behaviour and fosters motivation for improvement.

13.3 Rewards we give to pupils include:
· approving look, nod, smile
· private praise
· well done stamps
· smiley faces and positive feedback in marking
· public praise in class and in assemblies
· house points
· stickers
· informing parents by letter or telephone
· achievement assembly certificates
· Marbles/gems are collected towards a whole class reward
· Reading raffle tickets which will go into a phase prize draw at the end of each half term with each winning ticket holder receives a book.
· A golden ticket which will go into a class prize draw at the end of each half term with each winning ticket holder invited to golden time with members of SLT.

14. Sanctions for unacceptable behaviour

14.1 When dealing with inappropriate behaviour we are conscious of always maintaining the pupil's self-esteem – it is the behaviour that is unacceptable not the pupil. We believe that there are consequences to making the wrong choice and children should be encouraged to

see this. Disapproval must be directed at the behaviour rather than the child. However, mistakes are made by everyone and every child needs a chance to redeem themselves, therefore, every session is a fresh start.

14.2 There is no place for violence, bullying, harassment, vandalism, rudeness or bad language within our school community and these types of behaviour will be strongly discouraged. We always try to work within a positive framework keeping parents / carers (and if necessary Governors) informed.

See Appendix A for the structure of discipline for unacceptable behaviour which is displayed in all classrooms and learning areas.

14.3 The Headteacher and Governors will decide on a course of action in line with LA guidelines and current government legislation (see Section 4).

14.4 Sanctions are given which are appropriate to the offence and a restorative follow up will take place. We will:

- Check with the pupil that he/she understands the reason for the sanction
- Establish that the pupil knows that their behaviour was unacceptable
- Explore with the pupil the effect their behaviour has on others.
- Examine with the pupil, strategies for avoiding the same situation in the future.
- Encourage the pupil to think of an alternative acceptable strategy to use in similar situations for the future.

14.5 The most powerful sanction for the majority of the pupils is the disapproval of those whose views (adults or peers) they respect. We use circle time to actively encourage a greater knowledge of, and respect for, one's peers, to enhance self-esteem and to foster a caring ethos.

14.6 Sanctions follow Appendix A and should, whenever possible, be immediate and of short duration.

Sanctions include:

- A non-verbal sign (e.g. Shake of the head)
- Ignoring (within boundaries)
- Discussion with an adult
- A private verbal rebuke and reminder of acceptable behaviour
- Repetition of a task if necessary
- Removal from the scene of disruption
- Isolation within classroom or allocated area outside (Time out)
- Removal from the classroom to an alternative supervised area
- Yellow cards
- Red cards (at times, in consultation with phase leader or other SLT member)
- Completion of 'Reflection of behaviour' sheet during lunch time reflection time with a member of SLT (Appendix B). During reflection time, the discussion will be focused around the 4 Rs to address any concerns around behaviour and to avoid repetition of poor behaviour choices.
- Restorative practice as a follow up with the members of staff involved
- Withdrawal of privilege
- Comment written into home/school book if appropriate
- Drawing up a behaviour contract/plan or a lunch time plan
- Referral to Deputy Head/ Senior Leader
- Referral to Headteacher
- Informing and involving parents by phone/letter

Behaviour management is complex. This policy does not capture all the strategies available in a school's toolkit. It is important to note that the incentives and consequences outlined here as 'Rewards and Sanctions' are not exhaustive. Staff may use their professional judgement to implement other approaches that are consistent with the school's values and in keeping with the principles of this behaviour policy.

14.7 Escalation of the sanctions may include (at the red card/ reflection stage):

- Telephone call or letter Home detailing next step i.e. reflection or removal of privileges.
- Parental involvement
- Behaviour Journal (daily for an agreed period of time)
- Senior Leader and/ or Headteacher Referral

If a child began to show a recurring pattern of moving between yellow and red cards it may be necessary to move toward a Personal Behaviour Plan. A discussion with the Assistant Headteacher for inclusion or the phase leader would be the appropriate step.

14.8 We deal with serious offences in more formal ways such as:

- Keeping a record of incidents on CPOMs
- Referral to external agencies
- IEP/IBP
- External agency support initiated
- Letter to parents and a formal meeting to discuss the behaviour
- Withdrawal of a major privilege
- Isolation from peers at play and lunchtimes (internal exclusion)
- Removal from school site at lunchtime
- Removal from class for an agreed time

We believe that the above sanctions will be effective in dealing with most situations which occur in school.

14.9 We should only use the following sanctions when other strategies have been tried and proved unsuccessful:

- A short suspension
- A formal meeting between the pupil, parents and a member of the governing body
- The length of suspensions will be decided based upon the behaviour displayed and the number of repeat incidents.
- Permanent exclusion
  Suspensions will be considered for the following:
- Fighting/aggressive behaviour
- Blatant verbal abuse of staff
- Physical abuse of staff
- Repeated refusal to conform to the requirements of this behaviour policy
- Persistent behaviour detrimental to the learning or well-being of others.
  Members of staff requiring assistance should send the Helping Hand to the first available member of staff who should offer assistance.

All incidents must be recorded on CPOMs with alerts to the phase leaders. Behaviour causing high levels of concern either due to a pattern emerging or severity of actions should be recorded on.

15 Acorns Wrap Around Provision

In Acorns, we aim to provide a happy, caring environment, and therefore we set high expectations of behaviour in line with the whole school expectations. The golden rules are displayed and regularly

referred to by staff and children. There is zero tolerance to bullying and we follow the school's Anti-Bullying Procedure. (See Appendix D).

Rewards and sanctions:

Like the rest of the school, we aim to reward positive behaviour rather than emphasise on the negative. It is important to keep this philosophy in perspective. When giving rewards to pupils, staff will always make the reason for the reward clear and relate it back to the golden rules.

Rewards we give to pupils include:

- approving look, nod, smile
- private praise
- stickers
- informing parents
- a complete jar of marbles which will result in a treat
- golden acorn

For the majority of children this approach will work, sanctions should only be needed for a minority of children.

Sanctions will include:

- A non-verbal sign (e.g. Shake of the head)
- Ignoring (within boundaries)
- Discussion with an adult
- A private verbal rebuke and reminder of acceptable behaviour
- Removal from the scene of disruption
- Isolation with the setting (Time out)
- Removal to an alternative supervised area
- Yellow cards and reflection with the members of staff involved.
- Informing and involving parents by phone/verbal conversation

Escalation of the sanctions may include

- Incidents being recorded on CPOMs with alerts to the Acorns manager/phase leaders.
- Parental involvement led by the Acorns Manager – possible Acorns behaviour plan drawn up with parents and child
- Behaviour Journal (daily for an agreed period of time)
- Senior Leader and/ or Headteacher Referral
- Discussions between Acorns Manager and parents on the appropriateness of a place at wrap around provision
- Suspension and Permanent exclusion

16 Other Documents

This document should be read in conjunction with:

- Governors Statement of Behaviour Principles
- Online Safety Policy
- Teaching and Learning Policy

- Marking and Assessment Policy
- Inclusions Policy
- Staff Handbook

Department for Education Guidance for Schools

- Behaviour and Discipline in schools 2016;
- Ensuring good behaviour in schools: A summary for headteachers, governing bodies, teachers, parents and pupils 2012;
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, 2022
- Getting the simple things right
- Use of Reasonable Force in Schools 2013

Legislation

- The Education Act, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006;
- UN Convention on the Rights of the Child 1989

Appendix A

At Stivichall we make the right choices about our behaviour. If you choose the wrong behaviour this will happen:



- **A non-verbal signal** (e.g. eye contact/ pause/shake of head)
- **Reminder** – 'I need you to…(positive, refer to rules).'
- **Verbal warning** - 'You've got two choices now. Either you...(expected behaviour) or you will get a yellow card.'
- **Consequence** – Verbally, a yellow card is given and 5 minutes of playtime missed. Conversation with member of staff involved. 'When you…I feel… I need you to …' Parents informed, when possible.
- **Consequence** – Verbally, a red card is given. A letter will be sent home to inform parents/carers. Miss next lunch time to attend reflection time with a member of SLT. Complete a reflection sheet and discuss behaviour with the member of SLT.



- **Escalation** - sent to member of SLT. Parents may be called to talk about behaviour and there may be serious consequences.

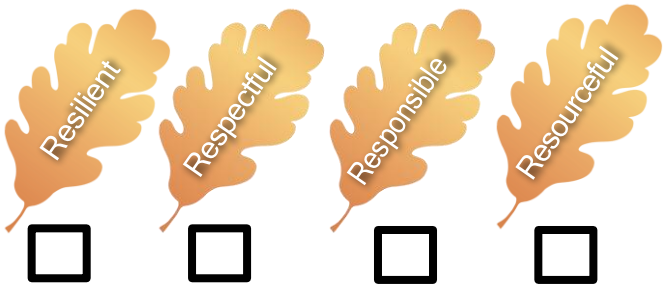


Sanctions are dependent on the behaviour. Steps may not always be followed in a sequential order and will be determined by the member of staff dealing with the incident.

BEHAVIOUR REFLECTION

What happened?

Which of our 4 Rs didn't I follow?



How were you feeling at the time?

What were you thinking at the time?

How will you manage your emotions to help you to regulate and make better choices?

e.g. breathing strategies, moving away

Who else has been affected and how do you think you've made them feel?

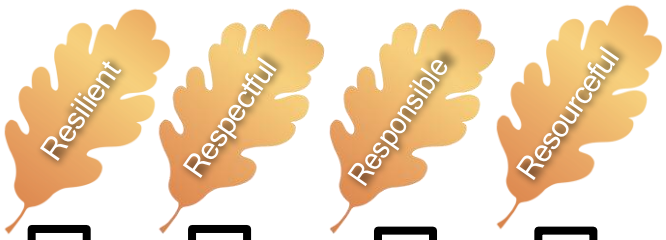
What could you do differently next time?

How can you repair the damage?

BEHAVIOUR REFLECTION

What happened?

Which of our 4 Rs didn't I follow?



☐ ☐ ☐ ☐

How were you feeling at the time?



What were you thinking at the time?

Who else has been affected and how do you think you've made them feel?

How will you manage your emotions to help you to regulate and make better choices?

e.g. breathing strategies, moving away

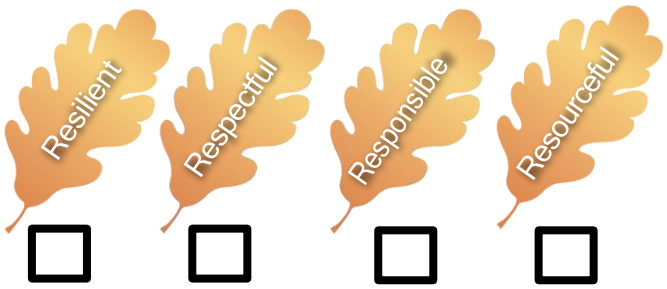
What will you do differently next time?

How can you repair the damage?

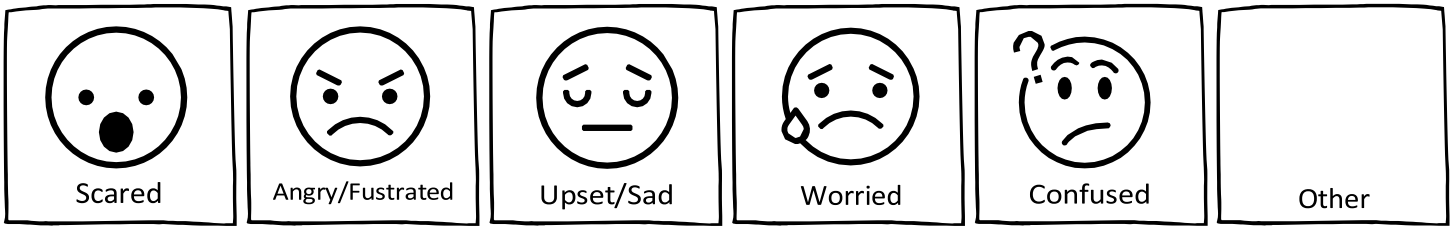
BEHAVIOUR REFLECTION

What happened?

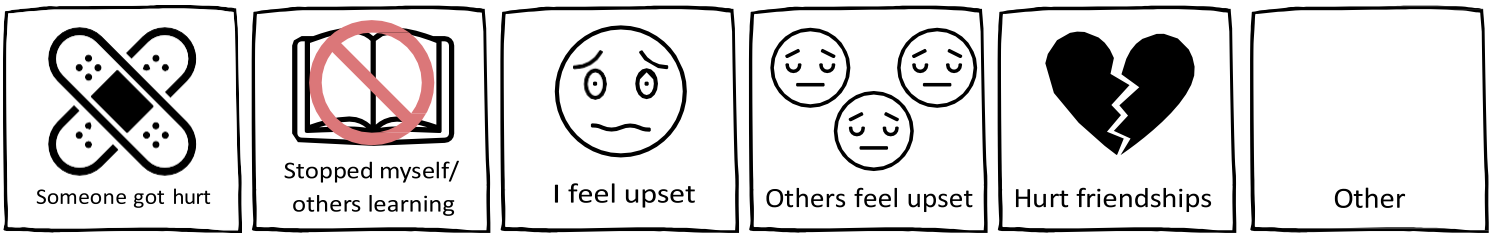
Which of our 4 Rs didn't I follow?



How were you feeling at the time?

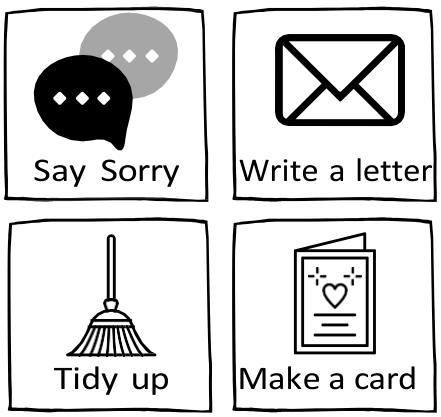


What was the impact of your action?



How can you make it right?

Ideas



Appendix C

Behaviour Support Plan

NAME:	CLASS:	DATE:
UNWANTED BEHAVIOUR	**SUGGESTED RESPONSES**	
	•	
	•	
	•	
	•	

STRATEGIES USED TO ENCOURAGE DESIRED BEHAVIOURS:

SANCTIONS

- Depending on severity and context, continued/persistent unwanted behaviour could result in a red/yellow card, internal, external or suspension.
- The Length of exclusion will be proportionate to the behaviour leading to the exclusion and may increase for repeated behaviours following reasonable adjustments.

Please note: This behaviour support plan is in line with DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England.

NB – some children with SEN may have an adapted sanction plan. Check with SLT if you think this is the case for this child

Appendix D

Stivichall Primary School Anti-Bullying Procedure

- All bullying allegations and incidents will be reported to the class teacher, who will ensure the child (children) are safe and feel safe.

- The class teacher will listen and speak to all of the children involved in the incident separately using the school definition of bullying (STOP) to decide whether the incident is in fact bullying.

Several **T**imes **O**n **P**urpose

- The class teacher will use STOP to explain to all pupils involved why the incident is or is not bullying.

- If an incident is not bullying but has caused significant upset to a child, the teacher will speak to parents directly, to inform that their child was involved in an upsetting incident that has now been resolved.



If the incident is deemed a case of bullying, appropriate action will be taken quickly to end the bullying behaviour or threats of bullying:

1. In all cases of bullying (or consistently unacceptable behaviour) the class teacher will inform the phase leader and learning mentor.

2. The phase leader and class teacher will support all children through restorative practice and ensure that all involved understand how the incident has been resolved.

3. The learning mentor will support and monitor the bullying child, in order to help them to make better choices, improve their behaviour and their relationships with other children. If required the learning mentor will also support the victim/ victims.

4. The class teacher and phase leader will meet with parents to develop a behaviour plan to address the bullying behaviour. This will be regularly reviewed with parents.

5. The parents of children who are identified as being the victims of bullying will be kept informed by the phase leader.

6. A record will be kept of all bullying incidents and follow up actions.

7. After the incident has been investigated and dealt with, each case will be monitored to prevent repeated bullying from taking place. A follow up meeting between the phase leader and children will review how things are progressing.