



# Stanion Church of England (Aided) Primary School

## Behaviour Policy

This policy is based on the Christian understanding of justice.

Our school values demonstrate a readiness to seek and offer forgiveness.

**Isaiah 1:18** *“Come now, let us reason together, says the LORD: though your sins are like scarlet, they shall be as white as snow; though they are red like crimson, they shall become like wool”.*

Our Vision - Love, Inspire, Flourish, Embrace – LIFE

The root of the ethos of Stanion Church of England Primary School is based on the two commandments in Saint Matthew’s Gospel.

‘Love the lord your God with all your heart, with all your soul, and with all your mind.’

‘Love your neighbour as yourself’

### Aim

At Stanion CE Primary School, our Christian ethos promotes the importance of every child knowing they are valued as an individual and developing a mutual esteem of others based on acceptance and trust.

We aim to create a happy, secure atmosphere which encourages self-confidence, co-operation and self-discipline. Emphasis is placed on caring for others and instilling respect for both people and property. This policy has been devised to accommodate the different needs of pupils' behaviour and discipline in school. It is based on the belief that children work better when:

- they work within well-defined boundaries and understand why rules or codes of conduct are needed;
- they work in a pleasant, stimulating and ordered environment;
- the work set is well matched to their needs.

It is expected that all children, parents and teachers will adhere to the terms of the Home School Agreement.

### Intention

We aim to encourage:

- high standards of politeness and courtesy;
- respect for other people, children as well as adults;
- respect for time, views, race, culture, beliefs and property;
- children to try their best at whatever they do;
- children to get on well with each other by listening to what others have to say and helping each other and staff wherever possible;
- respect for property of the school and others and also the wider environment;
- orderly and attentive behaviour in class.

Staff, parents and governors can help to encourage this behaviour by:

- giving children praise and celebrating it with others;
- enlisting someone else to give praise (child or adult choice);

- reporting good news to parents;
- displaying good work with the children's names attached.
- positive comments in reading diaries, home-school books and on homework;
- inviting parents into the classroom;
- being consistent by following up bad behaviour with an appropriate consequence at home, at school and in the community;
- following up concerns by personal contact

Good behaviour arises out of positive attitudes and this principle underpins our approach to behaviour and discipline. Behaviour in school is the responsibility of the whole school community, including children, parents, teaching assistants, helpers, lunchtime supervisors, administration and site staff, governors as well as teachers, and all should therefore feel confident in emphasising what is and is not acceptable behaviour. It is also the responsibility of the adults in school to set good role models for the children, particularly in terms of how we expect children to speak to adults and to each other, the standard of dress and adherence to the whole school rules. Positive behaviour is promoted regularly by all staff through Personal, Social, Health Education and Citizenship, thematic assemblies, individual, group and whole class discussion. Circle Time is used throughout the school to teach, practise and reinforce whole school rules. These rules are made explicit through teaching and displays.

At the beginning of each academic year classes discuss and devise their own rules, put them on display and all children and adults in the class sign their agreement. However these are phrased, they all contain the following essential golden rules:

- Be gentle.
- Be kind and helpful.
- Work hard.
- Look after your property.
- Listen to people.
- Be honest.

This means:

- Do not hurt anyone.
- Do not hurt people's feelings.
- Do not waste your or other people's time.
- Do not waste or damage things.
- Do not interrupt.
- Do not cover up the truth.

### **Behaviour Expectations**

There are a few things that people of all ages do that we think are never acceptable and we make it clear that such behaviour, when witnessed by an adult, will be immediately and firmly dealt with. These are:

- Physical violence and aggression
- Fighting
- Swearing, spitting and insulting behaviour
- Dropping litter
- Vandalism, including climbing on buildings, young trees, graffiti
- Disturbing other people who are working
- Verbal abuse
- Retaliation

The steps the school staff will be taking to prevent this kind of behaviour are as follows:

## **STAGE 1**

1. First warning – could be a withering look, 1-2-3 magic, having a quiet word.
2. Second warning – This is your second warning.....
3. Miss 2 minutes of playtime
4. Miss 5 minutes of playtime to complete tasks or talk through incidents.

Other consequences include:

- Child works away from group within the classroom for a specified time;
- Time-out period for calming down by sitting with the five minute timer;
- Child works in isolation, away from the class for a specified time;
- Child works with another class for a specified time to complete set work;
- PSHE&C discussion;
- Child to lose some Gold Time minutes.

Incidents on the playground must be reported to the child's class teacher.

Lunchtime discipline:

1. If a child breaks a rule, a warning is given by the Lunchtime Supervisor;
2. If the child continues to break our rules, the lunchtime supervisor will inform the class teacher. The child will then have to miss a playtime. The child's parents will be informed.
3. If misbehaviour at lunchtime continues during the same term, it may be decided that the child has to go home for lunch for the next five days.

## **STAGE 2**

The child's behaviour is referred to the Special Needs Coordinator and their behaviour is monitored over an agreed period of time. This will be discussed and agreed with parents.

## **STAGE 3**

If the child is referred again, then the matter is reported to the Headteacher/SENCo. The child's parents will be contacted informing them of the situation and inviting them to visit the school for discussion. A Pastoral Support plan will be set up.

Serious circumstances may necessitate the Headteacher's involvement before all stages have been completed. When this happens, parents will be contacted immediately.

## **STAGE 4**

If the situation continues, the matter is again referred to the Headteacher. Parents will be requested to visit the school to discuss the situation. The Pastoral Support Plan will be reviewed and next steps identified. These could include a referral to an outside agency or completing an Early Help Assessment. An individual approach will be taken depending on the child and family's needs.

## **STAGE 5**

The Headteacher will decide on the next stage of the procedure. This could be:

- a) fixed term exclusion
- b) permanent exclusion

The Headteacher will inform the Chair of Governors and members of the governing body will be informed as appropriate. The school will follow exclusion procedures as identified by the DFE.

Parents will be involved and will be asked to give their guarantee that they will work with the school to prevent the unacceptable behaviour happening again. The Headteacher and the governors retain the right to ask parents to keep their child at home during the lunchtime period if difficult behaviour only occurs during that time.

The Headteacher may also, in extreme circumstances, exclude a pupil without prior completion of all the above stages, with parents having the right of appeal to the governing body. Behaviour, discipline and exclusions will be reported to the Governing Body regularly.

### **Incentives and Rewards**

This policy aims to ensure that every child experiences success and recognition and therefore includes a baseline of incentives that every child has a right to receive.

We aim to operate a tangible reward system that recognises all forms of social and academic achievement and regularly communicate this good news to children and their parents.

Negative behaviour results when a child's needs are not met, they are unhappy, or when they experience very different standards of behaviour at home. Children must therefore be given significant incentives to break inappropriate behaviour patterns; i.e. rewards should be given for politeness, consideration, sitting calmly, excellent listening, playing with others etc. Once positive behaviour is established, the need for regular tangible incentives is reduced and intangible incentives such as positive relationships, success through the curriculum; verbal praise and positive self-evaluation soon become the most motivating factors and the intrinsic reward. Children too should be able to nominate and award each other with the agreed incentives for any positive action or behaviour they have noticed in another child.

The implementation of this policy is the responsibility of all members of staff. It is essential that all staff draw upon the same range of incentives and sanctions and are visibly seen by the children to uphold and support each other's decisions.

### **Incentives**

- positive comments and praise – verbal approval to reinforce the positive;
- stickers as appropriate;
- displays of good work;
- showing and telling each other about good behaviour and good work - this can be in groups, class or during assembly. Children can also take good work to share with other adults who work in school and the headteacher;
- merit points towards bronze, silver and gold badges to reward academic achievements;
- house points for good behaviour, being helpful, being a good friend etc.;
- certificates - awarded for praiseworthy events at teachers' discretion and appropriate to individual attainment;
- good news from school: - discussions with parents, weekly newsletters celebrating positive effort and progress.

### **ALL ADULTS SHOULD:**

- Trust, listen, give a chance, encourage, praise, and respect every child and each other
- Treat everyone with courtesy (e.g. not raise voice)
- Treat each incident as a fresh one; do not have pre-conceived ideas about certain children
- Condemn the act not the person
- Be consistent
- Recognise children's fears
- Be positive and show that they care
- Reinforce good behaviour

Only consider using physical restraint (in line with Use of Reasonable Force Policy) in extreme circumstances when the child is in danger of injury and only with another adult present.

### **ADULTS SHOULD NOT:**

- Jump to conclusions, but deal with each incident afresh
- Punish through denying access to the full curriculum (e.g. missing PE)
- Humiliate children

- Use group punishments
- Punish through giving tasks with no educational value (e.g. writing lines)
- Use extra work as a punishment (e.g. more mathematics)
- Punish mistakes or poor performance
- Use corporal punishment under any circumstance

This Policy will be reviewed annually.

The governing body agreed this policy on Tuesday 24<sup>th</sup> March 2026

Policy Review Date – March 2027

Signed \_\_\_\_\_

Headteacher

Signed \_\_\_\_\_

Chair of Governors