



STANHOPE BARRINGTON CE PRIMARY SCHOOL

BEHAVIOUR POLICY 2022 - 2023

Policy Agreed by DNDLT Trust board:

July 2022

Review Date:

July 2023

VISION STATEMENT:

A place where our children, adults and community can grow and thrive rooted in Kindness, Fellowship and Confidence.

AIMS AND EXPECTATIONS:

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We aim to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

RESPONSIBILITIES

The overall responsibility for behaviour and discipline in Stanhope Barrington, lies with the Headteacher and the Academy Council. It is important to understand though, that every member of staff, both teaching and non-teaching, is responsible for all the children in the school. We have a whole school responsibility for maintaining expectations, standards, behaviour and sanctions.

REWARDS AND SANCTIONS

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children using verbal praise constantly
- Teachers give children Class Dojo points
- Each week we nominate a child from each Learning Zone to be the Learning Zone Ambassador
- The child who earns the most Dojo points each week is given a certificate in our celebration assembly
- We also present awards for sports star of the week, artist of the week and musician of the week
- Many certificates are awarded to praise children for living and breathing our school vision of Kindness, Fellowship and Confidence
- In addition, each week the Head Teacher presents a Head Teacher Award to a child and KFC Trophy to an adult and this is used to role model to children our vision
- We celebrate achievement and birthdays in our Friday assembly
- Our school acknowledges all the efforts and achievements of children, both in and out of school.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to follow our school rules, if they do not do so, they are given a number of verbal reminders
- If a child chooses to continue to misbehave they lose Class Dojo points.
- If children continue to show negative behaviour they are sent initially to a member of the Senior Leadership Team and if this does not have a positive impact they will be sent on to the Head Teacher to discuss their behaviour and attitude to learning.
- Following this the Head Teacher will make contact with parents to discuss behaviour further.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

- If a child threatens, hurts or bullies another pupil, the class teacher records the incident using a Blue Behaviour Slip and the incident is acted upon. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- In serious or continuing circumstances a child may be put on a Behaviour Support Plan and this will be done in conjunction with parents/carers.
- In extreme cases the school may take the decision to contact the parent/carer and ask for them to come and remove the child from the school for a fixed exclusion period.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own code of conduct which is agreed by the children and displayed in the Learning Zone. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

BULLYING BEHAVIOUR

Through our Character Development lessons, we teach children about what bullying behaviour looks like and how they can manage those situations. Bullying is the persistent and targeted inappropriate behaviour towards one child. We are very clear that mean or unacceptable behaviour is also dealt with in school but a one off incident does not constitute bullying.

SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH) DIFFICULTIES

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement the Emotional Wellbeing and Mental Health Policy to support pupils with these difficulties. The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND, including how we will manage the effect of any disruptive behaviour so that it does not adversely affect other pupils.

THE MANAGEMENT OF UNACCEPTABLE BEHAVIOUR

Although Stanhope Barrington's approach to behaviour is a positive one and we are praising and highlighting good behaviour at every opportunity we must be aware that on occasions children may act in an unacceptable manner.

When this occurs, there is an expectation that staff would hold a restorative conversation with the pupil. This would involve asking questions about the lead up to the behavioural change and the feelings involved prior to and during the event. A narrative of positivity would be expected from staff members throughout the conversation in the hope that a positive conclusion could be reached more swiftly.

We also have a team of Barrington Buddies who are older children who are trained and available to support other children throughout the school.

EXCLUSION

Fixed term exclusion: A child can be excluded for up to 45 days during a school year. A child will be excluded for a fixed period of time from Stanhope Barrington if they continually break our code of conduct and it is considered that the procedures outlined above would not have the desired immediate effect. Parents will be informed immediately of a fixed term exclusion and the reason for it.

Permanent exclusion: The permanent exclusion of a pupil is something we would always wish to avoid. A 'Managed Move' to another school locally may be considered for an agreed period of time or a permanent exclusion. The permanent exclusion of a pupil must be discussed at a formal meeting with the Academy Council prior to any decision being made. Only the Head Teacher has the authority to exclude a pupil.

POST-INCIDENT SUPPORT

We approach all incidents with our vision of Kindness, Fellowship and Confidence. This allows the school to monitor the effects of the incident on the pupil as well as on the member of staff. Cases of pupils with special needs, or who provoke confrontation as a means of seeking attention, or who are testing the boundaries of a school's Behaviour policies, may require referral to, or consultation with, specialist agencies. Other persons involved may also require post incident support and their reactions should be monitored as a matter of routine. Specialist help should be sought wherever possible with parental consent and engagement.

MONITORING

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the Academy Council on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps records of incidents of misbehaviour known as a Blue Slip. The class teacher records minor classroom incidents using Class Dojo. The Headteacher records those incidents where a child is sent to her on account of misbehaviour. The Head Teacher keeps a record of any pupil who is

suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Academy Council to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

ACADEMY COUNCIL

The Academy Council of Stanhope Barrington C of E Primary School will receive an anonymous annual report of all incidents. This information should enable the Academy Council to monitor the effectiveness of the policy and to revise it where necessary.

FORMAL COMPLAINTS

Any complaints regarding how behaviour is managed in school should be dealt with through the school's complaints procedure. We would ask that anyone with any concerns about the management of behaviour in our school should speak initially to a member of the Senior Leadership Team.