



Stukeley
Federation

Behaviour Policy

in support of

**William Stukeley CE Primary School
and
Deeping St. Nicholas Primary School**

Policy approved by Full Governing Body: July 2024

Policy to be reviewed: July 2025

Definition

Within our Federated Schools, we believe that good behaviour is necessary for effective teaching and learning to take place. Good behaviour is both an expectation and a goal to be worked towards. We use positive language when we talk to the children and the emphasis is on learning and not behaviour management. At the Stukeley Federation, we want children to '**Dream it. Learn it. Be it**'. The children learn that they have to behave well, and adapt their attitude to learning, in order to be successful.

Principles, aims and expectations

It is a primary aim of our schools that everyone feels valued and respected, and that each person is treated fairly and appropriately. We are a caring community, whose values are built on mutual trust and respect for all.

The School Behaviour Policy is therefore designed to support the way in which all members of the community can live and work together in a supportive way. It aims to promote an environment which encourages and reinforces good behaviour and one where everyone feels happy, safe and secure. We actively use our PSHE, Collective Worship and assemblies to promote and reinforce our behaviour expectations.

Poor behaviour is unacceptable for all children. In exceptional circumstances, reasonable adjustments are made. These are carefully considered and monitored by a range of members of staff, including the Senior Leaders of the school.

Manners are very important at The Stukeley Federation, and this includes dining etiquette. We aspire to create an environment which promotes and values the use of correct table manners.

In collaboration with the children, the school created a simple set of statements:

The 4 Rs

- Respect and care for our environment
- Respect and care for our ourselves
- Respect and share our learning
- Respect and care for each other

It should be remembered that we are the adults and therefore hold ultimate responsibility and decision making for the behaviour within our schools. All staff deserve the children's respect, just as we will respect them. We are transparent with the children, but we make the final decisions on issues to do with school rules, rewards and sanctions.

Our Core Values run parallel to these rules. The primary aim of the policy is not a system to enforce rules, but a positive approach to prevent inappropriate behaviour; a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy, along with its rules and values, supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Matthew 22:39

Love others as well as you love yourself

In order to thrive, children need:

To be protected from harm and abuse

Allowing them to know that there are people who will listen, should they feel worried or hurt, or if they feel threatened through bullying of any kind. There are procedures within school, explaining what bullying is and the consequences for it. This includes discrimination of any sort. (See Anti-Bullying Policy)

To develop physically, mentally and socially

The policy provides a consistent approach for staff, allowing opportunity for children to do their best in an environment free from distraction and fear, as well as recognition of individual learning styles and needs.

To survive as a fit and healthy person

We support physical, mental and emotional health by engaging children in making healthy choices and in learning ways of getting on together and encouraging acceptance of other people's opinions and beliefs.

To participate as an active citizen.

By setting the social rules to live by, the children can engage in law-abiding and positive behaviour in and out of school. They can develop positive relationships and choose not to bully or discriminate. The promotion of positive behaviour prepares children for life in the world.

The schools will:

- Create an environment which encourages and reinforces good behaviour
- Encourage consistency of response to both positive and negative behaviour
- Promote self-esteem, self-discipline and positive relationships
- Ensure that the school's expectations and strategies are widely known and understood
- Encourage the involvement of both home and school in the implementation of this policy

Adults will:

- 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
- Create a positive climate with high expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all, regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all.

We want children to love learning, therefore, this should be the prime motive for behaving and learning well at school. Our aim is for all children to achieve well, without sanctions and rewards.

Rewards

We believe that rewards can have a motivational role, helping children to see that good behaviour is valued. The most common form of reward is praise - informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards, as well as by particularly noteworthy achievements.

At the Stukeley Federation, our rewards system should focus on successful learning, where the child has exceeded our expectation in terms of efforts and standards. Children should feel that they have achieved something of significance if they receive a reward.

When a child receives a team point, this is added to their collective total; it is recorded weekly, both in class and visually in our school halls. At the end of each of the autumn, spring and summer terms, team points are collated and the house with the highest number of points receive a reward to share together. The children take great pride in this and really look forward to seeing which team has won.

Class based systems of rewards include:

- Verbal praise
- Team points
- SLT stickers/postcard
- Headteacher stickers/postcard
- Roles of responsibility
- Golden Moments and postcard

Sanctions:

Sanctions should be used, secure in the knowledge that:

- The pupil understands why the sanction is being applied
- It is made clear what changes in behaviour are required
- It is the behaviour, rather than the person, that is being admonished

Sanctions:

High expectations of children are central to our approach. All children are expected to behave and learn in a responsible way and adhere to the rules of the school. Incidents of racism, bullying, swearing, fighting, name-calling, spitting, damaging property and other socially unacceptable actions are not tolerated and will invoke sanctions.

In addition, we do not tolerate rocking on chairs, chewing gum, talking whilst others talk, misuse of resources, wearing tops around waists, nor other low-level disruption which is detrimental to learning or the general good order of the school. Being unkind to others is never acceptable in school.

William Stukeley – EYFS/KS1

1. Verbal warning with an explanation
2. 1st star/token removed with an explanation
3. 2nd star/token removed with an explanation
4. 3rd star/token removed with an explanation – 10 minutes of breaktime or lunchtime missed
5. Sent to parallel classroom with learning or a reflection sheet to complete
 - a) Parents are informed and behaviours/conversation recorded on CPOMS
 - b) **Each subsequent misdemeanour triggers the following sanctions:**

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- i) Sent the phase leader (may be from another phase)
- ii) Sent to Senior Leader
- iii) Sent to Executive Headteacher

William Stukeley – KS2

1. Verbal warning with an explanation
2. 1st star/token removed with an explanation – 5 minutes of breaktime or lunchtime missed
3. 2nd star/token removed with an explanation – 10 minutes of breaktime or lunchtime missed
4. 3rd star/token removed with an explanation – 15 minutes of breaktime or lunchtime missed
5. Sent to parallel classroom with learning or a reflection sheet to complete
 - a) Parents are informed and behaviours/conversation recorded on CPOMS
 - b) **Each subsequent misdemeanour triggers the following sanctions:**
 - i) Sent the partner class
 - ii) Sent to Senior Leader
 - iii) Sent to Executive Headteacher

Deeping St. Nicholas

6. Verbal warning with an explanation
7. 1st star/token removed with an explanation – 5 minutes of breaktime or lunchtime missed
8. 2nd star/token removed with an explanation – 10 minutes of breaktime or lunchtime missed
9. 3rd star/token removed with an explanation – 15 minutes of breaktime or lunchtime missed
10. Sent to parallel classroom with learning or a reflection sheet to complete
 - c) Parents are informed and behaviours/conversation recorded on CPOMS
 - d) **Each subsequent misdemeanour triggers the following sanctions:**
 - iv) Sent the partner class
 - v) Sent to Senior Leader
 - vi) Sent to Executive Headteacher

After each strike, the teacher can revert to a verbal warning with an explanation, rather than immediately issuing another strike. Each day is considered a new opportunity for the children and every day will always begin with children having all their stars/tokens. A sanction may be carried forward, where appropriate.

In addition to this system, minutes from breaktime and/or lunchtime can be lost for:

- incidents of not completing homework (**KS2**),
- to catch up on missed work,
- re-completing a task that has not been completed to the best of a child's ability,
- insufficient work during learning time
- not following school rules.

This is at the discretion of teaching staff.

Actions of zero-tolerance behaviours will invoke the sanction equivalent to the fourth 'strike' on the sanction system. Zero-tolerance behaviours include, but are not exclusive to:

- Racism
- Swearing
- Physical violence
- Destruction/damage of property
- Disrespectful conduct, which includes severe unkindness towards others

In rare circumstances, we will consider suspensions and permanent exclusions.

As staff we never use swear words, insults or any derogatory comments. Humiliation, embarrassment and intentional public shaming are not part of our behaviour approach. We do not stand children in the corner or outside of the classroom/staff room.

We try to avoid having to punish the whole class for an individual's mistake, but we must encourage 'collective responsibility' and a team approach.

Staff will refer to other policies that relate to behaviour management. For example, Anti-Bullying Policy and Physical Handling Policy.

Communication and parental partnership

We think that it is very important to communicate with parents and carers when a sanction has been used. We believe that a collaborative approach with the school, child and family is vital to positive behaviour choices.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school and the home are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher, who has the initial responsibility for the child's welfare. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with issues.

Pastoral Support Plans (PSPs) are used for children who are causing concern. Parental support is integral to this process.

Some behaviour may result in the need to involve other agencies within BOSS (Behaviour Outreach Support Service) which is part of the Lincolnshire Ladder of Behaviour. Temporary fixed period exclusion can be between 0.5 and 15 days and the final sanction would be permanent exclusion. Parents/carers will be contacted prior to any outside agency support work, and they will be fully informed as to their rights regarding any exclusion.

Misbehaviour outside of the school

In the DfE 'Preventing and tackling bullying' guidance, July 2017, it is clearly stated that school staff members have the power to discipline pupils for misbehaving outside the school premises.

This could include any misbehaviour, including that online, when the child is in some way identifiable as a pupil at the school, poses a threat to another pupil or member of the public, could have repercussions for the orderly running of the school or could adversely affect the reputation of the school.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents **which** occur online will affect the school culture as outlined above and may be sanctioned accordingly, if deemed appropriate.

The DfE guidance in 'Preventing and tackling bullying, 2017, also states 'Where bullying outside the school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff

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members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under lawful control of school staff, for instance on a school trip.'

Suspensions and Exclusions

We do not wish to suspend nor exclude any child from school, but sometimes this may be necessary. The Stukeley Federation has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (DfE May 2023).

We recognise the duty on schools and local authorities to make full-time educational provision for suspended pupils from day 6 of their suspension, the duty on parents and carers to ensure their child is not present in a public place during the first five days of a suspension, and the duty on Head Teachers to offer the parent a reintegration interview in respect of certain fixed-period suspensions.

Only the Executive Head Teacher (or the Senior Leader acting in their place) has the power to suspend a child from the school. The Executive Head Teacher may suspend a child for one or more fixed periods, for up to 45 days in any one academic year. A suspension does not have to be for a continuous period. In extreme and exceptional circumstances, the Executive Head Teacher may permanently exclude a child. It is also possible for the Executive Head Teacher, in exceptional cases, usually where further evidence has come to light, to issue a further fixed-period suspension immediately after the first period ends, or for a permanent exclusion to begin immediately after the end of the fixed-period. If a child is suspended, the parents/carers will be informed immediately, giving reasons for the suspension. At the same time, the parents/carers will be informed that they can, if they wish, appeal against the decision.

Any child returning to school following a suspension is involved, along with parents/carers, in a reintegration meeting. A member of the SLT and other appropriate staff e.g. class teacher/ SENCo, would attend this meeting. A suspension can be cancelled or rescinded.

Further information can be found in the Federation's Exclusion Policy.