

Stock C of E Primary School



Behaviour Policy

Date reviewed: 10th June 2019

Date agreed by the Governing Body: 11th June 2019

Date of Next Review: December 2019

Stock C of E Primary School Behaviour Policy

MISSION STATEMENT

“Developing a love of learning and life in a caring and Christian community”

General Aims

To promote and maintain positive attitudes for every child attending the school and to foster and encourage the Christian values within the school community, including high standards of behaviour, tolerance and respect for others and a strong interest in embracing the overall purposes and learning opportunities within the school.

Gospel Values

The school has built its expectations of behaviour, tolerance and respect within our community through the shared Gospel Values of

- **Koinonia:** friendship, community, fellowship, equality, teamwork
- **Compassion:** love, caring, kindness, charity, empathy, thoughtfulness.
- **Forgiveness:** understanding, selflessness, acceptance, tolerance.
- **Justice:** consideration, fairness, honesty, truth, respect
- **Trust:** integrity, independence, maturity, reliability, sincerity.
- **Endurance:** determination, courage, dedication, perseverance, bravery
- **Thankfulness:** gratitude, appreciation, generosity, modesty
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These Gospel Values underpin the ethos of the school and the expectations of behaviour for the whole school community. The Values are displayed around the school and referred to in all aspects of school life, including acts of worship.

Everyone at Stock Primary School has the responsibility to uphold these values.

Children’s Responsibilities

- To work to the best of their abilities and allow others to do the same.
- To treat and respond to others with respect.
- To co-operate with other children and listen to guidance from adults.
- To create a safe and pleasant environment by taking care of property in and out of school.
- To learn to take responsibility for their own actions.

All staff, regardless of role, have a responsibility:

- To treat all children fairly and with respect, and to use appropriate voice levels.
- To raise children’s self-esteem and develop their full potential.
- To create a safe and pleasant environment, physically and emotionally.
- To be a good role model.
- To use rules and sanctions clearly and consistently.
- To recognise that each child is an individual and to be aware of their needs.

Rewards

In addition to personal praise and recognition for achievement, children like to receive tangible rewards. Staff use a variety of strategies to reward children through:

- In Foundation Stage and Key Stage 1 pupils gain a Head teacher's Award once they have collected 40 stickers.
Bronze Award = 40 stickers
Silver Award = 80 stickers
Gold Award = 120 stickers
- Staff use a range of stickers that are appropriate for the age and recognition of what has been achieved.
- The awarding of house points for Key Stage 2 pupils.
- Individual pupils are entered in the Golden Book for Friday assemblies for demonstrating behaviour which reflects the school's gospel values e.g recognition of good work, a positive attitude to learning, high standards of behaviour, acts of kindness etc. The children receive certificates which highlight the Gospel Value they have demonstrated and how it has been achieved.
- Every week a pupil from each class is rewarded in recognition of good behaviour and a positive attitude to learning.
- Each week middays choose five children who have demonstrated excellent behaviour at lunchtime. These children are then invited to dine at the 'Top Table' with the Headteacher and Deputy Head Teacher the following week.
- Children receive merit slips for good behaviour and a draw takes place each week giving a child in KS1 and KS2 an opportunity to win a lucky dip prize.

The aim is to have a culture where children experience intrinsic satisfaction from achieving targets and receiving well deserved recognition, as well as in anticipating the tangible rewards available to them as individuals and within houses/groups/classes.

Sanctions

The expectation is that children behave well and follow the values that the school has in place. Where behaviour falls below expectations sanctions are implemented and follow the hierarchy in the Levels of Behaviour Consequences Table - **Appendix 1**

All staff use the sanctions system as consistency is imperative in the establishing and maintaining of good discipline throughout the school. Each class teacher and the headteacher has a Behaviour Book where repetitive poor behaviour, serious incidents and investigations of behaviour concerns are recorded. Given the existence of positive behaviour strategies, an interesting environment and a stimulating curriculum the incidence of inappropriate behaviour should be minimised.

Appendix 1 - Levels of Behaviour and Consequences

Level	Example of behaviour	Consequence
Level 1 Minor Incidents	<p>Interruptive behaviour. Eg muttering, chatting, calling out.</p> <p>Not listening.</p> <p>Distracting others.</p> <p>Not following rules.</p> <p>Fiddling.</p> <p>Being unkind. Eg one off name calling, not sharing.</p> <p>Lack of effort in work.</p> <p>Minor rudeness to children.</p> <p>Not following dress code</p>	<p>Warning – verbal or nonverbal. Discussion with child.</p>
Level 2 Medium Incidents	<p>Persistent stage 1 behaviour. Deliberate, unpleasant, rude behaviour to another child.</p> <p>Physical interaction. Eg pushing or shoving with intent.</p> <p>Play-fighting.</p> <p>Refusing to cooperate. Eg not stopping swinging on chairs when asked; not lining up correctly for lunch when asked etc</p> <p>Teasing other children Eg. Spreading rumours, antagonising.</p>	<p>If behaviour occurs in classroom Time-out - KS1 5/10 minutes, KS2 10/15 minutes (EYFS immediate, KS1/2 next play/lunch time) Behaviour recorded in class behaviour book.</p> <p>If behaviour occurs at playtime or lunchtime – Instant time out, CT to be informed via written slip which is stuck into class behaviour book.</p> <p>Parents of either or both instigator or victim may be informed if behaviour is repetitive.</p>
Level 3 Significant Incidents	<p>Persistent Level 2 behaviour.</p> <p>Disrespect/defiance/rudeness towards staff – including answering back</p> <p>Disrespectful language or behaviour Eg. Swearing and rude gestures.</p> <p>Unkind comments or threats aimed at another child's family.</p> <p>Minor deliberate damage to another child's or school property. Eg break ruler, draw on furniture</p> <p>Causing deliberate injury to another child Eg. Punch, slap, kick.</p> <p>Telling lies.</p> <p>Misuse of internet.</p>	<p>Loss of whole play and/or lunch</p> <p>Restorative justice eg Letter of apology</p> <p>Class teacher will meet formally with parent/carer and discuss actions for how best to meet the child's needs. Eg behaviour chart</p> <p>Parents of both instigator and/or victim will be informed.</p>
Level 4 Serious Incidents	<p>Persistent Level 3 behaviour.</p> <p>Persistent and open defiance towards staff</p> <p>Loss of temper Eg. Shouting, verbal abuse, physical outbursts.</p> <p>Fighting</p> <p>Deliberate spitting.</p> <p>Systematic Bullying. As identified in Anti-Bullying Policy.</p> <p>Discriminative behaviour Eg regarding race, gender, sexuality, culture, disability etc</p> <p>Stealing.</p> <p>Serious misuse of internet.</p>	<p>Short term 'cooling off' – supervised time out in another area of the school</p> <p>Loss of two or more whole play/lunchtimes</p> <p>Restorative justice eg Letter of apology</p> <p>Withdrawal of privileges</p> <p>Class teacher/Member of Senior Leadership Team will meet formally with parent/carer and discuss actions for how best to meet the child's needs.</p> <p>Parents of victims will be informed.</p>
Level 5 Very Serious Incidents	<p>Persistent/extreme Level 4 behaviour.</p> <p>Very serious physical or verbal abuse of a child or adult.</p> <p>Racially motivated significant physical or verbal abuse of others and property including racially motivated.</p> <p>Deliberately dangerous actions</p> <p>Physically losing control</p> <p>Carrying a weapon.</p> <p>Carrying illegal substances.</p> <p>Inappropriate sexual behaviour.</p> <p>Significant deliberate damage to property. Eg. Graffiti, smashing windows, throwing with intent.</p>	<p>Head teacher will meet formally with parent/carer and discuss actions for how best to meet the child's needs.</p> <p>Lunchtime exclusion.</p> <p>Fixed term exclusion.</p> <p>Permanent exclusion.</p> <p>Parents of victims will be informed.</p>