




Stoke Prior Primary School



SPR1 Behaviour Policy

This Behaviour Policy was drawn up with whole staff consultation. Children were also consulted on Rules, Rewards and Sanctions. The Consultation took place through School council meetings and assemblies. The aim of this was to create a set of school rules that were easy to understand and a set of rewards and sanctions that were simple for every adult to follow. Each Year the policy is re-visited by all staff in a CPD session. It is felt that the policy is now embedded and understood by all staff and therefore no significant changes are incorporated at review stages.



At Stoke Prior Primary School we aim to help children to:

- Be successful and
- Be proud of their school

Stoke
Unique
Caring
Curious
Enthusiastic
Self-disciplined
Self-confident

Prior
Respect
Ownership
Unity
Dedicated

Vision Statement

Every child is unique and all children can be successful by achieving their best. To do this we expect children to be self-disciplined, caring, curious and enthusiastic. Through achieving success in all that they do, we hope children will become self-confident.

Children, staff, parents and the community should be proud of Stoke Prior School, respecting each other and the school, feeling ownership and working together, and being dedicated and committed to this vision.

Behaviour Principles Statement

At Stoke Prior we aim to create a secure, happy and stimulating environment where each child can develop socially, morally, emotionally, intellectually and physically.

Our children are entitled to a safe and caring school in which they can fulfil their full potential. This can only be achieved within a well structured and positively managed whole school approach to behaviour and discipline. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

We also aim to ensure that our rules, rewards and sanctions are simple to understand and clearly communicated to all children. We endeavour to regularly review these with children and display them clearly around the school so that everybody understands them.



Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Rationale

- At Stoke Prior we believe there should be a clear shared understanding of our discipline procedures between staff, parents, governors and children.
- The school's central purpose is that children should learn. Good behaviour makes effective teaching possible. Bad behaviour disrupts these processes and creates a stress factor for staff and other children.
- In our curriculum and hidden curriculum, we teach values as well as knowledge. Through our curriculum, rules and behaviour towards one another we promote responsible behaviour, self discipline and the values on which they are based.
- At Stoke Prior we accept that problems do happen from time to time. It is how we deal with such problems that is important.
- The staff at Stoke Prior encourage a positive approach to behaviour management emphasising the POSITIVE whenever possible.

Statement of Expectations of Pupil Behaviour

Staff and children are expected to promote a caring, sharing ethos. This requires a respect for others and their property and a responsibility for one's own behaviour and property.

We believe the skills of self discipline, respect and tolerance can be learned with the help of all those in the school community. All are encouraged to be polite and well mannered at all times.

Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus, the school has a central role in the children's personal development just as it does in their academic development. Just as we measure academic achievement in terms of progress and



development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

The Role of the Headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher maintains and analyses incidents that occur within school. By doing this, trends can be identified and appropriate support can be planned for pupils.

The Role of Adults

All adults working within our school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other. Their example has an important influence on the children. Our behaviour matters!

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- Manage behaviour using restorative conversations as appropriate;
- 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.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and school. We liaise with parents to ensure a shared understanding of behaviour expectations.



Curriculum and Learning

We believe that a relevant, appropriately structured curriculum - and effective learning contribute to good behaviour. The active involvement of pupils in their own learning, pupil targeting and teacher's thorough planning contribute to positive experiences, thus eliminating the disaffection and difficulty which can result in incidents of behaviour.

It follows that lessons must have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be neatly arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution (reflecting the life of the school). Overall the classroom should provide a warm, welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Constructive criticism should be a private matter between teacher and child.

Behaviour around the School

If children are working on a directed task in an unsupervised area eg library or the corridor, the responsibility of the discipline remains with the class teacher

When working in an unsupervised area respect must be shown for resources, equipment etc.

Walking calmly and quietly is expected in all areas of the school and when moving from one area to another.



At the end of break, when the bell rings, children are expected to stop playing, line up quietly and stand in silence.

When lessons take place within the school grounds i.e. PE, Games and investigative activities:

1. A whistle should be carried by all staff
2. The directions given by the teacher should be observed at all times
3. If an accident occurs the teacher must immediately summon help
4. All accidents must be reported in the correct manner. This includes entering all information in the accident book and filling in an official accident form if necessary.

Behaviour out of School

Clear Guidance is found in 'Improving and Attendance Guidance on Exclusion from Schools and Pupil Referral Units' DCSF - September 2007 pg 22 paragraph 51, which states that pupil's poor behaviour out of school, whether or not on school business, may be dealt with if a clear link may be found to suggest that such behaviour may affect the pupil body as a whole. "Outside school" can include the journey to and from school and whilst on school transport. It can also include times in the evening or at the weekend. At times this can also include the use of social media or other technology. An example of this could be bullying between two pupils which is continuing outside of school into the weekends. In situations like this the Headteacher can apply sanctions, including exclusion if appropriate. Any poor behaviour will be considered alongside witness evidence before applying any fixed or permanent exclusion.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. They should encourage trust between pupils and staff, respect for others and the community at large. The school has an agreed set of rules that apply at all times. Children and staff are aware of the rules and expected to keep them.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

If school rules are broken we need to know:



- What happened
- When
- How often
- In whose company
- In what circumstances.

School Rules

Be kind to each other.

Look after our school, everyone and everything.

Listen carefully to each other.

Move safely around school.

Use people's proper names.

Work hard.

These were agreed by the school council. We agreed to keep them simple to understand and easy to follow. The rules were also influenced by the staff.

School Rules – Organisation

For Bullying see TCAT's Anti Bullying Policy

For Racist Behaviour see TCAT's Equality Information and Objective Policy

Rewards – Effective Use

Our emphasis is on rewards to reinforce good behaviour, rather than on failures.

The commonest 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. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

We believe that rewarding positive behaviour encourages effective raising of standards and has a motivational role.



Therefore:

- Rewards should be given immediately whenever possible.
- Check child finds the reward rewarding.
- Rewards are given if the child achieves the required criteria, not otherwise.

Types of rewards - These rewards will be clearly displayed around the school. See Appendix

1. Verbal praise – by staff, other staff, Head, children, other classes during Assembly.
2. Stickers
3. Owl feather – for kind deeds, pleasing behaviour, effort etc
4. Star of the week certificate (assembly)
5. Taylor Lane Shield for Achievement (awarded weekly)

Each classroom or teacher may also have individual reward systems in place within the class. All adults in the school are encouraged to engage in the rewards systems. Lunch time rewards may also be in place to encourage good behaviour while eating lunch.

Parents are advised of achievement – at the gate, reading diary, work photocopied (Reports and Parent's Evening)

Sanctions – Effective Use

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as it breeds resentment.
- There should be a clear distinction between minor and major offences.
- Sanctions should allow an opportunity for reflections and self-development. They should not be seen simply as a punishment.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines).

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the



offence. Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

If appropriate, discuss the problem with the children. Ask what they would do in that situation, next time, how it affects others, was it right/wrong and do they think it should be punished and how.

Additional specialist help and advice from the Educational Psychologist, School Nurse or SEMH service may be necessary. This possibility should be discussed with the Headteacher.

Use of Reasonable Force

School staff have a statutory power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging property, or prejudicing the maintenance of good order and discipline at the school or among pupils. This power applies to all members of school staff authorised by the Headteacher.

The term *reasonable force* refers to the degree of force that is appropriate, proportionate and necessary in the circumstances, taking account of the age, understanding and needs of the pupil.

At Stoke Prior School, the use of reasonable force is a **last resort** and will only be used when other strategies have been unsuccessful or are inappropriate. Any force used will be the **minimum necessary**, applied for the **shortest possible time**, and solely for the purpose of ensuring immediate safety.

Reasonable force may be used to:

- Prevent a pupil from harming themselves or others
- Prevent serious damage to property
- Prevent behaviour that seriously disrupts good order or discipline where safety is at risk

Force will **not** be used as a punishment, to enforce compliance where there is no risk, or to manage low-level disruption.

Where physical intervention is required, staff will use de-escalation strategies wherever possible and will avoid any techniques that could cause pain, injury or restrict breathing. The school does not permit corporal punishment.



Any incident involving the use of reasonable force will be recorded and reported to the Headteacher and shared with parents as soon as reasonably practicable. Incidents will be reviewed to consider whether further support or reasonable adjustments are required.

Sanctions – Whole school agreed sanctions. (In order) Agreed by School council

1. Spoken Warning
2. Name on Board (Second warning)
3. Reflection Time. (Time to think about behaviour and say sorry)
4. In at 12:30 (Spoken to by teacher at lunchtime)
5. Sad and Sorry Chairs (Discussion Mr Lewis, missed break-time, letter of apology written if required, recorded in Behaviour book, parents informed if required.)

Straight to Sad and Sorry chairs

Fighting, or threatening behaviour.
Ignoring an adult when they are trying to speak to you.

When children spend time on the Sad and Sorry chairs this is an opportunity for a restorative conversation. Allowing time for children to reflect on ways that they can avoid similar behaviour in the future and recognise the impact the behaviour has had on other members of the school community. This conversation may also identify any barriers that the child may face and the Headteacher should take steps to eliminate these barriers. In extreme cases the exclusion procedure will come into effect.

Extremely disruptive or aggressive children need extra careful handling. Where such behaviours indicate additional needs, behaviour support plans and reasonable adjustments will be considered to minimise the need for physical intervention. In such cases staff may need support and this will be given initially by the Headteacher. Outside agencies may then be approached.

Extra Curricular Activities

Although these are out of school time, children are expected to abide by the same rules. Staff taking charge of clubs need to ensure children's safety with regard to their collection at the end of the club.

School Organisation

The school is organised into four classes. Assembly is held in the Hall.



Children are expected to walk quietly around the school at all times. The cloakroom/toilet areas are shared areas and need communal care in moving through and should be kept tidy.

When the bell rings to come into school, children line up in classes and walk in, in an orderly manner.

Each class has a timetable for Games, Music and other times when we need co-operation eg plays etc. Forward planning at staff meetings covers occasional times when we need to change eg dance productions.

Support for Staff

Sadly, a new element of aggression is creeping into some school populations. This involves violence towards staff.

Any member of staff who suffers an attack, either verbal or physical, can expect the full support of the Head and Local Governing Board. This includes support for staff who have used reasonable force lawfully and appropriately in order to maintain safety.

The appropriate steps will be taken to deal with the problem.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action (contract) within this policy, and further disciplinary action will be discussed with the parents.



Stoke Prior School

Anti-bullying Policy

Introduction

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The role of governors

The Local Governing Board supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Local Governing Board does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Local Governing Board monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Local Governing Board responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Local Governing Board notifies the headteacher and asks him/her to investigate the case and to report back to a representative of the Local Governing Board.



The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the Local Governing Board about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

We keep an anti-bullying logbook where we record all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should record the event in the logbook.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.



Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Reviewed by Headteacher April 2026

Date for Review: April 2027