



Stokesley Primary Academy

**Policy Statement for Behaviour
Amended 2021**

POLICY ETHOS

At Stokesley Primary Academy, we create an environment where children and staff collaborate, achieve, show respect and empathise through our motto 'Proud to Care'. At the heart of Stokesley Primary Academy is the focus on positive behaviour by showing kindness to ourselves and others. As children learn and develop these important qualities they will inevitably make mistakes, we see these as opportunities to teach skills and support them to take responsibility for their behaviour, find ways to put things right and develop an understanding of how their behaviour affects others.

We believe:

- There should be a collective responsibility for promoting positive behaviours as well as supporting children who find this challenging.
- Good behaviour needs to be taught, encouraged, supported and celebrated.
- Working in partnership with families is essential to develop these positive behaviours.

Our aim is to support children to take responsibility for their behaviour and to teach them the skills they need to be able to maintain positive behaviour and make good decisions.

In order to achieve this we have:

- A clearly understood, consistent shared vision of expected positive behaviours.
- Establish a clearly understood behaviour management system, incorporating rewards and consequences, reinforced in the Class Dojo system.
- Work closely with parents to reinforce and encourage a high standard of behaviour.
- A clearly understood approach enabling children to understand the repercussions of their actions and how to reflect and improve those behaviours.
- A positive relationship with families, where successes are celebrated and unacceptable behaviours are mutually addressed in a supportive manner.

Behaviour system

Expected positive behaviours are well established and clearly taught; they are an integral part of everything that we do. There are consistent systems in place to enable us to recognise and celebrate positive behaviours as well as systems to support children who are finding this difficult. We ensure that parents have the information they need to reinforce positive behaviour. When children experience difficulty, we support them to reflect on their behaviour and find ways to improve this moving forward. We understand that children learn from their mistakes and support them to make a fresh start at the beginning of every lesson.

THE RULES

The school rules are underpinned by the motto 'Proud to CARE', with CARE representing Collaboration, Achievement, Respect and Empathy. This is shared with all children and is displayed throughout the school, with award assemblies focused on these values.

The main school rules are:

- Follow instructions
- To be kind to others
- Take care of equipment
- Listen while the teacher is speaking
- To be respectful to both staff and peers

The classroom behaviour policy has three aspects:

- Rules the children should follow at all times.
- Rewards children will receive for following the rules.
- The steps taken to ensure children reflect on and learn from their mistakes.

Rewards to promote positive behaviours

Below is a list of some of the main rewards used throughout the school at the discretion of the teacher.

- Praise
- Dojos
- Show work to other teachers or Head
- Certificates: Kindness, Collaboration, Achievement, Respect, Empathy
- Celebration assemblies
- Class rewards
- Whole class 100 Dojo celebration afternoon

Dojos

Dojos can be awarded by adults in school as praise for children who are showing the values and behaviours that we expect. Dojos can be chosen from a range of categories and parents receive a notification as to the reason behind the awarding of the dojo. Parents can be informed if their child is having difficulty maintain expected behaviour via the 'Needs Work' aspect of Class Dojo or messaging tool.

Steps used to support children having difficulties.

Children may have difficulty in maintaining expected behaviour for many reasons. We understand behaviour as a form of communication and seek to understand and support individuals.

Teachers use a staged approach to remind and support children to develop expected positive behaviour. Part of this staged approach may involve them missing part//all of a playtime to have time to reflect on and discuss their behaviour. At all times teachers are guided by these key principles:

- Adults are vital role model for our school values.
- Adults will use non-verbal communication in the first instance.
- Adults always speak to children in a calm, clear and respectful way.
- Adults are clear that it is the behaviour that is not acceptable and not the child.
- Adults will not compare the behaviour of a child with others.
- Adults never intimidate, threaten or physically punish a child.

Personalised Monitoring Chart

Monitoring charts are used to support children who are consistently struggling to maintain positive behaviour. The child is involved in setting targets for improvement. Support and improvement is given through feedback at the end of each lesson, which is recorded on their chart. Completed charts are reviewed with the Head of School at the end of each day and are sent to parents at the end of the week.

Decisions about placing a child on a monitoring chart are made in collaboration between the class teacher, Head of School and parent. The aim of the monitoring period is to ensure the child is getting support and positive recognition for expected behaviours and successes will be celebrated.

Consistent Staged Approach:

All staff will follow the stages outlined below. This is set up to ensure consistency and fairness. This is displayed in the classroom and shared with the children. On occasion, adults will use their professional judgement about which stage to go to when incidents are serious. These reasons will be explained to the child.

Stage	Types of behaviour	Dealt with by	Type of sanction
Stage 1 5 minutes reflection during their next break if they don't stop after being warned.	Talking or distracting others	Class Teacher or support staff	Children to be given one warning and reminded that if they continue with the same behaviour they will lose 5 minutes of their break time to reflect. The timescale will be shortened if their behaviour improves thereafter.
	A negative attitude that impacts on work		
	Talking inappropriately to others		
	Not following classroom instructions		
	Shouting out		
	Not following our school motto of 'Kindness and Proud to CARE'		
Stage 2 10 minutes reflection during their next break Parents informed by 'Needs Work' Dojo	Continuing with the above behaviours	Class Teacher or support staff	If possible, children move seats.
	Inappropriate behaviour that results in pushing or elbowing, which can include play fighting		Child will need to catch up with work in their break time Child will be encouraged to reflect and apologise
	Lack of respect to school property		The timescale will be shortened to 5 minutes if their behaviour improves thereafter.
Stage 3 Message to parents and lunchtime reflection	Consistent repeated incidents of the above behaviours	Class Teacher	Child will spend their lunch break away from the playground in reflection time.
	Refusal to behave in an appropriate way		Parents will be messaged via Class Dojo. Delicate situations may need a phone call as a message can be misconstrued.
	Swearing/name calling		
Stage 4 Phone call to parents	Continued previous behaviour despite intervention	Class Teacher/ Member of SLT	Time off the playground to reflect.
	Disrespect towards adults and refusal to follow school rules.		For children consistently struggling to maintain positive behaviour, discuss with parents the possibility of a monitoring chart.
	Fighting		
	Bullying		Time away from class to reflect if behaviour is impacting on the well-being of other children.
	Theft		
	Vandalising		
	Using discriminatory terms (racist, homophobic, anti-disability language) without any understanding		
Stage 5 Meeting arranged with parents	Using discriminatory terms (racist, homophobic, anti-disability language with understanding) with the intention to hurt someone	Head of School	Time off the playground to reflect Meeting with parents to agree ways forward
	Physical aggression towards staff/continued physical aggression against pupils		Possible time away from school to reflect if behaviour is impacting on the well-being of other children.
	Threats made against staff		