

## Stroud Valley Community Primary School

### Behaviour Policy

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#### Introduction

This policy is intended to ensure Stroud Valley Community Primary School has a consistent and fair approach to behaviour management. Our approach to behaviour management is positive and we aim to reward children for behaving well, although occasionally sanctions will be imposed.

We are committed to all children accessing education fully and know that maintaining high standards of behaviour throughout the school are essential to this.

We promote an ethos where children are able to develop a moral awareness, respect and sensitivity towards one another.

It is important that we develop young people who take personal responsibility for their actions and are aware of the impact of their behaviour on others. Our conflict resolution approach towards disagreements between children requires them to consider their choices of behaviour and the impact on others.

This policy has been written using guidance from the Department for Education (DFE) January 2016, 'Behaviour and Discipline in Schools'. It also follows the statement of principles drawn up by the Governing Body in accordance with the Education and Inspection Act 2006.

The key points in the document are:

- teachers have the statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school and while in the care of the school
- the power to discipline pupils applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, including teaching assistants and mid-day supervisors.
- teachers have the right to confiscate pupils' property
- governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Our statutory duty is to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils.

The children are aware of the content of this policy, it is discussed with them through the year and they are asked to comment upon the content and to contribute to its review.

## School Rules

These were developed with all children through discussions with their school council representatives.

### *Stroud Valley School Rules are:*

- to walk carefully on the right side of the corridor;*
- to walk sensibly on the right side of the stairs;*
- indoors we choose to use a quiet voice;*
- we choose to listen to each other.*
- we choose to look after and respect our school environment and property.*
- we choose to respect personal space and be kind with our actions.*
- we choose to be honest and truthful.*

## Rewards and Sanctions

### Rewards

The school's approach to behaviour management is positive and we reward the behaviour we expect through both verbal praise and practical measures.

These are:

- raffle tickets
- house points – there is a house point system where children are allocated to one of four houses and include family groups. These are given during the week and then counted at the end, recorded on a display in the hall and celebrated with the whole school. The house with the most points at the end of each term is rewarded with extra playtime.
- green slips – exceptional pieces of work, effort applied or behaviour result in the child being sent to the headteacher and rewarded with a green slip to take home.
- golden time – at the end of the week children are able to enjoy a thirty minute session of 'golden time'. Each child starts the week with this 30 minutes, however may lose some of this time for inappropriate behaviour through the week. If children lose any time they are able to earn back a proportion of time lost through making better choices in their behaviour.

### Sanctions

All sanctions will be proportionate and take into account the individual child involved including their age, level of emotional and cognitive development and any special educational need.

When the need arises for children to be sanctioned we are very clear to talk about the behaviour choices that were made by the child. By talking to the child about the poor choices they have taken we label the behaviour and not the child.

The law allows teachers to discipline children whose conduct falls below the standard expected of them. All staff who decide if a sanction is necessary will ensure this is completed on school premises and under supervision of a paid member of staff. In practice this usually means loss of playtime or the weekly reward of golden time.

Our sanctions:

- warnings that lead to loss of Golden Time
- time out – children may be given a short period of time to reflect on their behaviour choices.
- staying in at break/lunch – to either catch up on work if classroom time is wasted or behaviour outside is affecting other children.
- sent to headteacher (the worst possible sanction according to children' responses!)
- exclusion.

Our sanctions will not breach any other legislation (in respect of disability, special educational needs, race or other equality measures or human rights.)

### **Classroom Management**

The important factor in ensuring outstanding behaviour throughout the school is consistency. This is reflected in Charlie Taylor's (Chief Executive, National College Teaching and Learning, 2013 to 2015) document 'Getting The Simple Things Right'. This document is kept with this policy and has been used to develop our own checklist for use in all classrooms.

### **Conflict Resolution**

This policy must be read in conjunction with our conflict resolution policy. The school has adopted this policy as its approach to anti-bullying. We aim to teach our children the skills of resolving conflicts they encounter, skills that they will be able to use throughout their lives.

### **Chief Executive, NCTL 2013 to 2015**

### **Bullying**

Everyone at Stroud Valley, children and adults, have the right to work in a secure and caring environment. This means that they also have a responsibility to contribute to the protection and maintenance of such an environment. This school is completely opposed to bullying and will not tolerate it. It is contrary to the schools values and ethos.

We take all reports of bullying, as well as children having disagreements, seriously and through our conflict resolution work ensure all children involved are listened to, have the opportunity to express their feelings and work together to reach a solution about future behaviour. Our conflict resolution policy details further our approach to resolving any issues that arise.

### **Liaison with parents and other agencies**

Parents play a vital role in teaching their children about acceptable standards of behaviour and supporting the school in this area

The school works closely with parents/carers of children that find behaviour a challenge. Teachers will meet regularly with parents either on the playground at the end of the day, through a recorded home school book or through a telephone conversation. Making this link between home and school is a powerful way to improve children's behaviour and ensure a consistent message is given from all those involved in educating the child.

If a child's behaviour continues to be a concern we will seek advice from outreach agencies such as the behaviour support team.

## **Exclusion**

Excluding children from their learning is always a last resort but if the learning of other children, or their safety, is put at risk it is an option that will be discussed. We follow local authority guidance when involved in this process and have a separate exclusion policy.

## **Equal Opportunities.**

All information in the policy follows our commitment to equality for all and decisions made about behaviour will take into account individual needs of children. All members of the school community should be free from bullying, abuse, harassment and victimisation. They should also be protected from discrimination and conduct that is prohibited under the terms of the Equality Act 2010

## **Safeguarding**

Stroud Valley Community Primary School takes the safety and well being of our children seriously and understands that extreme behaviours can be a sign of possible safeguarding issues. If staff feel this is possible they will follow the safeguarding policy and speak to a designated safeguarding lead..

## **Outside the school gates**

Our children are aware that their behaviour off school premises is a reflection of the school and therefore to be ambassadors for the school they need to conduct themselves well at all times.

If a member of staff observes a child behaving in an abusive manner off-site they will discuss this with the child on return to school. However we expect that children in the care of their parents outside of school are managed by them.

Occasionally incidents about poor behaviour are reported to the school and we use our professional judgement as to when to intervene and follow these reports through. This is usually done through ensuring children understand the consequences of their action and effects on others.

## **Policy Review**

Policy Title	Behaviour
Date Policy Ratified by Governors	March 2016
Committee Responsible	Behaviour and safety
Date for next review	March 2018