



Stanford in the Vale CE Primary School Promoting Positive Behaviour Policy



At Stanford in the Vale Primary School, we aim for everybody to flourish in a loving community by 'working together to achieve together', with all achieving their individual potential to be the best they can be through the values of Love, Hope and Community.

We strive to create a productive learning environment that promotes and develops positive behaviour through our 'Stanford Way' behaviour curriculum and deals with negative behaviour effectively. We believe that it is important to maintain a holistic approach, and implement this throughout the school, in order to develop positive relationships between pupils and staff. We value support from parents and seek to work with them in partnership to establish and maintain good behaviour in school.

Aims and Objectives of this policy

This policy aims to:

- Promote self-discipline among pupils
- Encourage kind behaviour and respect for others
- Encourage pupils to take responsibility for their behaviour and understand the impact on others
- Ensure that all pupils develop good behaviours for learning
- Monitor pupils' conduct

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- The Equality Act 2010
- Supporting pupils with medical conditions at school
- Use of reasonable force in schools

It is also based on:

- the special educational needs and disability (SEND) code of practice
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules eg repeatedly choosing to swear
- Any form of bullying - repeated, persistent behaviour with the intent to harm physically, emotionally or psychologically
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting or any intentional physical harm to others
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

Roles and responsibilities

The governing board

The governing board is responsible for reviewing and approving our Promoting Positive Behaviour policy in



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in conjunction with the head teacher and will monitor the policy's effectiveness, holding the head teacher to account for its implementation.

The head teacher

The head teacher is responsible for reviewing and approving this behaviour policy in conjunction with the governing board.

The head teacher will ensure that the school environment encourages positive behaviour and that staff manage and deal effectively with poor behaviour.

The head teacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive, respectful, nurturing behaviour
- Referring to the story of Nehemiah and our Christian values when discussing behaviour
- Intervening early where there is poor behaviour, to illustrate that this is unacceptable and will not be tolerated
- Providing positive recognition of individual pupil's or class achievements with behaviour through a range of strategies, including the 'Team Point' system.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS and identifying patterns
- Opportunities are used by the class teacher to reflect on positive or negative behaviour in PSHE lessons or circle time.
- Following Family Links training in September 2016 staff may use some of their circle time activities and adopt a common language and approach through choice and consequence.

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Help their child to understand the impact of their behaviour on others
- Support their child to take responsibility for their behaviour
- Attend meetings to discuss their child's behaviour, to help their child understand the severity of their poor choices and the necessary appropriate consequences. Plans will be formulated from these meetings.

Pupils

Stanford in the Vale CE Primary School acknowledges the benefit of involving pupils in reinforcing behaviour in school. This is achieved by the active involvement of children in behaviour monitoring through the school council and liaison with teachers. Children are also actively encouraged to give praise to their peers when they observe positive behaviour.

The implementation of lunch time corridor monitors is an initiative that encourages children to be involved in the reinforcement of positive behaviour. The corridor monitors are made up of children from Year Six, with specific children allocated to monitor the behaviour of children moving around the school.

Sports Leaders wear allocated hats at lunchtime, highlighting their presence to the other children. During this time, the children are available to initiate games for children to play and help ensure appropriate behaviour and use of the sports equipment.

We have friendship benches (caterpillars) on both playgrounds. If children find themselves alone, they can sit on the benches and children will come along and involve them in their play.



Guidelines of behaviour expected – Pupil Code of Conduct

Pupils are expected to follow our 'Stanford Way' behaviour curriculum and:

- Choose behaviours that are thoughtful and considerate of others
- Show respect to members of staff and each other at all times by listening politely, speaking and acting courteously
- Support their own learning and the learning of others by following the class rules
- Move quietly around the school
- Show respect when in the school building and using school equipment
- Wear the correct uniform at all times
- Understand that consequences are necessary and accept that they need to be followed through to help change behaviour
- Remember that they are representing the school and always display our Christian values when greeting visitors or when learning out in the community

Behaviour Management Techniques - Whole School

The procedure for discipline is implemented throughout the school. Children are familiar with this procedure and are encouraged to consider this when making choices regarding their behaviour.

Procedure for discipline:

1. Verbal warning.
2. Use the traffic light system, so every child starts on green every day and then if they behave inappropriately they move to orange (thinking time) and then red. Or if they behave exceptionally they move to 'gold.'
3. Once on red they miss a playtime/lunchtime – they may be given an activity to complete during this time. The children then return to green again.
4. If the child continues to return to red, or keeps going back to red that day, they are sent to a member of the Senior Leadership Team (SLT). A message will be sent with the child to ensure that the member of SLT is aware of the task the child is working on, allowing them to continue with their work. Parents will be informed via a letter from the class teacher (first letter).
5. If the child is sent to a member of SLT twice in one week, they are then sent to the Head teacher. The Head teacher will write a letter to inform the parents of their child's inappropriate behaviour and invite the parents in to discuss the incidents and produce a collaborative behavioural contract (second letter).
6. A temporary inclusion plan/behaviour contract will be set up between the school and the child, in conjunction with the parents with graduated consequences if no improvement eg. internal lunchtime exclusions, external lunchtime exclusions, exclusion (third letter).

Following any incident of poor behaviour choices, a member of staff will meet with the child to discuss why their behaviour was unacceptable and an appropriate consequence will be decided. The child will offer an apology (verbal or written depending on the severity) to any adult or child they treated unfairly, unkindly or unsafely.

If the misbehaviour is classed as a serious misbehaviour and/or restraint was used we move immediately to Stage 5 or 6 of the Procedure for discipline. Following Stage 5 or 6 a reintegration meeting will take place so that the child has a plan of action when returning to the classroom/school. The reintegration plan will list the behaviours expected and what will happen if the plan is not followed. Parents and key members of staff will be invited to this meeting so everyone is working together to support the child. A 'restorative justice' process will also be arranged, where all children involved will come to a meeting: to discuss the incident and any injuries or emotional distress that occurred. Each child will have a chance to explain what happened. Once the facts have been established, each child will be supported to take responsibility for any unacceptable behaviour. An official apology will be made and recorded.



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Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Manager will review challenging behaviour to determine whether the child has any underlying needs that may not be being met as effectively as possible.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create an Inclusion Support plan and review it on a regular basis.

List of rewards to encourage positive behaviour

Positive behaviour will be rewarded with:

- Specific, meaningful praise – praise for being as well as doing
- Team Points
- Individual target cards/rewards for children
- Whole class targets & rewards
- Sticker charts
- Golden time
- Letters or phone calls home to parents
- Special responsibilities/privileges

Restraint

Before intervening physically, a teacher or responsible adult should, whenever possible, advise the pupil about their inappropriate behaviour and the consequences of their actions. The responsible adult should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. Physical intervention can take several forms and may involve staff:

- Physically interposing between pupils
- Blocking a pupils' path
- Holding
- Restricting movements
- Guiding a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back
- Using more restrictive holds (in extreme cases)

In the event of a member of staff using physical intervention or restraint, the action must be judged as to whether it was reasonable, proportionate and necessary. Wherever a risk can reasonably be foreseen, there must be an assessment of the risk and a plan put in place to reduce the risk. It is not always possible to eliminate the risk but staff will need to be able to show that they have attempted to reduce any risk by first using strategies that may prevent the need for restraint.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force'. For example, to prevent a young child running off a pavement onto a busy road, or to prevent a pupil from hitting someone or throwing something. In these cases, however, the teacher must always have the safety of the majority of pupils as a primary concern.

For further information, please refer to the school's Positive Handling Policy.

Recording Evidence

In cases where restraint is necessary, Stanford in the Vale CE Primary School will action and maintain a detailed, contemporaneous written report of any occasion (except minor or trivial incidents) where force is used in the Bound and Numbered Book kept in the Head teacher's office and also scanned and put on



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CPOMS. Following the use of restraint, a member of staff informs the head teacher or a member of the Senior Leadership Team. The report includes:

- The name(s) of the pupil(s) involved, along with when and where the incident occurred.
- The names of any members of staff who witnessed the incident.
- The reason that force was necessary
- How the incident began and progressed - including details of the pupil's behaviour, what was said by whom, action taken to defuse the situation, the degree of force used, how that was applied and for how long.
- The pupil's response and the outcome of the incident.
- Details of any injury suffered by the pupil, another pupil, a member of staff and of any damage to property.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report of this nature.

Incidents involving the use of force can cause the parents of the pupil involved great concern. Therefore, it is always necessary to inform parents of an incident involving their child and provide them with an opportunity to discuss the matter. This should be done as soon as possible, either reported orally or in a written form.

School Trips

When out of school on educational visits, pupils are expected to maintain the same high standard of behaviour required in school.

If a pupil has previously shown negative or unsafe behaviour, which may not be reasonably managed within the positive behaviour policy guidelines, a discussion will be held in school to decide whether the child's behaviour may be managed safely and effectively outside school. The discussion will ascertain whether the child may be able to attend the school trip, following a risk assessment, or whether the child will not be able to join the school trip for health and safety reasons.

Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying policy
- Safeguarding policy
- Positive Handling policy

Reviewed: September 2023

Next Review: September 2025



Letter to Parents

First behaviour letter

Dear Parent/Carer

Recently, your child, _____, has displayed behaviour that does not conform with the school's Positive Behaviour Policy.

It is important that your child understands the need to follow our pupil code of conduct, therefore please could you discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together to support _____'s behaviour. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date:



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Second behaviour letter

Dear Parent/Carer

Unfortunately, despite sending a letter to you on _____ regarding the behaviour of _____, s/he is still choosing behaviours that are unacceptable and not in line with the pupil code of conduct.

I would appreciate it if you could arrange to meet me on _____ at _____ so we can discuss a way forward.

Please can you confirm through email or a phone call that this is convenient.

Yours sincerely,

Head teacher name:

Head teacher signature:

Date:



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Third behaviour letter

Dear Parent/Carer,

Despite meeting and producing a collaborative behaviour contract on _____,
_____ has continued to display behaviour that is unacceptable.

It has become necessary to follow a more specific approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Class Teacher, the Inclusion Manager and myself, to discuss how we can best support your child to choose and develop behaviours that are acceptable within the school environment.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Head teacher name:

Head teacher signature:

Date: