Stanley Common Church of England Primary School

Positive Behaviour Policy

2026/2027

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Ethos

Good behaviour is central to a good education. At Stanley Common C of E Primary School, we aim to provide a safe, calm and supportive environment where pupils want to attend and where they can learn and thrive.

Stanely Common C of E Primary School promotes a high standard of behaviour and an ethos where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others and self-discipline.

We pride ourselves on being a well-managed school that has created a culture where pupils and staff flourish in safety and with dignity. Great emphasis is placed on positive reinforcement of behaviour through praise. Pupils' confidence and self-esteem are developed through encouragement, incentives and recognitions, both verbal and written. Pupils are taught explicitly what good behaviour looks like.

Our school's culture and values are manifested through the behaviour of all our members. High standards and clear rules reflect the values of the school and outline the expectations and consequences of behaviour for everyone. The Positive School Behaviour Policy provides details of how staff will support pupils to meet these expectations.

The policy has been updated in line with the DfE Behaviour in Schools – September 2022 Document (Advice for headteachers and school staff).

This policy should be read in conjunction with the Stanley Common C of E Primary School Anti-Bullying Policy, Anti-Racism Policy, Suspension and Exclusion Policy and Child Protection Policy.

Aims

- To ensure that all pupils, regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment.

- To foster an environment in which everyone feels safe and secure and where each person is treated fairly.
- To ensure that every member of the school community feels valued and respected.
- To create an environment where good behaviour is encouraged and reinforced.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and unacceptable behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood and consistently applied by all within school.
- To ensure that every member of the school's community behaves in a considerate way towards others, sets high expectations of themselves and of others.
- To promote the right for pupils to speak out and seek help in all aspects of their well-being in an environment where they feel safe, valued and listened to and are positive role models for each other.
- To encourage all members of the school community to work together to create a positive, safe environment, in which bullying, physical threats, abuse and intimidation are not tolerated.

How Will We Achieve Our Aims?

- Praise and recognition is the key to creating a positive atmosphere where pupils have the opportunity to succeed.
- Establish a set of school rules that pupils know and understand.
- Establish a praise and recognition system.
- Adults will lead by example and model good practice.
- All pupils will undertake Personal, Social Education (PSHE) and Social and Emotional Learning.
- Explicit teaching relating to what good behaviour looks like.
- Weekly data analysis takes place to determine patterns and identify the support required for individual pupils/groups.

The Stanely Common Core Values

Our Behaviour Policy is built around a set of 4 values which we refer to as the 'Stanley Common Core Values'. (Our Behaviours for Learning). These are a set of core principles that we aspire to undertake. Pupils are awarded Dojo points for showing each of the behaviours for learning. Our four values are:

Enjoy – appreciate and rejoice in the life that has been given to use and all all that life has to offer.

Believe – having faith in Jesus and believing in ourselves.

Aim **H**igh – aspire to be the best we can be, learning, growing, giving and receiving.

Achieve - reaching our goals. It is about awe and wonder, asking questions, inspiration and being aware of something 'bigger' outside of ourselves.

The Behaviour Curriculum and Learning

Positive behaviour reflects the values of our school, readiness to learn and respect for others. We believe that behaviour should be taught to all pupils so that they understand what behaviour is expected and encouraged and what is prohibited. The Behaviour Curriculum is explicitly taught to all pupils across the school community.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the pupils, and adapted to meet the needs of pupils of different abilities. Marking and record keeping will be used both as a supportive activity, providing feed-back to pupils on their progress and achievements, and as an indicator that the pupils's efforts are valued and that progress is important.

Classroom Management

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

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 arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of each individual's contribution and overall the classroom should provide a welcoming environment.

Targeted interventions are used to improve behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for those most vulnerable pupils as required. The Support Staff work extensively with those pupils, alongside the class teacher to provide very individualised and personal support/explicit teaching.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the pupils to work and play in co-operation with others.

Praise should be used to encourage good behaviour as well as good work.

Recognitions

Our approach to creating a positive ethos within the school is to treat pupils positively, by praising them, offering them encouragement and acknowledging their achievements.

We will ensure pupils know that their effort, achievement and good behaviour are identified and valued by means of a range of recognitions:

- Traffic lights leading to Dojo's and class-based rewards.
- Celebration Assembly- certificates and stickers given.
- Half-termly Good Behaviour Tea Party with Head Teacher.

- Time with the leadership team.
- Whole School ‘Core Values’ system in place to reward learning behaviours that are linked to ‘Core Values.’ Pupils will be recognised for 50, 100, 200, 300 and 500 Dojo points.
- We also use Class Dojo as a means of communication between the class teacher and the parents/carers. The reasons for this are to share work and to communicate positive messages.
- Merits are awarded for learning outcomes. Pieces of learning that are exemplary and deserve recognition. House awards for the most merits within a half term will be allocated and a recognition given.
- At the end of a term or an academic year, staff may provide children with a small/nominal gift in recognition of their behaviour and attitude to learning.

Consequences

Where pupils make the wrong behaviour choices, we respond promptly, predictably and with confidence to maintain a safe, calm learning environment and take time to consider how behaviour can be prevented from reoccurring.

When we discuss inappropriate behaviour, we will encourage pupils to consider alternative choices they could have made which would have resulted in a more positive outcome. We ensure that the consequence is reasonable and proportionate in relation to the incident. Our priority is to ensure the safety of the pupils and staff and to restore a calm environment. We will always respond in a consistent, fair and proportionate manner so that pupils know with certainty that misbehaviour is not tolerated. Pupils need to understand the consequences of behaviour. Consequences for inappropriate behaviour may be:

- Lilly pads/planets leading to a consequence depending on Key Stage.
- Send to another class- Key Stage 1 to 2 and KS2 to 1.
- In house isolation.
- Playtime Reflections for low level behaviours. For Infant children this is a reduced period of time in relation to the age and stage of the pupil.
- Lunchtime Reflections with SLT for persistent or high-level behaviours with parents informed by Class Teacher. For Infant children this is a reduced period of time in relation to the age and stage of the pupil.

- Weekly behaviour meetings and behaviour targets for pupils who are persistently making the wrong choices.
- Letters are also sent to parents when there is a concern about their child's behaviour. These will be kept in the pupil's files.
- Possible referral to Behaviour Panel- possibility of a Managed Move
- Identification on At Risk Register- sent to LA termly.

Whenever a pupil misses numerous playtimes or lunchtime over a short period of time, this concern will be passed to SLT who will hold behaviour meetings and set targets with the pupil. This should always involve speaking with Parents/Carers, to highlight how best to support the child and provide a course of action to move the situation forward.

Pupils who demonstrate a pattern of inappropriate behaviour or who are struggling to conform to school expectations will be referred to SLT and the Learning Mentor, who will draw up a structured individual behaviour plan in consultation with class teacher, pupil and parents.

Pupils with additional needs (SEND)

A school should not assume because a pupil has SEND, it must have affected their behaviour on a particular occasion. The facts of the situation are always taken into consideration. As a school we will consider whether a pupil's SEND has contributed to the misbehaviour, whether it is lawful and appropriate to give a consequence. Should reasonable adjustments need to be made, we will always seek to understand the underlying causes and if additional support (predominately from the Learning Mentor) is needed. Adjustments may be made to routines for pupils with additional needs where appropriate and reasonable. These adjustments may be temporary to ensure all pupils can meet behavioural expectations. The school has regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.

Use of Reasonable Force (Guidance taken from Use of reasonable force - July 2013)

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive and prevent the reoccurrence of misbehaviour. Responses to misbehaviour are to deter, protect and to improve and to negate behaviour reoccurring in a supportive way.

School will only use force to control or restrain a pupil as a last resort or when absolutely necessary. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. The use of reasonable force means using no more force than is needed.
A child will only be removed to maintain the safety of all pupils and to restore stability following high levels of disruption when pupils are learning and safety is compromised. This allows pupils the chance to regain a sense of calm in a safe placeParents are informed on the same day when a pupil has been removed from the class.
School will try to avoid acting in a way that might cause injury. However, in extreme cases, it may not always be possible to avoid injuring the pupil. (Refer to the school's Positive Handling Policy for more detail.)
. **Please note that this is different from when a child is sent to their buddy-class as a consequence of their behaviour choices.**

Suspensions (Fixed-Term) Exclusions (Permanent)

All efforts will be made and proactive steps will be taken to prevent an exclusion/suspensions. However, in extreme circumstances or if behaviour continues to raise serious concerns, a fixed term suspension or permanent exclusion will be applied. These will be issued by the Head, who will notify the Governing Board, The Trust and LA. (**Refer to Suspension and Exclusion Policy which provides details of the process and procedures for suspending or excluding a child**.)

Child-on-Child Sexual Harm and Sexual Violence
The school makes it very clear that sexual harm and sexual violence are never acceptable and will not be tolerated. All staff will challenge all inappropriate language and behaviour. The school will never normalise sexually abusive language.
All victims are reassured and supported, kept safe and are taken seriously. Abuse that occurs online and outside of the school are treated equally seriously.
Incidents of Sexual Harm and Sexual Violence are reported separately from other behaviour incidents and follow the general safeguarding principles KCSIE (part 5). They are dealt with by the Learning Mentor with SLT and reported to the governing board termly by the behaviour lead.

Racism and Homophobic Behaviour

The school makes it very clear that racism and homophobic behaviour are never accepted at the school and will not be tolerated. The Learning Mentor deals with such incidents and will notify the parents of the victim and the perpetrator. Incidents are reported to the SLT when they occur and to the governing board three times per year in the behaviour report. (**Refer to Anti-Racism Policy**)

Behaviour incidents online

Inappropriate online behaviour, including the use of bullying, the use of inappropriate language and images are addressed in accordance with the same principles as offline behaviour. (Refer to the Online Safety and Child Protection Policies)

The school works closely in partnership with the parents to address these incidents.

Expectations

Staff will always:

- Provide a consistent approach across the whole school.
- Explicitly teach and model appropriate behaviour and positive relationships so that pupils see good habits and are confident to seek support when needed.
- Promote honesty and courtesy by example.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all within the school.
- Ensure fair treatment of each individual, regardless of age, gender, race, ability and disability.
- Follow the agreed behaviour policy and support each other in doing so.
- Consider the impact of their own behaviour and how they can uphold the school expectations.
- Develop safe and calm environments for pupils.
- Establish clear boundaries of acceptable pupil behaviour to uphold the whole-school approach.

Pupils will be encouraged to:

Demonstrate the 'Stanley Common Core Values'(Our Behaviours for Learning)

Enjoy

Believe

Aim **H**igh

Achieve

Pupils are awarded Dojo points by any member of the staff community at Firs Primary. The 'Stanley Common Core Values' are displayed in the hall and in key areas around school.
Pupils have their own Dojo and points are awarded. Parents/Carers can log in to Class Dojo to monitor how many points their child.

We hope parents/carers will:

- Work in partnership with the school so pupils receive consistent messages about how to behave both at home and at school.
- Take in the life of the school and its culture.
- Support and encourage their child's learning.
- Download the 'Class- Dojo' app so that they can monitor and praise the pupils's rewards within school, as well as access learning and pick up messages from school.
- Inform the class teacher should any concerns arise about behaviour.
- Celebrate pupil's successes.

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school.
- Ensure all staff understand and maintain the behaviour expectations of the school.
- Encourage good behaviour and respect for others.
- Encourage frequent and open engagement with parents.
- Promote self-discipline and proper regard for authority.

- Source and facilitate up to date behaviour training for all staff, and provide a clear induction process for new staff.
- Ensure the health, safety and welfare of all pupils in the school.
- Ensure that any incidents of bullying, aggression and derogatory language (including name calling) are dealt with quickly and effectively.
- Support the staff in implementing the behaviour policy.
- Keep records of all reports of incidents of serious misconduct, with action taken.
- Be highly visible, engaging and maintaining the behaviour culture in a safe and supported environment.
- Deal with serious, unacceptable behaviour.
- Share an analysis of behaviour with LAC so that they can measure the impact of the policy across school.

Collection, monitoring and analysis of behaviour date:

Behaviour data is collected and analysed on a weekly basis. This allows to the school to:

- Identify patterns in behaviour.
- Track behaviour of specific groups. (Protected Characteristics)
- Identify targeted support and interventions for individual pupils and groups of pupils.
- Celebrate successes.
- Evaluate the effectiveness of the policy.
- Provide Behaviour information in the Headteacher Reports x3 per year for the LTC.