



# Behaviour Policy

## Rationale

At Stockton on the Forest Primary School we enjoy a happy, social community and wish to maintain it with the help of all stakeholders. Children are encouraged to develop behaviour, attitudes and values that are equally appropriate to home, school and the society in which they live. Through encouraging, valuing, praising and rewarding desirable behaviour traits we aim to establish a warm, happy and welcoming school environment where children learn to develop responsibility for their own behaviour choices, co-operate with each other and develop into responsible and considerate individuals who contribute positively to the society in which they live.

## With this policy we aim to

- Employ a consistent approach to behaviour management throughout all aspects of school life so that discipline procedures are fair and equitable for all pupils
- Encourage, praise and reward the behaviour that we wish to develop in school.
- Follow a clear process of sanctions to discourage undesirable behaviour traits.
- Enable parents, pupils and school to work in partnership with regard to behaviour management
- Consider the effect of cultural background when dealing with unacceptable behaviour

## Governors will

- Be well informed through the leadership of the headteacher, staff governor and parent governors on issues of behaviour, behaviour management and exclusions
- Support the staff in implementing the school's policy for behaviour management
- Monitor and review the impact of the Behaviour Policy

## The Head Teacher will

- Develop a whole school approach to behaviour management that encourages good behaviour and respect for others, promotes a proper regard for authority and supports self-discipline among pupils.
- Monitor behaviour and behaviour management systems throughout school and their impact on behaviour
- Ensure all stakeholders are informed of behaviour and behaviour management processes as required.
- Ensure staff are appropriately trained in behaviour management including training in positive handling techniques aimed at the de-escalation of confrontational scenarios.
- Follow City of York and Government guidelines should exclusion be considered necessary.
- Seek further help from Behaviour Support at Pupil Services of the City of York Educational Services where necessary.
- Ensure suitable arrangements are made to support a child returning to school after a temporary exclusion.
- Monitor Exclusions and report these to the governing body

## The SENDCo will

- Monitor the behaviour of children who have difficulty making positive behaviour choices.
- Work with children, parents and staff to provide clear targets and support systems aimed at the improvement of behaviour (Individual Behaviour Plan).
- Review behaviour targets, interventions and support systems regularly with children and staff.
- Liaise with the headteacher and outside agencies and work with Behaviour Support at Pupil Services of the City of York Educational Services where necessary.

## Teachers will

- Be responsible for the behaviour of children in their class and work to ensure that pupils behave appropriately and politely on all occasions.
- Encourage in pupils, respect for others and promote a proper regard for authority.

- Ensure that children are aware of the Golden Rules
- Follow the guidelines on behaviour management as set out in this policy
- Have high expectations of children's behaviour
- Enable all pupils to recognise positive behaviour and make positive behaviour choices
- Promote self-discipline among pupils through encouraging, rewarding and praising good and positive behaviour
- Discourage, and where appropriate sanction unacceptable behaviour, sanctioning the action not the child
- Explain differentiated approaches to behaviour where necessary
- Be trained in positive handling techniques to be used in the de-escalation of confrontational scenarios
- Communicate and work with parents regarding children's behaviour when necessary
- Notify the SENDCO and head teacher should any unacceptable behaviour pattern become repeated or sustained.
- Support those children with Social, Emotional and Behavioural Difficulties through an Individual Behaviour Plan
- Risk assess the suitability of those children with IBP's for unstructured play and intervene where necessary (eg playtime jobs etc)
- Work closely with outside agencies where necessary.

On occasions where, through poor behaviour choices children have missed a whole playtime, the sanction activity is at the discretion of the class teacher.

#### **Support Staff will**

- Work to ensure that pupils behave appropriately and politely on all occasions.
- Follow the guidelines on behaviour management as set out in this policy
- Have high expectations of children's behaviour
- Enable all pupils to recognise positive behaviour and make positive behaviour choices
- Encourage, reward and praise good and positive behaviour
- Discourage, and where appropriate sanction unacceptable behaviour
- Be trained in positive handling techniques to be used in the de-escalation of confrontational scenarios

#### **Pupils will**

- Be expected to follow the school rules and behave appropriately and politely on all occasions.
- Be taught to identify what constitutes good and poor behaviour choices
- Be encouraged and supported to make positive and responsible behaviour choices and decisions
- Be praised and rewarded for making good behaviour choices
- Be discouraged from making poor behaviour choices and receive appropriate sanctions for poor behaviour choices.
- Be made aware of the standard of their behaviour through assertive mentoring meetings.
- Be supported through interventions, Individual Behaviour Plans and external agencies where necessary and appropriate.

#### **Parents**

- Are expected to work in partnership with school on issues related to behaviour management and in line with the Home-School Agreement.
- Are expected to encourage their children to know what is acceptable behaviour
- Are expected to support their children in becoming socially responsible, polite and considerate members of the school community.
- Will be encouraged to receive support on behaviour management issues when required.
- Will be encouraged to work with outside agencies when required.
- Will be informed when their child has been involved in significant behaviour incidents or situations that have resulted in the use of positive handling techniques.

#### **Exclusions**

Fixed term exclusion is viewed as a last possible resort when all other measures taken to remedy inappropriate behaviour have been found to be unsuccessful.

In the event of a fixed term exclusion being deemed a necessary sanction, parents will be contacted immediately and informed of the decision. They will receive a letter giving details of the exclusion and "Information for Parents".

The Chair of Governors is informed of any action as soon as possible.

**NO CHILD WILL BE SENT FROM THE SCHOOL PREMISES UNLESS SHE/HE IS ACCOMPANIED BY A PARENT OR THE PARENT'S REPRESENTATIVE.**

No permanent exclusion will be made without a full meeting with the parents, governors and CYC representatives and the headteacher. At such a meeting the parents will be given full details of the right to appeal and will be sent "Information for Parents" by the City of York Council.

September 2018

*Reviewed October 2011 – unchanged*

*Reviewed March 2012 – amended*

*Reviewed September 2013 – amended*

*Reviewed December 2016 – amended*

*Reviewed March 2017 – amended*

*Reviewed June 2018 - unchanged*