



Behaviour Policy

Stanville Primary School seeks to create an environment in which effective teaching and learning can take place.

The principles underlying this Behaviour Policy are based on respect.

- Respect for self
- Respect for others
- Respect for the environment

The policy seeks to put into practice the shared values of the community. The School and community consists of pupils, school staff and the wider community.

Respect for Self

Everybody should:

- Behave in a sensible and appropriate manner

Respect for Others

Everybody should:

- Allow others to learn and teachers to teach
- Treat everybody with consideration and good manners
- Respect the right of others to hold their beliefs and opinions
- Keep to and enforce the school dress code
- Help to prevent all forms of bullying
- Behave with the health and safety of others in mind
- Behave helpfully and responsibly

Respect for the Environment

Everybody should:

- Treat their own property and the property of others with care
- Treat the school buildings, contents and grounds with care

Rewards

Praising pupils will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement; and should be given when:

- it is above the standard for that group (class, form, year, school)

Approved by Governors:
Committee: n/a
Full Governing Body: 17th May 2018
Review Date : May 2019



- it is above the standard for that pupil
- it is of a consistently good standard – this one often gets missed

We should avoid giving rewards:

- as bribes e.g.; for classroom control
- on demand
- in a way which causes embarrassment
- in a way in which devalues their worth to others (e.g.; over use)

Types of reward include:

- Positive comments in class and/or reinforcement at end of lesson.
- Using the behaviour record system on the school network effectively – this is a way of informing the SLT who can then pass such information to parents
- Communications (verbal or text) to parents.
- Parents' Evenings or similar events – use these as a means of praising where appropriate.

Sanctions

The school has agreed standards of behaviour with pupils and parents because it believes that good and thoughtful behaviour is essential for effective learning. We seek to prepare pupils to take their place in society. Pupils do not always conform to these agreed standards and a system of sanctions is therefore required. Sanctions can be linked to work, effort, behaviour and personal conduct and should be given when behaviour, work or effort is:

- below the standard expected by the school
- below the standard of that pupil of a consistently poor standard

We should try to avoid:

- Negative comments – especially about the person
- Punishing a whole group
- Inconsistency
- Failing to implement referenced sanctions
- Imposing excessive sanctions
- Referring a pupil with a request for a specific sanction to be imposed e.g.; I want (pupil name) to be excluded at lunchtime
- Aggressive shouting
- Put downs and sarcasm
- Ridicule or humiliation
- Causing intentional embarrassment
- Labelling the child instead of confronting their action and behaviour



What Sanctions Can We Use?

- Make our disapproval clear – by a look, by talking to the pupil, by showing our disapproval in front of others.
- Insisting that work is repeated/completed. Always give a deadline and check.
- Pupils should be moved in class if their present position is influencing their ability to learn or influencing the learning of others.
- Movement of the pupil to agreed link class. Pupils should not be sent to a class without prior arrangement. In addition pupils should not be sent to another key stage unless there are no other alternatives. Any child sent out of class must be recorded on the behaviour system on the network.
- Loss of time outside at lunchtime. This is designed to be supportive rather than punishment and but staff have the responsibility for overseeing this personally rather than deferring to another party. In addition pupils may be required to work alongside Sports Mentors, as part of the Inclusion programme run at Stanville, or to complete specific duties. All of these solutions are designed as supportive and can therefore be viewed as neither reward nor punishment.
- Lunchtime exclusion will be introduced where continuous unacceptable behaviour is observed (only at lunchtimes and not during lesson time) or a significantly extreme situation which results in bypassing other initiatives. This may be for a single occasion but may be extended in severe cases. This will be determined by the HT and DH and liaison with parents.
- Where possible direct contact with parents should be sought by the class teacher in the first instance. This often can resolve and address concerns before they escalate. If necessary SLT should be made aware of instances where this has been required.

There are higher levels of sanction, which may be imposed after consultation with appropriate staff (Head Teacher, Deputy Head, Assistant Head and/or Pastoral Achievement Coordinator):

- Ask parents/guardians to come in for a meeting with the class teacher and/or SLT
- Placement on Behaviour report – This is used to record the behaviour of the child (good) throughout the day during lessons and breaks.
- Internal exclusion – Pupils should be placed in the opposite Key Stage so that they do not interact with their peers throughout the school day and under no circumstances should they return to their class until the internal exclusion period has expired.
- Fixed term exclusion from school
- Managed move to another school
- Permanent exclusion from school

Support for Staff

It is important to remember that all members of staff work collectively to ensure and maintain the highest standards of behaviour.

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Support is available at every stage and in every situation. Rather than work in isolation it is much better to seek help and use the procedures that exist. A number of staff will have dealings with a given pupil or group of pupils and there will be information available that could prove useful in assisting your classroom management. Staff may access behaviour records for any pupil in school for both recording events (positive and concerns) as well as observing previous problems or patterns. It is essential that where a child is a victim, rather than the perpetrator, that the incident is recorded next to the child as well. This must be recorded using the "Miscellaneous" option from the drop down menu.

All poor behaviour must be challenged by all staff especially if pupils are aware that they have been observed. Any member of SLT can be approached to provide support and to discuss an issue. Enlisting a senior colleague to advise and possibly observe can help behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good behaviour will ensure all members of the school community are able to work effectively together.

Parental Support

We are aware that some behaviour problems can be the result of extenuating circumstances outside of school. Obviously if this is the case then we, as a school, can apply a certain amount of flexibility when required in comparison to normal behaviour procedures. We therefore request when possible that parents inform the school of any of the following where possible:

- Behaviour problems or difficulties experienced at home
- Any trauma which may affect their child's performance or behaviour at school (e.g. a death in the family)
- Any illness or health issues (related absences possibly)

Pupil Restraint

At Stanville Primary School we do not encourage the restraint of pupils at any time due to the risk of injury. However we do recognise that in extreme conditions individuals may be left with no other choice. This situation may arise from any of the following:

- A pupil is at risk of hurting or injuring an adult or pupil
- A pupil is at risk of hurting or injuring their self
- Damage to equipment, furniture or structure which could result in either of the above

If there is a series of physical and aggressive behaviour towards staff or children then parents will be contacted as soon as possible to remove their child from the school site. If this should occur then an appropriate Behaviour Care Plan will be implemented in partnership with the family (and depending on the age of the child with them as well). This Behaviour Care Plan will be used to enable the child to succeed

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and achieve within carefully agreed parameters. This will include clear instructions and expectations from all parties.

Other Agencies

As a school we realise that it is not possible to resolve all problems internally and we actively seek the support of outside agencies where appropriate such as Mentoring services and similar.

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