

Stokesay Primary School



Behaviour Policy

RATIFICATION: Summer 2025

DATE OF NEXT REVIEW: Summer 2026

REVIEWED BY: Executive Headteacher

APPROVED BY: Local Governing Body

Rationale:

At Stokesay Primary we believe effective teaching and learning cannot take place without good behaviour. Children need a calm and purposeful atmosphere in order to learn and experience success. We believe we should encourage positive attitudes to each other both in the classroom and in the school environment so that all children feel safe and secure. Stokesay Primary School adopts a positive approach to behaviour management. We aim to develop good habits of self-discipline in pupils.

We look at ways to encourage and reward children, while making it very clear that anti-social behaviour will not be tolerated. We also believe it is very important to include parents in what we do at school to encourage and foster good behaviour and attitudes.

'I can, we can, Stokesay can'

Aims:

- Create a happy and stimulating environment in which all children develop a positive and independent attitude to learning.
- Maintain the highest standards by successfully meeting individual children's needs and by investing in the professional development of all adults.
- Create a sense of belonging to the school and the wider community with a respect for the environment and nurturing a sense of trust and care.
- Promote courtesy, consideration and common sense within our school.
- Teach children British values and traditions, developing an understanding and respect for major world religions and ways of life.
- Promote positive relationships between everyone, including staff, pupils, governors, parents and the wider community so that we can encourage each other, enjoying and excelling together in all aspects of school life.
- Ensure pupils' develop skills to lead; a safe, secure and healthy lifestyle, in a rapidly developing world.
- Encourage staff and pupils to become creative thinkers with enquiring minds that will help them face new challenges and situations with increased confidence.
- Offer the highest quality teaching and learning opportunities within an innovative and stimulating environment.
- Nurture, develop and inspire the whole child and enable them to experiment, take risks and face challenges.
- Preparing children to make informed choices for the challenges as a 21st Century citizen in Modern Britain

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)

- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

At Stokesay Primary school we aspire to show:

- Teamwork
- Community
- Responsibility
- Honesty
- Respect
- Determination

Teamwork

- We are good team players by listening to others and sharing ideas.
- We help and encourage our classmates.
- We work together to solve problems calmly.
- We take turns and include everyone.

Community

- We look after our school and everyone in it.
- We take part in school life and try to make a positive difference.
- We welcome new people and treat everyone kindly.
- We represent our school with pride.

Responsibility

- We take ownership of our actions and their impact.
- We look after our own and others' belongings.
- We try our best, even when no one is watching.
- We make sensible choices and learn from our mistakes.

Honesty

- We tell the truth at all times, even when it is hard.
- We admit when we've done something wrong.
- We are trustworthy and reliable.
- We don't blame others or hide the truth.

Respect

- We treat others how we would like to be treated.

- We listen carefully and speak kindly.
- We follow adult instructions the first time.
- We respect differences and personal space.

Determination

- We keep going, even when things are tough.
- We try again after we get things wrong.
- We celebrate progress, not just perfection.
- We take pride in completing what we start.

We will positively encourage British Values by:

- Ensuring children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.
- Promoting the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.
- This will ensure Stokesay pupils understand the importance of respect and leave school fully prepared for life in modern Britain.

To achieve these aims we will:

Develop a whole school approach to deal with unacceptable behaviour, where we reward good work and behaviour and impose sanctions on those pupils who do not follow school rules as linked to our school values.

To ensure equal access to a broad educational experience for all.

Keep parents informed of our school rules and our rewards and punishments as appropriate. Communicate with parents when pupils are behaving and working well and when there is cause for concern.

Teach our pupils that their actions have consequences.

Raise awareness of school rules and issues relating to behaviour towards others in acts of collective worship and in weekly PSHE lessons.

Stokesay School will not discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment

Behaviour

School rules highlighting positive behaviour are displayed in classrooms. We follow our 'School Values' to support.

Rewards (summary for clarity):

Character/value awards in assemblies
Star of the Week certificates
Positive messages home
Stickers / Dojo points
Verbal praise and recognition

Various rewards are used across the school e.g. stickers, certificates, star of the week, Dojos (appropriate to the age of the child) to highlight positive behaviours and exceptional attendance.

Class teachers monitor unacceptable behaviour of their own class, supported by any other adults working in school.

Monitoring of Behaviour

Adults in school actively monitor behaviour. Teachers will complete a CPOMS record if they feel a child's behaviour is contrary to our school expectations.

Behaviour incidents and patterns are regularly reviewed by the Senior Leadership Team (SLT).

If problematic behaviour persists, the Head of School or Assistant Headteacher will meet with parents/carers to discuss next steps, which may include internal exclusion, suspension, or permanent exclusion.

The class teacher discusses the school rules with each class so that every child understands the expected standards of behaviour.

It is the responsibility of the class teacher to maintain good behaviour in the classroom. Staff receive regular CPD on behaviour management to support this.

Escalation of Sanctions

Sanctions are applied in a graduated way to ensure consistency and fairness. Staff use restorative approaches to support children in understanding the impact of their behaviour.

Step 1 – Corrective reminder (Class teacher): Quiet reminder of expectations; chance to self-correct.
Step 2 – Warning (Class teacher): Recorded warning; short reflective conversation.

Step 3 – Loss of privilege (Class teacher): Potential loss of break/lunchtime or in-class reward; restorative conversation; parents informed if repeated.

Step 4 – Escalation (Assistant Headteacher): Removal from class for set time; CPOMS record; parents contacted.

Step 5 – Formal meeting (Head of School / Assistant Headteacher): Meeting with parents and behaviour support plan created; SEND needs considered.

Step 6 – Serious/persistent (Head of School / Assistant Headteacher): Direct parental contact; possible fixed-term exclusion.

Step 7 – Permanent exclusion (Head of School / Executive Headteacher): Last resort in line with statutory guidance.

Reparation for Unacceptable Behaviour

Class teachers hold high expectations of behaviour and strive to ensure all children work to the best of their ability.

It is the class teacher's responsibility to enforce school rules within their classroom and ensure responsible behaviour during lessons.

Teachers treat each child fairly and enforce the classroom code consistently, showing respect and understanding.

When necessary, the class teacher liaises with the SENCO to involve external agencies for additional support and guidance.

Class teachers report to parents on the progress of each child, following whole-school policy, and contact parents if there are concerns about behaviour or welfare.

The Role of the Headteacher

The Headteacher is responsible for consistently implementing the school behaviour policy, under the School Standards and Framework Act 1998.

The Headteacher reports to governors on the policy's effectiveness when requested.

Ensuring the health, safety, and welfare of all children is a key duty of the Headteacher.

The Headteacher supports staff by setting behavioural standards and assisting with policy implementation.

All serious incidents of misbehaviour are recorded and monitored by the Headteacher.

The Headteacher has authority to give fixed-term suspensions for serious misbehaviour and may permanently exclude pupils for repeated or serious anti-social behaviour, with notification to governors.

The Role of Parents/Carers

Parents/carers are asked to read, sign, and support the home/school agreement.

The school works collaboratively with parents to ensure consistent behaviour messages at home and school.

School rules are communicated through pupil planners, parent meetings, and the school website.

Parents are expected to support their child's learning and cooperate with the school, as outlined in the home-school agreement.

A supportive dialogue between home and school is encouraged, with parents informed of any concerns about behaviour or welfare.

Parents should support reasonable sanctions used by the school.

If parents have concerns about treatment of their child, they should contact the class teacher, then the Headteacher, and if unresolved, the school governors. A formal grievance or appeal process is available if necessary.

The Role of Governors

The governing body sets general guidelines on discipline and behaviour standards and reviews their effectiveness regularly.

Governors support the Headteacher in carrying out these guidelines.

The Headteacher has day-to-day authority to implement the behaviour policy but must consider governors' advice on disciplinary matters.

Suspensions and Permanent Exclusions

Please see our separate **Suspensions and Exclusions** policy for clear guidance.

If the Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs parents how to make any such appeal.

The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion and about any fixed-term exclusions.

The governing body itself cannot exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they:

- Consider the circumstances in which the pupil was excluded
- Consider any representation by parents and the LA
- Consider whether the pupil should be reinstated

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Searching and screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- o Proportionate
- o Considered
- o Supportive
- o Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- o Responding to a report
- o Carrying out risk assessments, where appropriate, to help determine whether to:
 - o Manage the incident internally
 - o Refer to early help
 - o Refer to children's social care
 - o Report to the police

Please refer to our child protection and safeguarding policy for more information.

Review

The governing body reviews this policy every year in consultation with staff. However, the governors may review the policy earlier if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- o Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- o Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- o If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- o The needs of the pupils at the school
- o How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

Behaviour records (including CPOMS), exclusions and survey feedback are reviewed regularly by the Senior Leadership Team and governors to evaluate impact. The policy is reviewed annually, or sooner if required by statutory or Trust updates.

Monitoring and Review

We value pupil voice. Through School Council, pupil surveys and classroom discussions, children contribute to shaping our behaviour systems and culture.

Pupil Voice

We expect pupils to show respect to all adults in school. Abuse, aggression or intimidation directed towards staff—verbal or physical—will not be tolerated and will result in appropriate sanctions.

Respect Towards Staff

Our behaviour expectations extend to pupils' online conduct. Pupils must use technology safely, respectfully and responsibly. Inappropriate online behaviour in or out of school will be addressed in line with this policy.

Online Behaviour

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another person—physically, verbally, emotionally, or online. All concerns are taken seriously, recorded on CPOMS, investigated promptly, and followed by proportionate sanctions and support for both victim and perpetrator. Prevention is taught through PSHE, assemblies and class discussions; parents are involved where appropriate.

Anti-Bullying

Appendices:

Appendix 1: Home-School Agreement

Appendix 2: Guidance for Staff

Appendix 3: Examples of living our Values

Appendix 1: Home School Agreement

HOME/SCHOOL AGREEMENT

Stokesay Primary School

As Parents/Carers we will:

- See that my child goes to school regularly, on time, and properly equipped;
- Let the school know about any concerns or problems that might affect my child's work or behaviour;
- Support the school's policies and guidelines for behaviour (see school website for relevant policies);
- Support my child in homework and other opportunities for home learning;
- Attend parents' evening and discussions about my child's progress;
- Be actively involved in my child's life at the school.

The School will:

- Contact parents if there is a problem with attendance, punctuality or equipment;
- Let parents know about any concerns or problems that affect their child's work or behaviour;
- Send home an annual report on pupil's progress;
- Set, mark and monitor home learning and provide facilities for children to do home learning in school;
- Arrange Parents' Evenings during which progress will be discussed;
- Keep parents informed about school activities through regular letters home, newsletters and notices about special events.

As a Pupil I will try to:

- Follow the school rules;
- Attend school regularly and on time;
- Bring all the equipment I need every day;
- Wear my correct school uniform and be tidy in appearance;
- Do all my classwork and homework as well as I can;
- Be encouraging and polite to others;
- Respect other people's property;
- Keep the School free from litter and graffiti.

Home/School Agreement

Signed (Parent/Carer): _____

Signed (Headteacher): _____

Signed (Pupil): _____

Appendix 2: Guidance For Staff

What is Behaviour for Learning?

Behaviour for Learning is a model of the relationship between learning, learning behaviour, and the learner. The aim is to develop in children sophisticated learning behaviours; these behaviours are underpinned and reliant upon three key relationships which must be nurtured. They are reliant on the learner's relationship with self, others, and with the curriculum. The role of the teacher, as well as that of the wider school community and outside influences, must be to focus on not damaging, and hopefully promoting, the relationships which affect learning, while finding ways to directly improve learning behaviours.

The behaviour for learning conceptual framework. It is worth mentioning that, from 2009, a band around the circle labelled "school ethos" is also included.



What are Learning Behaviours?

Ellis and Tod (2009: 53) maintain that there are particular behaviours that are 'necessary for learning' and that a significant element of the role of a teacher is to 'think consciously about how they create opportunities' for these behaviours to be developed.

Behaviours for learning are wide-ranging and there is no exhaustive list. However, an early example was that provided by Powell and Tod (2004):

- Engagement
- Collaboration
- Participation
- Communication
- Motivation
- Independent activity
- Responsiveness
- Self-regard
- Self-esteem
- Responsibility

They are these and many others. They are behaviours that fit the following three criteria:

- The behaviour is relevant to the lifelong learning process. It is not specific to one task, age range, or qualification.
- To be considered a learning behaviour, it should be treated as such and considered an area of development in its own right, distinct from the success criteria relating to a specific task.
- The behaviour is recognised as taking place within a wider social, emotional, and cognitive context. The development of these three areas, and the relationships learners have with self, others, and curriculum are inherently interlinked with the development of learning behaviours.

What are the relationships of Engagement, Participation and Access? How can they be developed?

Engagement, Participation, and Access are the terms assigned to the different relationships that have an effect on the progress of the learner. If a learner is struggling, or indeed succeeding, to develop successful learning behaviours in school, it is to these relationships that one can look in order to assess the possible reasons.

- **Engagement** – this is the relationship of the child with the self.
- **Participation** – this is the relationship of the child with others.
- **Access** – this is the relationship of the child with the curriculum.

Consider how you may feel when you are finding an activity uncomfortable or difficult to engage in. It may be that you do not see yourself as a capable learner, are feeling uncomfortable in the wider company in which you are learning, or that you have a lack of confidence in the particular field of study. For children, it is the same. We must try to consider whether these relationships are as strong as they should be and hindering the child's progress. Then it is the case of taking action to enable children to develop these areas of confidence to further allow them to achieve greater educational outcomes.

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Engagement

What are some signs of a poor relationship with the self?

From a young age, people begin to develop a view of themselves, and this can be hugely influenced by their experiences in school as well as at home. Children may identify as unintelligent, or worse, which has a damaging effect on their ability to engage with learning. Children may become either very withdrawn or quite the opposite, as a way of closing themselves off or masking their insecurities with their own self.

What can be done?

Identifying the children for whom their relationship with self is a problem can be difficult. Fortunately, there are exercises such as circle time which can be beneficial for all children, including those with developed self-esteem. The great value of teaching assistants can be harnessed also, as they can both engage with and oversee the children closely during lesson time. Exploring further options with senior staff may also be of benefit and this advice should be sought if you consider there is a real issue.

Participation

What are some signs of poor relationships with others?

These relationships include those of the children with you as the teacher, as well as with the other children in the class and school. As an NQT, you may find filling the role of a permanent class teacher to be overwhelming as the children's expectations of you will be so high (Bennett, 2011); you will be expected to arbitrate and be fair – which, when looked at from 30 different perspectives, is a very difficult thing to achieve. When children are not interacting with each other positively, the signs can be obvious through disagreements, bickering or even bullying. It may also be that a child is withdrawn when working with a group.

What can be done?

As teachers, the use of collective punishments for children's inappropriate behaviour can be tempting. However, even when it seems that the whole class is acting up or not engaging in a lesson or in a routine appropriately, there are very likely at least a few children who are doing so. By punishing many children for the actions of one or a few, not only can you damage your relationship with the children but also those of the majority with the child whose behaviour caused the sanction.

Access

What are some signs of a poor relationship with the curriculum?

As with all signs, they can be misread very easily but often a child with a poor relationship with the curriculum will struggle to engage in the tasks set and find it difficult to stay on-task for very long. These children need to experience some form of success with the curriculum in order to begin to view it as achievable and within their grasp.

What can be done?

The approach you take to a child who is not on task can have a big impact. There are many reasons that the child could be not working on the activity (it may be that they are in fact engaged in the task mentally but taking time to think and process) and some of these are explored by Ellis and Tod (2009: 95). It could be that the child is seeking attention by acting up, that he feels unable to tackle the task or even that he fears failure. In any case, we should encourage on-task behaviour by identifying elements of the task that are achievable. It may be that there is a lack of self-esteem, in which case it would be an issue with the child's relationship with self, or even a sign that the child cannot work effectively with those around them.

Recognise and praise students who comply to reinforce the importance and benefits of following directions.

5. **Reactions and responses**
Don't let minor infringements disrupt your classroom flow. Developing a broad repertoire of subtle responses is essential, especially in the early months with a new class. For example, rather than addressing a pupil shouting out, ignore it tactically and take the answer from a compliant student. Use body language like proximity or facial expressions to encourage or discourage behaviour.
6. **Don't be scared to use sanctions**
Set clear boundaries early by applying sanctions consistently. It's better to use sanctions early to establish expectations than to start later when students are less likely to accept them. Students need to know unacceptable behaviour has consequences, particularly at the start.
7. **Tell students what they should be doing, not what they shouldn't**
Avoid debates about rules or routines. Your expectations are non-negotiable—stand firm. Instead of saying "Stop that" or "Your behaviour is unacceptable," be clear and positive about what behaviour you expect. Repeat as necessary to make compliance the easiest option.
8. **Make allowances while maintaining high standards for all**
Some students may struggle to meet behaviour targets. Provide as much support as possible and follow policies but also scaffold behaviour and model expectations where necessary. While some flexibility is important, it should be unacceptable to tolerate behaviour from students who are capable of improving. High expectations for all must remain the goal.
9. **Stay steady at the helm**
Take care of yourself. Being well-rested and calm helps you apply your behaviour policy assertively but with composure.
10. **The power of relationships**
Routines, structures, and high-quality teaching combined with consistent rewards and sanctions will build strong relationships. These relationships are based on high standards and show that you care deeply and expect the best from your students.

Appendix 3: Examples of Living Our Values

Teamwork

Adults: collaborate and share good practice. Pupils: listen, include others and solve problems calmly. Parents/carers: work in partnership with staff and support school events.

Community

Adults: take pride in the school environment and celebrate achievements. Pupils: look after the school, welcome new people and represent Stokesay with pride. Parents/carers: volunteer where possible and model kindness and inclusivity.

Responsibility

Adults: arrive prepared and address issues promptly. Pupils: own their actions and care for belongings. Parents/carers: support attendance, punctuality and preparation.

Honesty

Adults: act with integrity and admit mistakes. Pupils: tell the truth and make amends. Parents/carers: maintain open communication with school.

Respect

Adults: treat colleagues, pupils and families with courtesy. Pupils: listen carefully, follow instructions and respect differences. Parents/carers: model respectful interactions.

Determination

Adults: show resilience when challenges arise. Pupils: keep going, try again and celebrate progress. Parents/carers: encourage effort and practice at home.