

## Behaviour & Discipline Policy Stepney Primary School

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Monitoring:	<b>Trust Board</b>
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Where is this policy published?	<b>School Website</b>

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## 1 Thrive Charter

### Thrive Mission Statement

*Inspiring pupils to thrive in life*

### Thrive Values<sup>1</sup>

Thrive Co-operative Learning Trust **understands thriving to mean learning**, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when **we work together for the common good**. This sense of agency plays out at three scales as it affects the future of **the individual, their community (local and national), and their planet**.

To thrive, pupils and staff need **environments that are safe**, for **equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

## 2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

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<sup>1</sup> Thrive's values are directly descended from the [Co-operative Values](#)

### 3 Aims

The school aims to:

- foster high standards of positive behaviour in school by developing mutual respect, so increasing self-discipline and social responsibility;
- establish and embed consistent expectations so that effective teaching and learning can take place.

### 4 Objectives

In partnership with pupils, parents and governors our objectives are to:

- Establish positive relationships between pupils and staff;
- Establish and maintain high standards of positive behaviour through clear expectations in order to create a learning environment which is safe and secure for all;
- Communicate these expectations clearly to pupils, parents and governors;
- Ensure a fair and consistent approach;
- Provide real opportunities for children to demonstrate fairness, consideration and responsibility, and to nurture children's confidence and self-esteem by recognising all their efforts and achievements, both academic and otherwise;
- Listen with genuine interest to children's views and opinions and utilise the Pupils Voice Team to create a sense of agency;
- Ensure a stimulating and inclusive curriculum which motivates all pupils and creates a life-long love of learning;
- Promote kindness and empathy and support pupils to speak out and challenge those who don't display this;
- Foster an inclusive environment in which all pupils can thrive and make a positive contribution to the local community and to the wider world.

### 5 Implementation

The school uses a form of assertive discipline, coupled with restorative practice techniques and strategies. We use a whole school approach to rules, rewards and sanctions. As a school we have a fair and consistent approach to supporting children's behaviour.

### 6 Roles & Responsibilities

Consistency of good routines and high expectations need to be established so that learning and teaching can take place. It is also true to say that children learn better and behave better when they are stimulated and challenged. In an effective working environment one would expect high levels of industry, appropriate noise levels, effective pupil talk and movement around the class that is work-related. Positive communication between adults and pupils is clearly important in class if pupils are to make progress.

- All staff will work with children reinforcing good behaviour and promoting the learning muscles.
- Staff will treat all children with equal respect, only raising their voice in an emergency, or sufficiently to be heard when outside.
- Good behaviour should always be expected and valued.
- Unacceptable behaviour will be dealt with quietly and calmly in a restorative manner, using circle time to address issues.
- Children will be encouraged to adopt a problem solving approach, taking responsibility for their own behaviour and any consequences will be clearly and calmly explained to the child so that the child understands their purpose.

It is important to:

- Avoid confrontation, arguing with a child only escalates the situation, it is better not to respond to a child at all than to argue on their level.
- Challenge the behaviour and not the child.
- Allow the child a fresh start, giving them the option to change to more appropriate behaviour by using positive affirmative statements.
- All incidents of inappropriate behaviour should be dealt with in a restorative and growth mindset way, working with the child to change their behaviour and take responsibility for their own actions.

Our school expectations are:

- Follow instructions;
- Show respect for classmates;
- Show respect for staff;
- Complete work;
- Show respect for school property

These are whole school expectations, to allow a consistent approach by all staff.

### Reporting Incidents Using CPOMS

Alongside many other schools in Hull, Stepney bought into the CPOMS online reporting system in 2016. Teaching and support staff record incidents under a variety of areas including behaviour, child protection and safeguarding, health, and welfare. The Head of School and Assistant Head are notified of all incidents that are logged. Other staff, depending on their position in school, may receive copies of certain incidents. For instance: the SENCO would receive reports about SEN issues.

Incidents are followed up by actions where necessary.

### 7 Rewards

Children are praised and rewarded by class teachers and non-teaching assistants. Pupils may be sent to other teachers or the Head of School/Assistant Head to show good work.

Children's achievements are recognised in a weekly Achievement Assembly. One child is chosen from each class to receive a 'Star of the Week' certificate. Staff keep a record of this to ensure that all children receive this award at least once in the academic year. One child is chosen for demonstrating the Learning Muscle of the week.

As well as recognising children's achievement in the weekly assemblies, their work is celebrated by being put on display in the communal areas of the school.

Throughout the year we have further assemblies to present awards and celebrate other achievements such as attendance, swimming and cycling.

In addition, stickers, Dojo points, certificates and other small prizes are issued by any member of staff as and when appropriate.

### 8 Supporting positive behaviour

When supporting pupils who are not displaying positive behaviour, it should be remembered that it is the behaviour, not the child that is unacceptable. Staff are fair and consistent ensuring that we are in possession of all the facts and listen to every voice. A clear distinction is to be made between minor and more serious incidents.

When supporting pupils who are not displaying positive behaviour, it is dealt with immediately by the adult responsible for the child. In discussions, a child is reminded of the choices open to them and of the need to make the right choices.

Children who are not displaying positive behaviour, will be supported to do so following these steps:

- If positive behaviour is not displayed, the pupil will be reminded of expected positive behaviour
- If this continues, the pupil will stay behind for 2 minutes for a discussion with their class teacher to reflect on this behaviour
- If positive behaviour is not reestablished, the pupil will spend 10 minutes reflection time at break with a member of SLT. A message will be sent to parents/carers informing them of this

Children who are continually struggling to display positive behaviour, will be supported on an individual basis by the Head of School and SENDCO. Parents/carers may need to be involved at this stage.

## 9 Reflection time

Reflection time is undertaken by a senior member of staff (usually the Head of School or Assistant Head) where pupils are supported to reflect on their behaviour/actions in a restorative way. The number of times a pupil has attended is recorded. This information is shared with parents/carers.

## 10 Use of Restraint & Positive Handling

We recognise the serious implications for all concerned when the use of physical intervention becomes necessary. In particular, they acknowledge the stress and very real anxiety that such actions can and do generate in children and young people, parents/carers and staff. With this in mind, the school follows procedures to ensure everyone has a positive and safe way of responding to behaviour that requires the use of physical intervention. Staff work within the framework of the following principles and procedures:

- creating and maintaining a calm environment that minimises the risk of incidents arising that might require using positive handling;
- using ELSA to teach pupils how to manage conflict and strong feelings;
- de-escalating incidents if they do arise;
- only using positive handling when the risks involved in doing so are outweighed by the risks involved in not using positive handling;
- using positive handling plans for individual pupils. Members of the School team have been trained appropriately in the use of positive handling techniques 'Team Teach' and should be called upon if such a need arises. Decisions on whether or not physical intervention is necessary, will be made in accordance with the 'Team Teach' guidance. If any positive handling techniques are needed, details of the incident are entered into the CPOMS system.

## 11 Exclusion

In rare instances, and as a last resort, there may be the need to exclude and a fixed term suspension will be considered. If further suspensions are required and if every initiative tried has failed then a permanent exclusion may be applied for. Governors, parents/carers and the LA would all have the right of appeal.

## 12 Public Sector Equality Duty

12.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination

- advancing equality of opportunity and
- foster good relations across all characteristics

12.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

12.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Stepney Primary School adheres to these statutory regulations.

### **13 Person Responsible**

Updated Spring 2 2023

Head of School

To be reviewed Spring 2 2024