



Stelling Minnis CE Primary School

Behaviour Policy

Stelling Minnis Church of England Primary School is committed to offering a primary education of the highest quality to each child. The school deliberately sets out to create the right environment for all pupils, to allow them to develop in the way and at the pace appropriate to them. As a controlled Church of England School, we provide a secure, happy and stimulating learning environment where Christian faith leads our way. We aim to foster a true and lifelong desire to learn by presenting children with a wide and challenging curriculum set firmly within the guiding principles of Christian values, which we teach and model through all aspects of school life. Our specific Christian values are Love, Respect and Perseverance.

Ratified 23.05.2023

Reviewed Annually

1. Behaviour Mission Statement

At Stelling Minnis all pupils strive to become shining stars. In order to do this, we adopt a positive and proactive approach to social and emotional wellbeing for our whole school community. This wellbeing is key to a sense of balance which enables a person to learn effectively and live well. We aim to teach our students the skills of resilience and self-regulation in order that they may become caring citizens and excellent role models for others. We have high expectations for behaviours in school and where children communicate to us through their behaviours that they are dysregulated, we use a person-centred approach to enable them to thrive.

2. Policy Aims

- To build a Christian community based on love, respect and perseverance
- To recognise that all behaviour is communication
- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all adults and learners are treated fairly and show respect
- To help learners regulate their behaviour and be responsible for the consequences of it
- To celebrate behaviour that is positive rather than giving too much attention to negative conduct
- To improve community cohesion through improved relationships

3. Expectations of all Adults

- Acknowledge each and every child
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and support to meet the needs of all learners
- Praise at every opportunity: use our class and school reward systems as appropriate
- Engage with all learners according to the school's expectations
- Understand that children are learning about themselves and their choices, and that behaviour is a key part of our curriculum offer
- Focus on prevention and de-escalation strategies rather than sanctions
- Be calm and allow take up time for the children
- Manage 'amber' behaviours using supportive de-escalation strategies
- Follow up and lead in reflective dialogue with learners
- Avoid using outdated, emotive or inflammatory language such as 'naughty' and 'bad'

Adults are not expected to deal with 'red' behaviour referrals in isolation. Senior Leaders will stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

All serious behaviour matters must be referred immediately to the Headteacher or SLT. They will be dealt with depending on the age and needs of the child.

Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments

4. Positive strategies

At Stelling Minnis we use a range of positive strategies to reward and praise the children. Examples of which include:

- Verbal Praise
- Written Praise
- House Points
- Headteacher's Awards based on the school values
- Good Work Recognition
- Celebration Worship
- Communication with Parents

5. Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'.

6. Children with SEND and/ or Social, Emotional and Mental Health Needs

Children who exhibit challenging behaviours as a result of identified special educational needs or social, emotional and mental health needs are placed on the schools SEND register and provided with individual plans to support them. Children may also need a behaviour plan, without being on the SEND register. This is part of our child-centred, personalised approach.

In these situations, the school SENCo will be involved alongside teachers and parents/ carers. Whole school and regular classroom strategies may well be used, as well as strategies specific to the learner. There may be collaboration with outside agencies and advice sought as appropriate.

7. Related Policies:

These include Anti-Bullying, SEND, and Child Protection policies.

8. Power to Use Reasonable Force

In order to prevent a child from injuring themselves or others, damaging property, or in order to maintain good order and discipline in the classroom, staff have the power to use reasonable force in order to safeguard the welfare of the child, other pupils and/or adults. All such incidents will be reported to parents and recorded on CPoms. If this is a regular occurrence, A behaviour plan will be written and external advice sought for support.

9. Restorative Practice

Stelling Minnis Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. Decisions regarding consequences must be considered, reasonable and not be made on impulse. A restorative conversation will be had with children involved in an incident to be able to reflect and learn. This conversation will broadly follow the key questions of:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did you feel?
- How did others feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- Expectations and behaviours of pupils

10. What behaviour looks like

At Stelling Minnis Primary School, we use a traffic light approach to recognise the different stages of behaviours we may see in the children. We expect children to be and remain 'in the green' but we recognise that all behaviour is a communication and we use a range of strategies to ensure the children remain in the green. A small proportion of children may need a personalised behaviour plan that will follow a similar traffic light approach but will have personalised strategies to support the child in addition to whole school or class strategies.

Proactive: Green

Proactive strategies to meet the young person's needs without them needing to rely on challenging behaviour. How will we keep them in the green phase? Strategies should be actively used to reduce the chance this will happen.

Examples of behaviours we may see from our children:

Excellent manners
Engagement in learning
Smiling
Independence
Willingness
Calm
Happy

Early Warning signs: Amber

The Amber Phase is where a person displays the early warning signs before they resort to challenging behaviour. Adults need to be "cued-in" to take immediate action and avoid a child moving on to "red". Amber strategies are designed to de-escalate and support the child back down into the green phase.

Examples of behaviours we may see from our children:

Calling out
Excessive fidgeting
Low mood
Inappropriate language
Task refusal

Reactive: Red

The red phase is where an incident of challenging behaviour occurs. It is often referred to as "crisis". The young person may feel extremely anxious or out of control. They may experience unpleasant sensations such as a racing heart and heat due to the large amounts of adrenaline released in the body. Reactive strategies are a way of responding to the behaviour as safely, quickly and calmly as possible to bring the child out of crisis.

Examples of behaviours we may see from our children:

Physically lashing out
Hitting others
Self-harm
Extreme defiance
Complete withdrawal/shutdown

11. Recording

All members of staff are trained to use CPOMS (our secure online recording system) to record safeguarding incidents and parental communications. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for incidents that may include:

- Verbal incidents
- Physical incidents
- Intentional damage to property
- Repeated defiance
- Persistent low-level disruption

Follow-ups to incidents such as outcomes of a restorative conversation may also be recorded on CPOMS as appropriate.

12. Exclusions

Fixed Term Exclusions

At Stelling Minnis Primary School, we believe that in general, exclusions are not an effective means of moving behaviour forward. However, in order that children reach their maximum potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil in school would seriously harm the education or welfare of the pupil or others in school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term exclusion, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

Permanent exclusion should be a last resort and Stelling Minnis Primary School will take all reasonable steps to avoid exclusion and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when the risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to the other pupils at the school.

The behaviour of children at Stelling Minnis is excellent. On the very few occasions, when it becomes clear that a child is struggling, staff are all trained to support children and work

closely with parents to develop a personalised approach. This enables them to work towards the high expectations set in a supported, rather than punitive way.

'But why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.'

Paul Dix

When the Adults change, Everything changes.