

STOKE ROW C OF E PRIMARY SCHOOL



BEHAVIOUR POLICY

Policy reviewed and agreed by: Teaching & Learning Committee
Date: June 2026
Next review: June 2027

Kindness · Respect · Perseverance · Excellence · Courage

'Shine like stars and become light in our world'
Philippians 2:15

'In everything, therefore, treat people the same way you want them to treat you.' Matthew 7:12

At Stoke Row School we aim for our children to have the brightest futures, each one nurtured individually to be a guiding light with a unique sparkle.
We teach on another to live with kindness and respect.
We help our children to understand that with courage and perseverance they can excel.

Every member of the school community: staff, governors, parents and children, believe we should treat everyone with respect, honesty and consideration at all times.

Good behaviour is necessary for everyone's safety and well being, as well as supporting learning. It supports the Christian foundation of our school, along with our five core values and has a positive influence on morale that helps makes our school a pleasant place to be. If our children behave appropriately it is likely that they will learn effectively. Learning to behave properly is part of children's personal, social, and moral education and development.

1 Legislation and statutory requirements.

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

2 Aims

- Make our school a safe, secure, happy and harmonious place to be;
- Support children in learning to accept responsibility for their actions and in becoming increasingly self-disciplined;
- Insist upon respect for the rights and property of everyone;
- Develop a positive self-image for all;
- Develop children's ability to resolve conflict;
- Treat others as we would wish to be treated ourselves;
- Foster a calm school so that everyone may concentrate on learning;
- Provide a consistent approach based on mutual respect, fairness and justice;
- Ensure that inappropriate behaviour is not allowed to interrupt the flow of learning.

3 Objectives

We will:

- Encourage the development of self-discipline within the standards set by; and acceptable to; society.
- Encourage everyone to treat other people, whatever their age or position, and their property, with respect, politeness and care.
- Ensure the best possible environment for learning.
- Provide firm and constructive ways of dealing with children who behave in a disruptive manner.
- Encourage discussion with stakeholders when there are problems that are serious, or recurring.

4 **Expectations of stakeholders**

Expectations of Staff

The school staff devote time and effort to creating, encouraging and sustaining a culture of good behaviour. They model good behaviour at all times. It is the responsibility of all staff to develop positive relationships with all children.

Staff recognise that they are responsible for all children in our school, not just those they are in regular contact with, both inside and out. Staff share successful behaviour management strategies and support each other.

Expectations of Parents and Carers

We recognise that good, clear communication with parents can enhance the learning of our children. We will endeavour to contact parents in the very early stages of any behaviour issues. We expect our parents to show interest and to be supportive of any strategies the school employs to improve behaviour. Parents should sustain and reinforce our message by working in close partnership with the school, sharing our values and responsibility for their children's behaviour. They should help to develop a social conscience in their children. Parents should create a safe and happy home, which encourages a positive attitude towards education and respect for their school.

Expectations of children

Children should know that they can talk to any member of staff and be dealt with sensitively and fairly. Children should adhere to our school's rules in the way they treat each other and the way they respond to adults. As children progress through the school, they will be given increasing opportunities to take responsibility and will be expected to demonstrate increasing self-discipline. They should have a positive attitude to work, play and relationships.

Expectations of the governing board

The Full Governing Board is responsible for reviewing and approving the written statement of behaviour principles.

The Full Governing Board will also review this behaviour policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

Expectations of the Executive Headteacher

The Executive Headteacher is responsible for reviewing this behaviour policy in conjunction with the Full Governing Board, giving due consideration to the school's statement of behaviour principles. The Executive Headteacher will also approve this policy.

The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with inappropriate behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

APPENDIX A: Behaviour Management System

A.1 School Rules

- We will take care of each other and respect each others' feelings.
- We will be polite to adults and each other.
- We will listen carefully to everyone and not interrupt when someone else is speaking.
- We will look after our books and everything that we use in school.
- We will walk quietly around school.
- We will help to keep our school clean and tidy.

A.2 Rewards

- Recognition and praise.
- Being given extra responsibility.
- Being sent to another member of staff.
- Email / letter to parents and carers
- House points are given to reward children for exceptional individual academic work or exceptional good behaviour. Each time a house point is given it will be recorded by a member of staff. Each time a certain number of house points have been earned, children will be awarded the following in celebration assembly:
 - 10 House Points = Bronze Certificate
 - 20 House Points = Silver Certificate
 - 30 House Points = Gold Certificate
 - 40 House Points = Platinum Certificate
- In key stage 2 children can also be rewarded individually in class for their behaviour or good work by having their name put on the 'golden elephant'. This will be used more for day-to-day good work or class contributions. Teachers will also have their own personalised systems in class for areas of learning they may be focusing on, such as stickers for handwriting. Star of the week is given out each week in every class for good work and behaviour. A 'star of the week' certificate will be awarded.
- The Shining Star Award will be given to one child, chosen from the whole school, who has demonstrated exceptional effort that week. They will be awarded with the shining star lamp
- Whole class behaviour and positive attitude to work will be rewarded by collectively receiving a marble or gem for the class jar.
 - 10 marbles = 5 minutes extra playtime one day
 - 20 marbles = 10 minutes extra playtime one day
 - 30 marbles = a class reward of their choice

This system starts again from scratch each term. On average each class should gain 30 marbles by the end of each short term.

A.3 Consequences

A.3.1 First level consequences

Action when rules are broken will depend on the nature of the incident. Staff will be expected to use their initiative in dealing with incidents. As a general rule, the following actions would be taken:

Recognise ? Discuss ? Apologise ? Forgive

Recognise and Disapprove

Inappropriate behaviour is pointed out and stopped with a sympathetic reprimand. Initially, the child might be given an indication (by way of a look or quiet word) that the behaviour has been noticed and is expected to change.

Time out to Discuss

Time should be set aside to speak to the child about the behaviour. The child may be asked which rule has been broken and a discussion might be had to establish what led to the misdemeanour. The child should be encouraged to suggest what should have happened. Disapproval and displeasure are registered and it is emphasised that the child always has a choice. If behaviour is severe, removal to a calm area or another classroom may be needed first. This should be a short, timed period relevant to the child's age.

Apologise and put it right

Genuine apologies are expected and the child will be expected to show their remorse through their actions. This might mean an extra effort to do well in class or doing something nice for a wronged child.

A Fresh start in the spirit of Christian forgiveness

As a church school, it is important that we demonstrate Christian values, including forgiveness. For most incidents, children will be offered a fresh start in the spirit of Christian forgiveness.

a) In the classroom

In key stage 2 all children will begin the day with their names on the 'green'. If a child does not follow the classroom rules their name may be moved to the 'yellow'. If the unacceptable behaviour persists their name will be moved to the 'red'. If the child is on the 'red' they will miss five minutes of their next break. Children will continually be reminded of the classroom rules and will be given every opportunity to return to 'green'.

- In Foundation Stage and key stage 1, the children receive a verbal warning followed by an appropriate sanction.

b) Breaktime and Lunchtime

- If a child has been unkind to another child or behaved unacceptably in the playground, staff will use the process above and inform the class teacher. The staff will have high expectations of the children's behaviour.
- A child may be sent into the building during the break and lunch period. This will be to maintain the safety of that child and the safety of all others. Possible reasons for being sent in could include physically hurting another child or adult, refusing to accept responsibility for inappropriate behaviour, using inappropriate language, rudeness and damaging equipment. In the event of child being sent in, the class teacher will be informed and will speak with the child. At the teacher's discretion, parents will be informed.
- Positive behaviour management will be used by all members of staff.

A.3.2 Second level consequences

- Incidents of inappropriate behaviour will be logged on CPOMS and will be monitored by the Executive Headteacher
- The class teacher, in consultation with the SENDCO and Executive Headteacher, will inform the child's parents where inappropriate behaviour continues to be a concern.
- Through discussions with the SENDCO and class teacher, an individual behaviour plan may be devised for a child. This will be agreed between school and parents and will be used to monitor and track incidents of inappropriate behaviour.
- If a child consistently behaves inappropriately in class, they may not be asked to represent the school in external school events, such as sporting competitions, until their behaviour improves.

A.3.3 Third level consequences

- If the child's behaviour does not improve, the child and parents will be asked to meet with the Executive Headteacher, SENDCO and any other external agencies.
- In extreme cases where behaviour is not improving in response to the above strategies, the Executive Headteacher and SENDCO may set up a Pastoral Support Plan with a view to preventing the child from being excluded. This plan will involve the parents, pupil, teachers, support staff and any external professionals involved with the child.
- In extreme circumstances, the Executive Headteacher will act accordingly to the school's exclusion policy.

A.4 Definitions

A behaviour incident is deemed in our school to be one of the following:

- Physical Aggression**
Hurting or harming any other member of our school or threatening to do so.
- Verbal Aggression**
Verbal rudeness, aggression or swearing to any other member of our school.
- Racism**
Verbal reference to race made through ignorance or aggression that is perceived by the victim to be due to their race. Physical aggression towards any member of our school that is perceived by the victim to be due to their race.
- Bullying**
Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable.