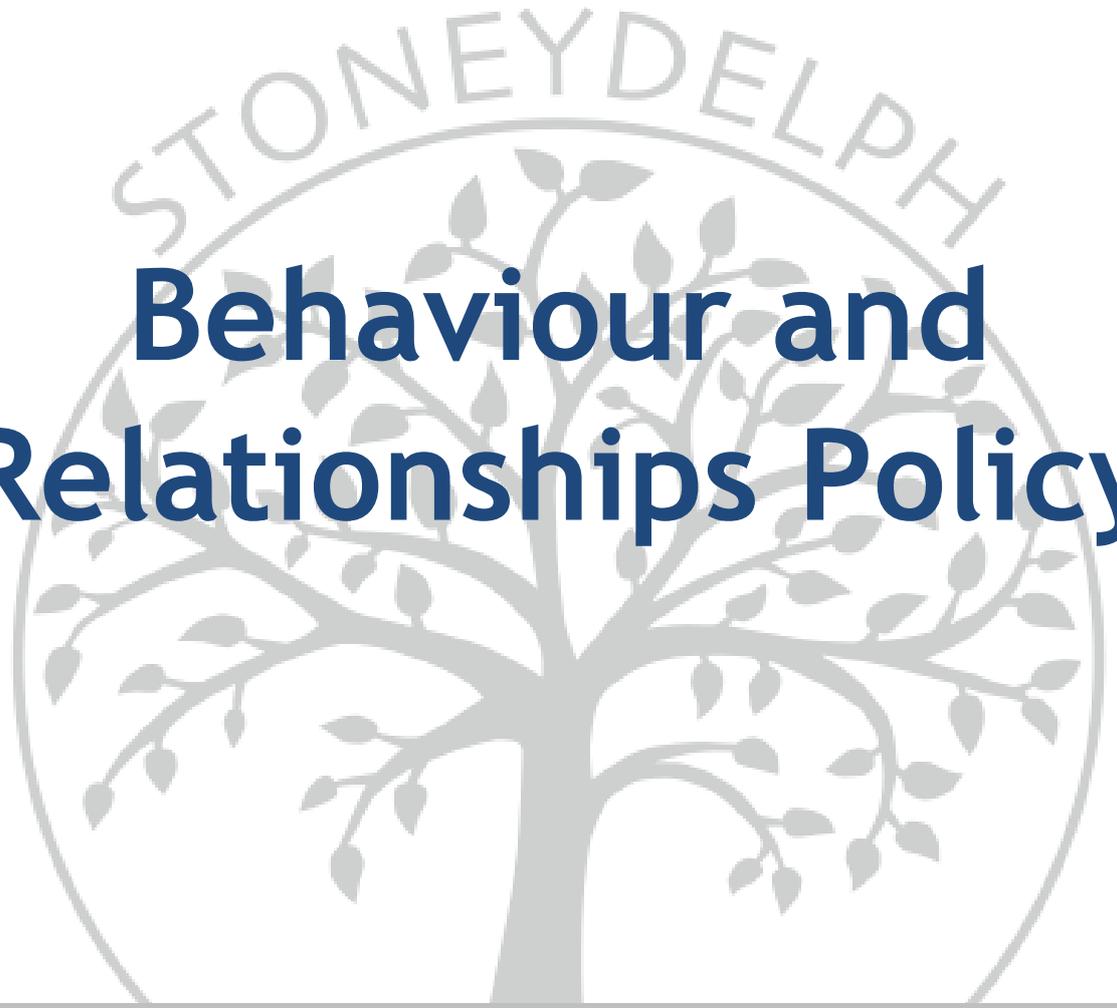


Stoneydelph Primary School



Behaviour and Relationships Policy

Written by:

E.Parsons

Date: June 2024

Date for review:

June 2026

Approved by
governors:

11th July 2024

Stoneydelph Primary School

Behaviour and Relationships Policy

Stoneydelph Primary School is a learning community that provides all children with the opportunity to develop as independent, confident, effective and responsible learners through an enriched, real and vivid curriculum.

This policy should be read in conjunction with the school aims and values and the following policies: child-on-child abuse policy, anti-bullying, attendance, School Information Report and Teaching and Learning.

Principles of the policy

This Behaviour and Relationship Policy supports whole school aims and values by:

- Creating a well ordered, positive environment which enables children to learn, develop their abilities, personality and interests;
- Encouraging self-confidence and self-discipline;
- Encouraging children to be sympathetic to and tolerant of the attitudes and needs of others;
- Ensuring that children understand that with rights come responsibilities;
- Encouraging children to respond sensitively to the people and situations they encounter within the school environment and beyond as life-long learners.
- Giving clear guidelines.

School vision and values

Our visions and values are at the core of everything we do. Our 'Grow and Achieve' ethos is embedded in all aspects of school life. Our school is a family and we embrace the uniqueness of each of our pupils, encouraging them to work hard to the best of their ability, be kind to themselves and respectful to others. This is the golden thread of our school code of conduct:

We use kind words and actions and never hurt others.

We work hard and try to do our best at school, home and in the community.

We respect each other, our school and the world around us.

BE KIND, WORK HARD, SHOW RESPECT

Our school is committed to providing an excellent education for all our pupils and we aim to:

- Provide an exciting, broad and balanced curriculum which engages our pupils and inspires them to be lifelong, independent learners who **achieve** greatness

- Provide a safe, supportive and stimulating atmosphere enabling all pupils to **grow** and succeed whatever their background or abilities.
- Develop pupils to **grow** creatively, socially, emotionally and spiritually to take pride in their learning, background and beliefs
- **Grow** strong relationships with parents and the community
- Help our pupils to be forward thinking, **achieve** their best outcomes and raise aspirations for the future

Stoneydelph Primary School is at the heart of the community it serves, a school of which everyone can be proud and where building relationships between pupils, parents and the wider school community helps our pupils to **grow** into well-rounded citizens and **achieve** their goals and ambitions, now and in the future.

Stoneydelph Primary School has a duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.

Behaviour expectations (including school systems for rewards and restorative practice)

Good behaviour in schools is central to a good education. Effective teaching and learning can only take place in a calm, safe and supportive environment. We at Stoneydelph aim to create a culture where pupils and staff flourish in safety and dignity and pupils are taught explicitly what good behaviour looks like. Promoting positive behaviour requires the commitment of all members of our academy community, pupils, parents, governors and staff; it requires a consistency of practice across the academy to ensure that pupils know the standard of behaviour that is expected of them. Pupils' responsibilities have an essential part to play in relation to this policy. Pupils are to show respect for and co-operate with all members of the school community, who work among them and have charge over them. When pupils do misbehave, we are able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment. We clearly share with the pupils which behaviour is permitted and which is prohibited as well as the values, attitudes, and beliefs we promote. The school leadership team are highly visible in school and play a key role in setting and maintaining the behaviour culture.

Staff Training and Induction

The Senior Leadership Team ensure that new staff are inducted, trained and supported (according to Induction policy) and that they understand the rules and routines and how best to support all pupils. All staff are expected to read, follow and understand the following policies which are regularly reviewed;

Behaviour and Relationships Policy
 Anti-Bullying Policy
 Staff Code Of Conduct
 Child Protection/Safeguarding policies
 Keeping Children Safe in Education
 SEND policy
 Mental Health and Well Being Policy
 Online Safety Policy
 Induction Policy

Appropriate training is delivered in accordance with Team Teach, Restorative Practice and trauma-informed practice. Educare and Smartlog are also used as online training providers.

All staff who work with our children have a responsibility to provide a safe environment in which pupils can learn by:

- Providing a safe, secure and stable environment;
- Treating pupils with respect, warmth and in ways that reflect our nurturing ethos;
- With staff modelling, encouraging pupils to use 'stop it please' to indicate to others that they are not happy about the way someone is acting towards them;
- With staff modelling, encouraging pupils to respect 'stop it please' as an indicator that something they are saying or doing is upsetting someone else;
- Being fair and just in responding to issues, actively listening to all sides;
- Setting clear boundaries for behaviour in the classroom and around school
- Ensuring pupils understand the order of consequence
- Writing classroom rules and expectations at the beginning of each school year and constantly reinforcing and making reference to them;
- Encouraging pupils to be involved in the development of their learning;
- Valuing all pupils within the class;
- Using praise, rewards and the agreed consequences consistently;
- Promoting independent learning and thought;
- Ensuring that the needs of individuals are met;
- Being a good role model to the pupils in our class and within the school.

Restorative Practice

This is a strategy that seeks to repair any harm done to pupils and relationships that have been damaged. Rather than simply punishing a pupil who has initiated harm, it aims to encourage the pupil to take responsibility for their actions, be aware of the consequences they have caused and feel remorseful.

We do this through meetings with the pupils who have been affected who explain the impact that they have had. From the harmed child's perspective, these meetings can help them to forgive, move on, and reconcile with the child who initiated the harm.

The practice is based on the idea that dignity, healing, and strengthening a community should be considered when attempting to bring someone to justice.

Responding to good behaviour

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Examples of rewards may include:

- **Verbal praise.** Members of staff are expected to praise children for their effort, contributions in lessons, kindness to others, following the school code of conduct, going above and beyond for another child or member of staff, amongst others. All staff are encouraged to award dojo points for positive behaviors seen and can award these so that they can be seen by the pupils and their parents.

- **Stickers or praise postcards.** Staff can choose to give out certificates, postcards, stickers or other tangible rewards where they see appropriate. These may be written into each classroom's set of class rules and expectations.
- **Communicating praise to parents via phone call or written correspondence (via Dojo)** Staff are encouraged to contact parents to inform them of positive behaviour seen. This could be a photograph/photocopy of a child's work, an email or dojo message
- **Weekly golden phone call home to parents/carers.** Once a week, all teachers will phone a parent/carer of a pupil who has stood out with good behaviour either in or out of the classroom. This may or may not tie in with another award (such as Star of the Week)
- **Certificates, prize ceremonies or special assemblies (Star of the Week, Always award, School values award) which are shared via Dojo with parents.** Pupils will be celebrated in an end of week assembly and parents will be invited to those pupils in receipt of Star of the Week (linked to school values) or Head teacher's Award. Photographs will be taken in assembly and these will be shared via Dojo.
- **Positions of responsibility.** All Year 6 children will be given additional responsibilities at the start of the academic year. These may be awarded by particular members of staff (sports leader, digital leader) or they may be voted in by other pupils (house captain, school council.) These roles or responsibilities will be displayed throughout the school and referred to regularly.
- **Whole-class or year group rewards.** Behaviour award will be given out to different classes/year groups in Friday's celebration assembly. This will result in a reward, for example extra playtime, sweet treats
- **Opportunity to exchange house points.** Dojo points are gained and collated on a weekly basis by house captains. Once stated amounts have been reached, they can be redeemed for rewards. In KS2, this will be an opportunity for the pupils to redeem their house points for a particular prize (for example - non-uniform day, hot chocolate with the head teacher) and in KS1, this will be the opportunity to change their dojo monster or choose a treat from the class goodie box.

Prohibited behaviour

Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

School systems for minimising and responding to unacceptable behaviour

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Staff with the responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. The Head teacher can also decide to suspend a pupil for a fixed period of time.

We have agreed a whole school response structure which is detailed in the behaviour pyramid.

Prohibited Items including Mobile Phones

Mobile phones and other smart technology with functionality to mobile phones are prohibited throughout the school day, including during lessons, the time between lessons, breaktimes, lunchtime and school trips. Mobile phones can be brought into school if necessary for travel to and from school but these are to be handed in at the start of the school day and they are kept in the school office for safety. At the end of the day, these are collected by children before they leave school. If a pupil is found to be in possession of their phone during the school day, parents will be contacted and asked to collect it.

A decision may be made to confiscate dangerous or prohibited items (such as weapons, tobacco products, vapes, fireworks, alcohol, stolen goods, drugs, sexually inappropriate materials) that are brought into school and parents will be asked to come into school to collect these.

Support Available:

For pupils includes:

- Clear class rules and expectations displayed in the classroom, referenced and applied consistently
- Behaviour targets and plans
- Support plan targets
- Referral to Cornerpost
- Use of external agencies eg: Crystal4SEN

For parents /carers includes:

- Dialogue with the class teacher, including parents' evenings
- Home / school agreement
- Home / school diaries
- External agencies e.g. Malachi, Early Help Team, Family Practitioner.

For staff includes:

- Peer support
- Referral to SEND Hub for advice and strategies
- CPD
- We pride ourselves in being a united supportive staff.

For pupils with SEND includes:

- Clear class rules and expectations displayed in the classroom, referenced and applied consistently
- Behaviour targets and plans
- Support plan targets
- Referral to Cornerpost
- Referral to Behaviour Support/Educational Psychologist

- Use of external agencies eg: Crystal4SEN
- Positive handling plan
- Risk Assessment
- ABC behaviour monitoring charts
- Therapy and nurture with specialist staff
- Regulation boxes

Searching, screening and confiscation

Under the guidance and support of senior leaders, school staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Use of reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed to ensure the safety of all pupils and staff'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. The headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Training is provided by Team Teach for identified staff with key roles and responsibilities across the school.

Removal from classroom

Removal from class may be used as a response to serious misbehaviour. It is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the pupil's education in a supervised setting.

Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Once a fixed term suspension has been completed, the pupil and their parents/carers are invited into school to attend a reintegration meeting with the headteacher and/or senior leaders. A reflection and reintegration plan will be completed ([see Appendix 2](#)) with input from the

pupil, parent/carer and staff member and signed by all parties to agree actions moving forward. A copy is then kept in school and sent home.

Inappropriate online behaviour

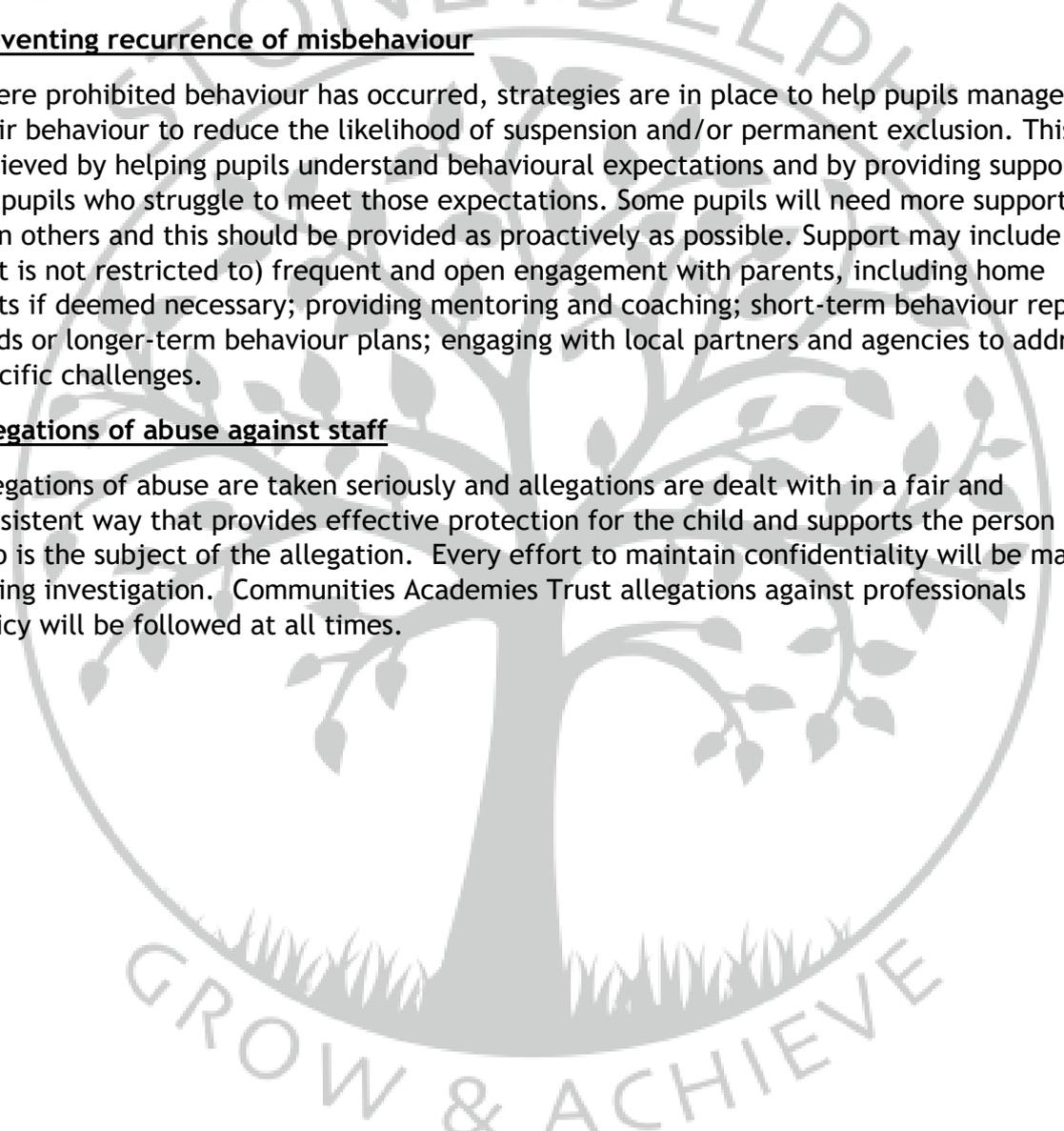
Where inappropriate online language or behaviour is reported in school, parents will be informed and appropriate consequences will be followed in line with the Child on Child Abuse Policy. Restorative conversations may take place involving all parties of which parents may be invited to attend as acceptable online behaviour outside of school is the responsibility of the parent or carer. The Child on Child Abuse Policy sets out our strategies for preventing, identifying and managing child-on-child abuse.

Preventing recurrence of misbehaviour

Where prohibited behaviour has occurred, strategies are in place to help pupils manage their behaviour to reduce the likelihood of suspension and/or permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. Support may include (but is not restricted to) frequent and open engagement with parents, including home visits if deemed necessary; providing mentoring and coaching; short-term behaviour report cards or longer-term behaviour plans; engaging with local partners and agencies to address specific challenges.

Allegations of abuse against staff

Allegations of abuse are taken seriously and allegations are dealt with in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort to maintain confidentiality will be made during investigation. Communities Academies Trust allegations against professionals policy will be followed at all times.



Appendix 1

Home School Agreement

A Home School Agreement is a statement explaining your child's school's aims, values, policies and procedures, its responsibilities towards its pupils, the responsibilities of the pupil's parents, and what's expected of pupils.

At Stoneydelph Primary School, we recognise each child as an individual, and aim to give all pupils every opportunity to realise their full potential. We believe that a close partnership between the school, parents and the child is essential.

It is therefore an expectation that all parents who wish their children to attend Stoneydelph Primary School will sign up to our Home School Agreement.

We also ask parents to ensure they share the Home School Agreement with their child and we will also discuss this in school.

The Responsibilities of the School

At Stoneydelph Primary School, we will:

- Uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships.
- Provide a broad and balanced curriculum which challenges your child to reach their potential and fulfils the requirements of the National Curriculum, meeting children's individual needs.
- Provide a safe and happy environment where all pupils are valued, respected and listened to.
- Achieve high standards of behaviour by providing opportunities for your child to develop positive social relationships, self-esteem and a sense of responsibility.
- Teach your child about our school values friendship, teamwork, perseverance, honesty, respect and responsibility.
- Teach your child to develop a positive attitude to others, regardless of age, disability, race, religion or belief, sex, marriage or civil partnership.
- Promote high standards and high expectations of effort and attainment to ensure your child achieve their potentials.
- Keep you informed about your child's progress and behaviour, as well as their termly curriculum.
- Communicate the school expectations, routines, values and standards through teaching behaviour and in interaction with all pupils.
- Challenge pupils to meet the school expectations and maintain boundaries of acceptable conduct.
- Allow pupils safe and secure use of the Internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents.
- Promote good attendance and punctuality.
- Keep you well informed about school life and special events through regular written communication, Class Dojo and via the school website.

Signed:  Head Teacher - Mrs Parsons

The Responsibilities of the Parents/Carers

All parents/carers will:

- Having chosen Stoneydelph Primary School for your child, accept the school's aims, policies and procedures, positively supporting the school.
- Ensure your child wears the correct school uniform and follows the school dress code.
- Ensure that your child attends school punctually every day during term time, unless there is a good reason for absence (e.g. illness).
- Avoid taking your child out of school for holidays. Taking your child out of school during term time may result in a £80 fine per child, per parent (charges correct as August 2024)
- Notify the school in the event of absence before 9.30am via the school absence answerphone
- Support the school's policies and guidelines on learning, behaviour, attendance and uniform.
- Support the school values.
- Attend parent/teacher meetings to discuss your child's progress.
- Support your child with homework that is set, including reading regularly, ensuring that this is completed on time according to school arrangements.
- Keep the school informed of any changes in circumstances (i.e. address, phone number, emergency contacts etc.)
- Promptly inform the school of any concerns or problems that may affect your child's learning, behaviour or happiness at school.
- Support school in the teaching of safe and secure internet use at home.
- Respect all members of the school community, abiding by the policy of zero tolerance towards rude and aggressive behaviour.
- Regularly read information on the website/Class Dojo and school communication so that you are kept-up-to-date with important details of relevant policies, meetings, events and information about your child.

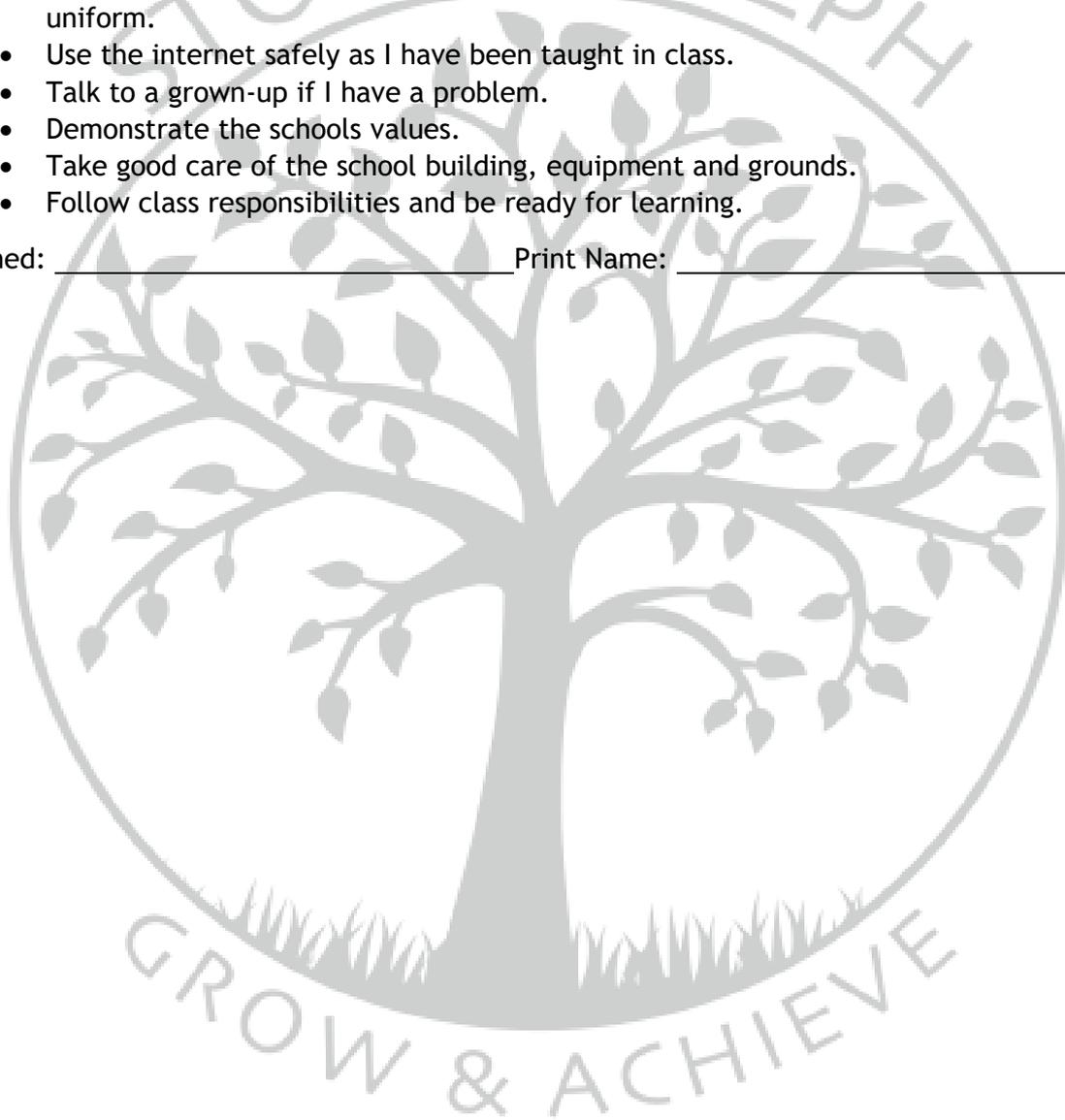
Signed: _____ Print Name: _____

The Responsibility of the Child - Please read and discuss with your child

I agree to:

- Be responsible for my school and home learning, completing all tasks as well as I can, asking questions when I do not understand.
- Show that I am willing to work to the best of my ability.
- Contribute to the school culture.
- Be respectful towards others and behave in a safe and responsible way.
- Accept responsibility for the things that I do and to reflect on my behaviour and learning and learn from all experiences.
- Come to school on time, prepared for the day and wearing the correct school uniform.
- Use the internet safely as I have been taught in class.
- Talk to a grown-up if I have a problem.
- Demonstrate the schools values.
- Take good care of the school building, equipment and grounds.
- Follow class responsibilities and be ready for learning.

Signed: _____ Print Name: _____





Appendix 2

Reflection and reintegration plan

Name of Student	
Date and Time/Lesson	
Reason for Fixed Term Suspension	

What I did (that caused me to be in trouble?)
Why did I behave in that way? (reasons, my explanation)
Which of our rules, rights, expectations or routines did my behaviour challenge?
What triggers my behaviour?
What impact is the behaviour having and on who?
What are effective de-escalation strategies to prevent this behaviour from happening again?
What support strategies are in place?

--

What I would like staff to know so that they can support me:

--

What does not work for me:

--

What do you think that you need to do differently to move forward?

--

What needs to change to enable this?

--

What follow up actions and consequences should I expect now?

--

Agreement on what needs to happen next, what will be put in place to support this.

--

Signed: (Head teacher) Date:

Signed: (Student) Date:

Signed: (Parent) Date:

Stoneydelph Primary School Code of Conduct

We use kind words and actions and never hurt others.

We work hard and try to do our best at school, home and in the community.

We respect each other, our school and the world around us.

BE KIND, WORK HARD, SHOW RESPECT

Step 5:

Racism,
Bullying, Theft,
Repeated fighting/physical
assault of a peer/ member of
staff Persistent breaking school
code of conduct

Examples of consequences:

Meeting with class teacher, parent and
Head teacher, Restorative conversation,
Logged on Dojo (-5 points)

Referral to outside agencies for support/re-integration,
Fixed term suspension
Permanent exclusion

Step 4: On report card for 2 weeks without improvement
Fighting/physical assault of a peer/member of staff, Vandalism

Examples of consequences Meeting with class teacher, parent and
member of SLT, Logged on Dojo (-4 points), Restorative conversation, Social
time suspension, Fixed term suspension

Step 3: Persistent disruption of learning, Repeated swearing and or/inappropriate
language, Repeated unkindness to another person, Inappropriate use of
technology/online abuse (in or out of school)

Examples of consequences: Restorative conversation, Loss of playtime/lunchtime (spent with
SLT) Class teacher to contact parent via Dojo Logged on Dojo (-3 points) Report card (2 weeks)
School based community service (e.g. tidying the classroom) Behaviour support programme to be
delivered by staff

Step 2: Repeated disrupting learning (after a warning has been issued) Repeated breaking school code of
conduct Swearing and/or inappropriate language

Examples of consequence: Logged on Dojo (-2 points) Time out (5 minutes) in class/with member of staff
out on duty Completion of written task such as an account of behaviour

Step 1: Breaking school code of conduct Disrupting learning Unkindness to another person

Examples of consequences Warning - spoken to by member of staff (teacher, TA, lunchtime supervisor)

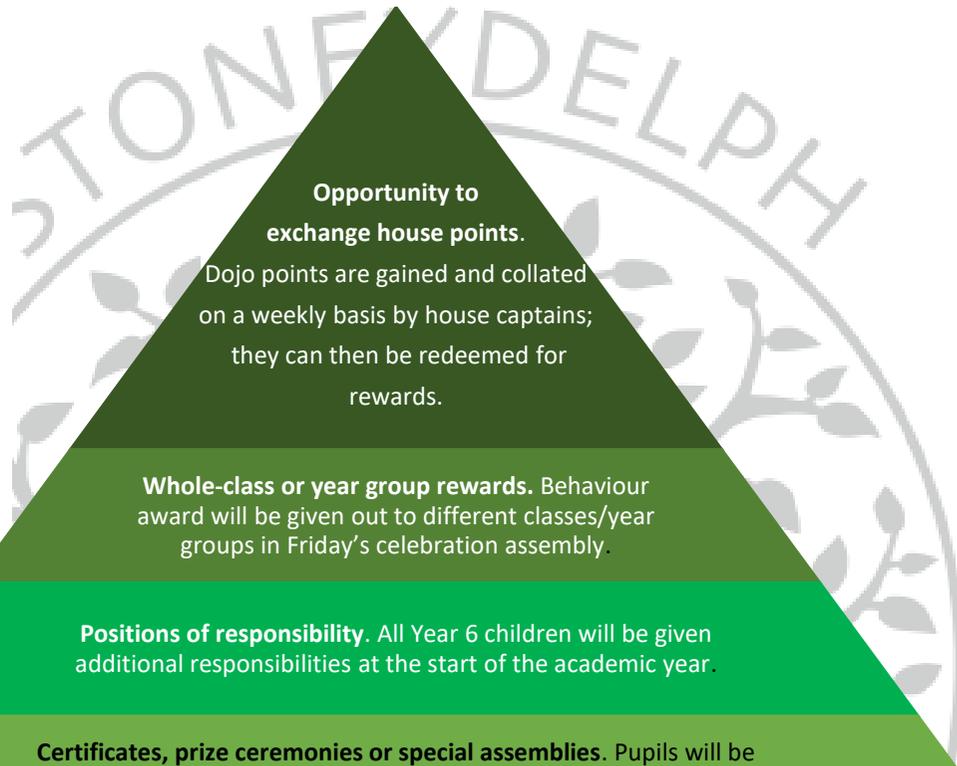
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Opportunity to exchange house points.

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Whole-class or year group rewards. Behaviour award will be given out to different classes/year groups in Friday's celebration assembly.

Positions of responsibility. All Year 6 children will be given additional responsibilities at the start of the academic year.

Certificates, prize ceremonies or special assemblies. Pupils will be celebrated in an end of week assembly and parents will be invited to those pupils in receipt of Star of the Week

Weekly golden phone call home to parents/carers. Once a week, all teachers will phone a parent/carer of a pupil who has stood out with good behaviour either in or out of the classroom.

Contacting parents via Dojo to inform them of efforts in school. Staff are encouraged to contact parents to inform them of positive behaviour seen.

Stickers or praise postcards. Staff can choose to give out certificates, postcards, stickers or other tangible rewards where they see appropriate. These may be written into each classroom's set of class rules and expectations.

Verbal praise. Members of staff are expected to praise children for their effort, contributions in lessons, kindness to others, following the school code of conduct, going above and beyond for another child or member of staff, amongst others.