



# EARL STERNDALE CE PRIMARY SCHOOL

EARL STERNDALE

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## **Behaviour Policy**

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Our school's Behaviour Policy is not only a legal requirement but it also provides a valuable guide for staff and visitors who can use it to understand the expectations of behaviour in school.

This policy is used to create a caring, stimulating, happy, secure learning environment where children can work and play safely and without fear or undue distraction. It also helps to encourage parents and carers to be actively and positively involved in their children's education and overall development.

Our aims are to enable our pupils to be healthy, stay safe, enjoy their learning and achieve success and make a positive contribution to the school and their community. We want to provide them with the skills they need to grow up into responsible, independent adults by allowing them to access the full range of learning opportunities in school, by achieving reward and celebration of their work through the explicit and consistent application of expectations of work and behaviour. They should behave appropriately in a wide range of social and educational settings and value the rights of all individuals without prejudice.

The application of this Behaviour Policy will:

- raise pupils' self-esteem; promote empathy and respect for themselves and for others;
- allow pupils to develop a sense of self-discipline and accept responsibility for their own actions;
- ensure regular attendance in school;
- develop an awareness of what is appropriate behaviour (including child-on-child abuse, sexual violence and harassment) and adhere to it;
- help pupils value the school environment and its routines;
- ensure pupils are confident of their right to be treated fairly;
- empower staff to understand and expect appropriate behaviour from everyone in school;
- ensure positive behaviour is recognised;
- work within a positive, proactive, reflective approach to behaviour management.

The staff and Governors will ensure the policy is fully understood and consistently implemented throughout school, ensure effective mechanisms are in place for the effective monitoring and evaluation of this policy and ensure the rights and responsibilities of all members of the school community.

The policy will be implemented through the following principles:

- adherence to the school ethos and vision;
- having high expectations of the school community;
- a broad and balanced curriculum;
- effective school systems for rewards and sanctions;
- providing support for pupils, staff and parents / carers who are in need;
- that children understand it is their behaviour which is unacceptable, not the child.

## School Ethos

Our school ethos is outlined in our School Vision and contains many of the elements above. These are constantly being demonstrated and modelled by staff and pupils and are often addressed in lessons and assemblies. All staff at Earl Sterndale C of E Primary School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

## The role of the Headteacher

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year and update it on the website.

## The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the Code of Conduct consistently. The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour in the pupil files.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*).

- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

### The role of non-teaching staff

It is the responsibility of all staff to ensure that the school rules are enforced in their class / group, and that the children behave in a responsible manner during lesson time.

All non-teaching staff treat each child fairly and enforce the Code of Conduct consistently and treat all children in their group with respect and understanding.

All staff will report any significant incidents to the class teacher and Headteacher.

### Parental Involvement

Staff welcome and encourage early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.

We value our partnership with parents / carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities.
- Develop good communication between parents and school.

### Expectations of the school community

<b>Staff and Governors</b>	<b>Pupils</b>	<b>Parents</b>
To lead by example.	To respect, support and care for each other both in school and the wider community.	To be aware of and support the school's values and expectations.
To be consistent in dealing with pupils.	To listen to others and respect their opinions.	To ensure that children come to school regularly, on time with

		the appropriate equipment.
To encourage the aims and values of the school and local community among the pupils.	To attend school regularly, on time, ready and equipped to learn and take part in school activities.	To keep children at home when they are ill and to call the school with an explanation of the reasons for any absence on each morning of the absence period.
To have high expectations of the pupils.	To take responsibility for their own actions and behaviour.	To take an active and supportive interest in children's work and progress.
To meet the educational, social and behavioral needs of the pupils through provision of an appropriate curriculum and individual support.	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day.	To provide the school with an emergency contact number.
To encourage regular communication between home and school.	To be tolerant of others, irrespective of race, gender, religion and age.	To engage positively in home / school communication.

### Curriculum

At this school we teach pupils the above-mentioned principles through our curriculum and in the day to day routines we follow. PSHE and citizenship, taught using a variety of methodologies (refer to PSHE and citizenship policy) addresses our ethos and expectations directly. We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

### School expectations

All children should behave in line with the guidelines set out in our Respect Policy (these expectations cover all aspects of school life including lunchtimes, before school starts and after school e.g. at After School Club or Booster Club):

- Be gentle and keep others safe from harm;
- Be kind and helpful and mindful of other people's feelings;
- Be honest and tell the truth;
- Look after property carefully;
- Try hard and play co-operatively;
- Listen to people, allow them chance to speak and respect their point of view;
- Be responsible for their own actions;
- Be polite and treat others and their property with respect;
- Be tolerant of others, irrespective of race, gender, religion, ability and age;
- Resolve problems in a non-confrontational manner;
- Take care of the school environment;
- Work to the best of their ability;

- Be properly equipped for all school work and activities;
- Do as they are asked by any member of staff.

### Rewards

We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance and achievements.

We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways:

- Verbal praise;
- Class reward systems (usually stars, stickers or extra play time);
- Stickers at special Award Assemblies;
- Termly and annual rewards;
- Rewards from variety of staff / Governors in school (e.g. good children box etc);
- Informal discussion with parents/carers;
- Peer praise/awards.

### Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future sanctions;
- Group sanctions should be avoided as this can breed resentment;
- There should be a clear distinction between minor and major offences;
- It should be the behaviour rather than the person that is sanctioned.

We divide unacceptable behaviour into three broad bands:

- Level 1:** This is misbehaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant or mid-day supervisor. Sanctions may include loss of stars or '2 minutes' – the loss of 2 minutes play time.
- Level 2:** This is more serious misbehaviour that is not so easily managed within the classroom / lunchtime environment or persistent Level 1 behaviour. Sanctions may include missing playtimes or being given specific tasks to do during playtime.
- Level 3:** This is very serious misbehaviour or persistent level 2 behaviour and will involve the Headteacher and parents / carers. Additionally, education welfare and/or other outside agencies may become involved. As a last resort there is the possibility of a short or longer term exclusion – see Exclusion Policy.

### Support systems for pupils

If there is a persistent problem, particularly with children who have SEND, mental health issues or neurodevelopmental conditions the class teacher with other staff may draw up an Individual Improvement Programme to support the pupil in partnership with parents / carers. All staff working with the pupil will be informed of this, including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e. positive play, circle of friends, peer buddies/mentors etc).

### Support systems for staff

We will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. All staff have copies of this Behaviour Policy available. Staff having difficulties with an individual, class or group should speak to the Headteacher. All efforts will be made to provide whatever support is necessary if staff are accused of misconduct. We endeavour to ensure fairness, equality, openness and transparency in any investigation that may take place.

### Support systems for parents/carers

We have an open-door policy where parents and carers are encouraged to visit to discuss any relevant issues. Appointments can be made if necessary to ensure the availability of a member of staff and to give parents/carers the time needed to reflect and consider the issues in question. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment at a mutually convenient time.

### Monitoring and Review

The way behaviour is managed is under constant review throughout the school on a class and individual basis.

### Search and screen

Schools are allowed to implement a search and screen policy designed to detect items that children are not supposed to have in school. This applies mainly to secondary schools with regard to such things as drugs, weapons and mobile phones. At the time of writing there is no need to implement such a policy, nor has there ever been such a need.

### Reasonable force / physical contact

Very occasionally it may be necessary to physically restrain a pupil if their actions are endangering themselves or others. In such cases members of staff are allowed to use reasonable force to ensure the health and safety of all parties, appropriate to the situation. If we ever have pupils who are likely to need physical intervention as a matter of course we will fill in a specific risk assessment and, if necessary, attend physical intervention training. In all other instances, physical contact, particularly between staff and pupils, should be kept to a minimum. At times, the younger children, in particular, may need a reassuring cuddle or a consoling hug. In such cases, staff should be very careful to ensure there are other people around to protect their own position. See DfE document 'Reducing the need for restraint and restrictive intervention'.

### Discipline beyond the school gate

Staff acknowledge the need to ensure the reputation of the school out of hours and beyond the school boundary. Caution and care should be exercised when disciplining children out of school.