



Stamfordham Primary School Behaviour Policy 2026-2027

Rationale

We believe in managing behaviour positively through a consistent, whole-school approach which reinforces and recognises good behaviour. All staff have high expectations for behaviour at all times and we support all our pupils to behave positively towards others.

Aims

- 1) Every member of the school community feels valued and respected
- 2) People are treated fairly
- 3) Everybody in our school community feels safe
- 4) To establish clear systems which promote positive behaviour

Legislation and Statutory Requirements

This policy is based on the following documents:

Behaviour and Discipline in Schools

The Equality Act 2010

Keeping Children Safe in Education 2025

Use of Reasonable Force in Schools

Supporting Pupils with Medical Conditions at School

The SEND code of practice

It should also be read in accordance with the anti-bullying policy.

School Values

Our school values are:

Resilient

Ambitious

Nurturing

Our positive behaviour policy encompasses our core values. We set high expectations for behaviour but we nurture our pupils to achieve this. We also encourage resilience and support pupils to manage their own behaviour and set a positive example to others.

Responsibilities

School Staff

All school staff have an equal responsibility for the welfare and discipline of pupils in school. They understand that positive behaviour should be celebrated and that bad behaviour and bullying should not be tolerated. They also understand that poor behaviour should be dealt with discreetly and sensitively.

Pupils

Adults ensure that pupils have a good understanding of what is expected of them in school.

Parents

We ask that parents support the promotion of positive behaviour in school and work with the school staff when appropriate to manage pupil behaviour.

Behaviour in school can be affected by:

- 1) The environment
- 2) The quality of teaching
- 3) The quality of relationships between pupils and staff
- 4) Consistency
- 5) Pupils' experiences outside school

Positive Reinforcement

We want all our pupils to feel safe, valued and supported in school. Using positive reinforcement can help build positive relationships and pupil confidence.

Examples of positive reinforcement include:

- 1) A smile
- 2) A thumbs up
- 3) Acknowledgement of the appropriate behaviour
- 4) Enthusiasm for pupils' learning
- 5) Listening
- 6) Positive comments specific to learning or behaviour
- 7) Sharing children's success with their peers

Rewards

Positive behaviour is rewarded in several ways:

- 1) Class DoJo points
- 2) Celebration certificates
- 3) Stickers

- 4) Verbal Praise
- 5) Sharing of work with other staff in school

Sanctions

If a pupil does not meet the standard of behaviour that is expected, the following action should be taken:

- 1) Pupils should be given a first warning (a chance to make the right choice)
- 2) Pupils should be given a second warning (time to reflect)
- 3) A sanction should be given (this should be determined based on the severity of the behaviour but may include a further discussion with the teacher at the end of the lesson or in some circumstances a chat with the headteacher).

When imposing a sanction, staff should consider:

- 1) The age and developmental stage of the child
- 2) That the child is aware that they are being supported to correct their behaviour rather than punished
- 3) That the child has understood the reasons why a sanction has been imposed

Positive Noticing

Staff should consistently notice and reward positive behaviour in class and around school. The strategy can also be used when a pupil is not maintaining high standards of behaviour by celebrating the positive behaviour of a pupil nearby.

SEND Pupils

We have high expectations of all our pupils but sometimes strategies are adapted where appropriate. Children with Special Educational Needs may need further support through additional staff or specific resources.

Red Thoughts / Green Thoughts

We encourage positive thinking by encouraging children to turn any red thoughts into green thoughts. For example if a child says "I can't do this." We encourage them to change their thought process to "How can I find a way to do this?"

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This may be physical, emotional, prejudice-based, verbal, sexual or cyber-bullying. Bullying will not be tolerated at Stamfordham Primary School. Further details can be found in our anti-bullying policy.

Sexual Harassment and Sexual Violence

The school will ensure that any incidents of sexual harassment / sexual violence are recorded and dealt with appropriately. Pupils are encouraged to report anything that makes them feel uncomfortable.

The school has procedures in place to deal with concerns around pupil wellbeing or safety. Please refer to our Safeguarding Policy for more information.

Recording

Serious behaviour incidents (such as hitting, biting, racist incidents, damaging school or other pupils' property) should be recorded and given to the headteacher. The recording forms are held in the staffroom. The headteacher will then contact the child's parents and the parents of any other pupils involved to discuss any sanctions and to discuss how best to support the pupil going forward.

Review date – September 2027