

Strawberry Fields Primary School



Behaviour Policy

January 2026

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Strawberry Fields Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community. The policy reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff.

Strawberry Fields Primary School acknowledges that there are a range of causes of inappropriate behaviour, including home circumstances, friendship issues and other specific needs. We try to establish the reasons for behaviour when dealing with incidents. If children require additional assistance in managing their own behaviour, the strong links between parents, school and particularly the Inclusion Manager support this.

Aims

- To establish a positive learning environment in school
- To help enhance and develop self-esteem and feelings of self-worth
- To encourage a safe social climate in which pupils and staff have positive experiences
- To encourage pupils to co-operate with one another and with adults
- To develop pupils' own sense of responsibility for their own behaviour
- To encourage consistency and a feeling of common purpose

Rules

- Treat everyone with kindness, respect and consideration
- Move quietly and sensibly in and around school
- Take pride in your school, your class, your work and yourself

These key aspects are adopted by classes at the beginning of each year, and pupils use them to develop their own class rules / ethos. These rules are found in our school prospectus which is distributed to new parents, discussed by class teachers with their classes, and often used as a focal point for assemblies.

Expectations

At Strawberry Fields Primary School, as adults, we will:

- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the school rules
- Treat each other with respect at all times, therefore providing a positive role model for the children and each other
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

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Pupils should learn to expect age-related, fair and consistently applied consequences, in the form of rewards and sanctions, for both appropriate and inappropriate behaviour respectively.

Positive Recognition

We will recognise individual pupil behaviour through:

- Verbal praise or recognition
- Class Dojo points
- Individual class rewards
- House points
- Certificates / stickers
- Superstar Learner certificates
- 'Catch me being good' raffle (to be held on Friday assemblies, with one winner per phase)
- Special responsibilities – e.g. 'Yellow Coats', Secret Stoppers, House Team Points Collectors
- Recognition from the SLT with additional stickers and choosing from the Headteacher's reward box

When Support is Needed

Teaching and senior staff in school use their judgement in selecting an appropriate response to situations where intervention is required, and endeavour to ensure that these reflect the seriousness and frequency of the incident, along with the wider needs of the child. Should any incidents of inappropriate behaviour occur at lunchtime, it will be referred to a member of SLT and behaviour will be dealt with in the following ways:

- Visual or verbal warning/prompt – highlighting what went wrong, involving a restorative conversation to address the incident appropriately
- Visual warning on white board
- 'Catch-Up' time
- Thinking time
- Reflection time – this is an opportunity for a child to reflect on what went wrong, through discussion with a member of SLT, completion of a reflection sheet and a letter to the person affected by the inappropriate action. Parents will be informed of this via a reflection text
- If incidents of a serious nature occur, such as bullying, or repeated incidents of disruption to a class, this will involve discussions with parents and the possibility of spending time with senior members of staff to consider how to amend the behaviours (See also the Anti-Bullying Policy)

At all times, we use restorative conversations to support children to reflect on the impact of their words and actions on others.

Catch-Up time

If a class teacher feels a child has not tried their best in a lesson, and/or has produced a quantity or quality of work below the standard the teacher would expect of that child, they may choose to use 'Catch-Up' time. This is time at playtime or lunchtime when the child is kept behind in the classroom for a period of

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time to improve/complete their work. In some cases, children may be asked to rewrite their work fully. If Catch-Up time is used, it will be recorded in the 'Catch-Up' book. Children will not be kept indoors for the duration of playtime, and will still have an opportunity to go outside and play.

Thinking Time

A period of time at playtime or lunchtime in the inclusion hub, or the headteacher/deputy headteacher's office, to reflect on unacceptable behaviour. Where a child receives three thinking times in a single week, or two in a day, they will also be given a reflection time to think more deeply about the situation and what went wrong. During thinking time, children will not be kept indoors for the duration of playtime, and will still have an opportunity to go outside and play.

Reflection

A reflection consists of a period of reflection with a senior member of staff, to complete a letter of apology to the person who has been affected negatively by the choices they have made. For some children, this physical act of reparation may be a picture. There will also be a 'My behaviour, my consequences' sheet to complete, in order to have an opportunity to reflect and engage in a restorative conversation. A text message will be sent to the child's parent/carer giving brief details of the behaviour that led to the reflection.

Following a thinking time, a child will have a further conversation with a member of staff.

If a child has repeated reflection periods within a half term, they will be asked to spend some time learning outside the classroom with a member of the senior leadership team, in order to consider the impact of their actions on others and resolve a way forward.

Time spent out of class – Senior Leadership Team

Spending time out of class, with a member of the senior leadership team, is used for incidents of very serious disruptive or dangerous behaviour, or when the preceding school sanctions have not been successful in helping the child improve their behaviour.

This can involve being out of class for a full session, taking their learning to a member of the senior leadership team. This will only be used in extreme cases where the child's behaviour has been such that the teacher will be unable to teach, or the other children or adults in the room will not feel safe. In these instances, work will be supplied by the class teacher and the child will be expected to complete it independently to the same standard as they would in class.

School report

The child is given a report card for a specified period of time. The report must be signed off for appropriate behaviour by a teacher (or other school adult) at the end of each lesson and each playtime/lunchtime. If the report card does not show a significant pattern of improvement in the child's behaviour, the school will call a meeting with the child's parents/guardians to discuss further steps and strategies to help the child to improve their behaviour. If necessary, it is at this stage that some of the schools 'additional sanctions' may be used and/or a specific and time-limited 'reward card' issued.

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Additional sanctions at the discretion of the senior leadership team may be imposed depending on the severity of the behaviour.

At playtime and lunchtime additional 'intermediate' sanctions may also be used:

KS1 - Hold an adult's hand for an agreed amount of time

KS2 – Time out for an agreed amount of time

For very serious incidents, or when the safety of other pupils or staff cannot be guaranteed, the Headteacher has the right to suspend or exclude a child

Strategies

An effective positive behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good behaviour arises from good relationships and from setting clear and high expectations of children. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential, and a curriculum which excites and inspires the children, so that low level disruptive behaviour does not happen.

The following strategies are in place in order to foster appropriate behaviour:

- Teaching of good behaviour through PHSE lessons, where pupils also develop their mediation skills and strategies for conflict resolution
- Ethos and values are shared and discussed during weekly assemblies
- Pupils are taught the skills of active listening
- Supervision and consistent routines are used to avoid possible inappropriate behaviour
- Staff training / development in positive behaviour management (e.g. praising adjacent children to demonstrate expectations), including new staff induction and updating governors as required
- Inclusion Manager is available to support in relation to friendship issues and behaviour management
- Individual Behaviour Plans and individual reward systems are put in place for pupils needing support in terms of positive behaving
- Close liaison with parents and outside agencies is used to support pupils
- Transition arrangements are in place to minimise potential disruption for new classes
- Incidents requiring referral to a senior member of staff (serious incidents causing physical and/or emotional harm) are recorded. This includes discriminatory behaviour (racism, sexism, homophobia and transgender discrimination)
- The Headteacher will use the online CPOMS system to review recorded incidents on a regular basis with the class teacher/Inclusion Manager, in order to identify any emerging patterns, which may require further actions. Any concerns would be reported to the Governing Body

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Positive Handling

As endorsed in the behaviour policy, staff consistently use positive strategies to manage behaviour. In a situation where any physical intervention is needed to enable staff to manage behaviour, Team Teach techniques are used with de-escalation being the predominant strategy.

Suspension and Exclusion

Only the Headteacher (or the acting Headteacher) has the power to suspend or exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, and may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into an exclusion, if the circumstances warrant this. The Headteacher informs the local authority and the governing body about any exclusion, and about any suspensions beyond five days in any one term.

If the Headteacher suspends a pupil, s/he informs the parents immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. A committee, made up of between three and five governors, considers any appeals on behalf of the governing body. When an appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was suspended, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. The governing body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher. In the case of a exclusion the head teacher should also notify the Area Inclusion Partnership so they can both ensure there is no alternative they can suggest and also so they can ensure swift integration into a locality provision, pupil referral unit, or equivalent provision.

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or classroom exclusion, where a pupil engages in learning away from the class. School staff would consult with parents but do not need to report this.

Preventative Curriculum Programme for Child on Child Abuse

We are committed to Staff Training

- ✓ KCSIE updates on first day of school year and throughout the year should updates take place. This is standard practice each September. This is complemented with termly refresher training/quizzes and updates.
- ✓ Safeguarding is a standing agenda item at the weekly staff briefing, leadership meetings and Governing Body meetings.
- ✓ The Safeguarding Team deliver the necessary updates to staff throughout the year, including access to the e-learning module 'Managing Harmful sexual Behaviour in School.'

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- ✓ Safeguarding team attend training and cascade relevant information to staff.
- ✓ Staff recognition of the pressures facing our school community and our families.
- ✓ Proactive stance to signs and indicators including supervision for DSL and Safeguarding team members.

We are committed to a Preventative Curriculum for Child-on-Child Abuse

We believe in developing resilience, ambition, communication and self-worth. These are promoted throughout the curriculum and celebrated widely and are a tool to whistleblowing, seeking and accepting help and making strong choices under pressure.

Strawberry Fields is committed to restorative practice. Children work through problems restoratively to prevent issues such as peer-on-peer abuse before they happen.

Our Inclusion Manager works with children every day to engage children in happy and healthy playtimes to ensure children are not marginalised.

Our PSHE curriculum ensures children are taught about safeguarding, including how to stay safe online. Our PSHE curriculum is supplemented by Mindmate lessons which cover topics such as Healthy Relationships, Resisting Pressure and Coping with Difficult Situations. We cover E-Safety as part of our curriculum with additional lessons covered in our E-Safety week.

We promote the idea of 'trusted adults' so children feel safe to highlight issues before they escalate.

Our PSHE curriculum covers issues such as:

- Understanding who 'trusted adults' are
- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent, Sexual violence and sexual harassment
- Gender roles, stereotyping and equality
- Discrimination and prejudice, including tackling homophobia
- Body confidence and self-esteem

Implementing a Preventative Curriculum

✓ Our curriculum supports healthy relationships and challenges attitudes that can grow into disrespect and violence if unchallenged. This is based on pages 18 and 19 of the DfE's guidance on Sexual violence and Sexual harassment.

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✓ Our PSHE curriculum is a spiral curriculum that allows pupils to return to key themes over time, in age appropriate ways, building on prior learning.

✓ Carefully chosen external contributors are occasionally used to supplement the Curriculum e.g. work with our local PCSOs, agencies such as Barnardo's and YMCA.

Impact on Pupils

- i. Understanding what abusive behaviour is
- ii. Communication skills to speak out about abusive behaviour
- iii. Developing empathy to encourage respect for others and the ability to see the world from others' perspective.

Resources we use

✓ Child Exploitation and Online Protection (CEOP) resources . These include videos, toolkits and activities that can be used in lessons and assemblies or shared with parents.

✓ The National Society for the Prevention of Cruelty to Children (NSPCC) has a range of safeguarding teaching resources including lesson plans on personal safety, healthy relationships and online bullying. Its 'Speak out Stay safe' programme also includes interactive assemblies and workshops on safeguarding for pupils in KS1 and KS2.

This policy should be considered alongside the following documents:

DfE Exclusions Guidance 2020

Written Behaviour Principles

PSHE policy

SEND policy and practice

Equality Policy

Anti-bullying policy

E-safety policy

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