



**Street Lane Primary School**  
**BEHAVIOUR, DISCIPLINE AND PASTORAL CARE**  
**Reviewed September 2024**

“Each and every child is special to us. Throughout their learning journey we aim to develop self-belief, confidence, positive well-being and independence in a culture of mutual respect. We want our children to be the best that they can be”.

## **Respect**

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*“Treat people the way you want to be treated. Speak to people the way you want to be spoken to. Respect is earned, not given.”*

## **Kindness**

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*“When you are kind to others, it not only changes you, it changes the world.”*

## **Resilience**

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*“Success is not final, failure is not fatal: it is the courage to continue that counts.”*

## **Honesty**

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*“Honest hearts produce honest actions.”*

## **Ambition**

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*“Don’t be afraid to be ambitious about your goals. Hard work never stops. Neither should your dreams.”*



“Good behaviour is central to a good behave well and appropriately within pupils to succeed personally”

education. Being taught how to the context they’re in is vital for all

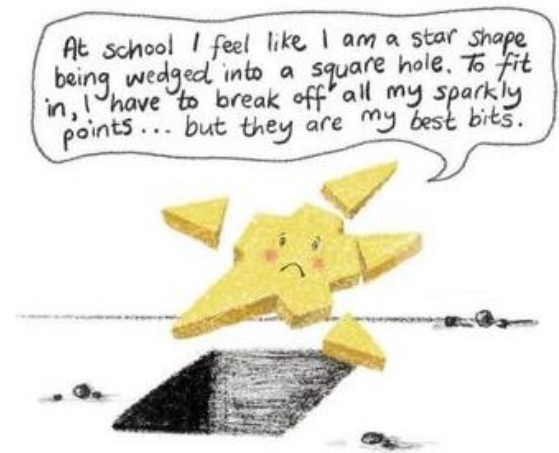
Behaviour in Schools, DfE September 2022

### **What is Behaviour?**

Behaviour is how someone acts. It is what a person does to make something happen, to make something change or to keep things the same. Behaviour is a response to things that are happening:

- internally - thoughts and feelings
- externally - the environment, including other people.

Behaviour is a form of communicating. Observing this behaviour is the easy part. It is understanding why someone does what they do that is much more complicated. Here at Street Lane Primary School, we fully appreciate, and value, how individual our children are and know that it is not possible to have a ‘one size fits all’ approach to managing behaviour in school.



### **Intent**

We aim to create a positive environment within the school. Ensuring that our approach to behaviour management is consistent, and understood by all the teaching and support staff, pupils and parents. We promote positive behaviour throughout our curriculum that develops the emotional health and wellbeing of pupils. All adults aim to provide positive examples and attitudes. Relationships with other adults and with pupils should be fair, honest, polite, courteous, and considerate.

### **Implementation**

We have high expectations of behaviour from all our school community. We strive to maintain a consistent approach to support our pupils to be the best that they can be and to achieve this, we are committed to the following:

- Ensure that safeguarding is at the forefront of everything we do.
- Build positive relationships with all our children.
- Support children to become emotionally resilient.
- Ensure positive behaviour is recognised and celebrated.
- Promote a culture of praise and encouragement.
- Provide children with additional support when needed.
- Openly communicate with parents, carers and outside agencies where appropriate.
- Online behaviour expectations are taught explicitly in Key Stage 1 and 2 termly.

### **High Expectations**



Behaviour policy version 2 updated January 2025

We have high expectations of all members of our school community – staff, parents, children, Governors, visitors - and will therefore expect to see...

- Kindness and care towards each other
- Honesty and truthfulness about things that have happened
- Good manners and being polite – saying please, thank you, excuse me, sorry
- Moving around our school in a safe manner, showing awareness of the learning happening around us
- Motivation to always try our best, taking pride in everything we do and to keep trying when things feel hard
- Respect – for our school, for ourselves and for each other

Each class will agree their own class rules at the start of the school year.

All staff follow the values of Emotion Coaching. The Zones of Regulation are implemented across school and our children will be taught techniques to support self-regulation with a toolbox in every classroom. We want to help all our children understand their emotions and respect the feelings of those around them.

We strive to do this through our understanding of:

- Self-awareness.
- Self-regulation.
- Motivation.
- Empathy.
- Social skills

### **Recognition and Rewards**

Children who demonstrate our high expectations and core values through their good behaviour will be rewarded. We recognise that not every system or reward will be suitable for every child and will respond appropriately using a range of rewards such as:

- Stickers
- Star of the Day
- Star of the Week certificates presented in assembly
- Receiving badges that reflect the school's 5 values.
- Receiving Dojo points
- Class reward jars (individual to each class)
- Headteacher postcards or stickers

If children receive all 5 of their badges during the academic year, they will be invited to have afternoon tea with Mrs Cooke.

### **Our response to unacceptable behaviour**

Where children's behaviour does not meet the high expectations that we have at Street Lane Primary School, all adults share the commitment to respond in a consistent and graduated way. Again, we recognise that all children are still learning about appropriate behaviour and will respond differently, and, as an inclusive school, we will respond in the most appropriate way for the child and the severity of the incident.

Together, we are a range of possibilities so let's Be the Best we Can Be!

Our graduated response will follow...



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- Positive reinforcement using others as good examples
- Clear expectations reiterated
- Our school values reinforced
- Sensory/brain break
- Discreet non-verbal touch/look
- Discreet conversation - relay expectations
- 'Now & next' used
- Loss of privileges / resources
- Independent learning elsewhere - directed to areas / a different learning space with an adult
- Speak with parents
- Time out with Mrs Cooke or member of SLT
- Giving or writing an apology
- Use of specific and personalised intervention- eg Anger Gremlin, Emotional Literacy Support, Nurture
- Reduced or Part time timetable

### **Each new day our children will start the day with a clean slate.**

If a child is involved in an incident involving harm or distress to other children, it will be recorded in the Class Incident Book and on My Concern. This will be monitored by SLT (Senior Leadership Team). Parents will be informed of these incidents.

If a child's behaviour is logged 3 or more times per half term, parents will be contacted by a member of SLT. This call/meeting will also be recorded as on My Concern.

If a child's behaviour is a concern, then Senior Leaders may reconsider taking the children on school visits, residential visits, school discos or attend breakfast or after school club. This will be discussed with parents and staff. The Headteacher will review all incidents, including the behaviour support plans and risk assessments.

### **Lunchtime staff/Breakfast Club/After School Club**

If any staff need to speak to a child about any unacceptable behaviour, this will be recorded on My Concern. Staff can seek support from the class teacher or SLT if necessary. If they are in breakfast or after school club this may result in them not being able to attend.

Each class will be allocated a midday supervisor. Any incident at lunchtime/ breakfast/ after school club will be recorded on My Concern. This will enable staff and senior leaders to identify any patterns in behaviour.

Lunchtime supervisors will follow the same steps as stated above.



## **Street Lane's Policy for Exclusion**

Street Lane Primary School seeks to avoid exclusions. These take place only for very serious incidents or when other strategies have been tried and have failed over time.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious offence could by itself justify a pupil's exclusion.

This may include an aspect of the following:

- Violence or regular threat of violence towards an adult or child
- Abuse against race, sexual orientation, and gender identity
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measure in place to protect public health.

Each individual situation will be investigated according to need. The Head Teacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, **on the balance of probabilities**, the pupil did what he or she is alleged to have done; the Head Teacher may exclude the pupil.

We will follow the advice as set out in the Derbyshire Guidelines for exclusions.

Three Governors will be called upon in the case of a permanent exclusion as outlined in the guidance.

## **Seeking further support for behaviour management**

Children who struggle to regulate their behaviour or choose to deliberately misbehave will be given additional support as needed. Adults will spend time working with children to try to find any underlying reasons for the unacceptable or inappropriate behaviours shown. We always aim to work with families to support behaviour development and we ask that parents are patient and respectful towards our staff team to reach a shared goal.

## **People outside of Street Lane Primary School who support our work on behaviour**

There may be times when we seek further support from external agencies to help best meet individual needs. Parents will always be consulted if this happens and may include any of the following services.

- DCC Inclusion Support Services
- Educational Psychology
- EMET Mental Health Counsellor
- Build Sound Minds
- Children and Adolescent Mental Health Service (CAMHS)



**See Physical Intervention policy - EMET**

Our main aim at Street Lane Primary School is to ensure all our children are kept safe and we will do our utmost to ensure this happens. There may be times when a child presents a safeguarding risk to themselves or others and so we will use our professional judgement to intervene as necessary as a last resort only. Parents will always be informed and the incident will be recorded on My Concern.

‘Behaviour in schools. Advice for headteachers and school staff’ – DfE September 2022

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’. ‘Use of reasonable force.

Advice for headteachers, staff and governing bodies’ – DfE July 2013

Schools can use reasonable force to: - remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts

**Bullying /Racist Behaviour/Discriminative**

The school does not tolerate bullying or racist behaviour, or any discriminative behaviour. The school follows DCC guidance for actions. More information regarding discriminative behaviour can be found in appendix A, which is the Derbyshire recommended guidance.

Details of bullying can be found in the school’s Anti-bullying Policy.

**Home-School Liaison**

Parents are encouraged to come into school to discuss any matters of concern related to their child. Staff are available by appointment between 8.30 – 8.45am or immediately after school. If there is a more serious concern, please do not hesitate to contact the school.

Should a child's misbehaviour warrant it, the class teacher will contact the parents to discuss their child's behaviour. The Headteacher will follow up further incidents where necessary.

All meetings and discussions with parents and carers must be recorded on My Concern. This will form part of the child’s chronology to ensure that information is shared to form a holistic picture of the child. All notifications will come to the Senior Leadership Team.

**The effectiveness of this policy is monitored by:**



Behaviour policy version 2 updated January 2025

- Staff
- Governors as part of Headteacher's Report
- Frequency of exclusions