

Behaviour & Motivation Policy

Policy and Procedures

Stroud Valley Community Primary School



Approved by:

Governing Body

Date: June 2025

Intent and Impact

Children are at the heart of everything we do at Stroud Valley Community Primary school. We promote an environment that is purposeful, creative and dynamic, a place where children develop a thirst for learning that will stay with them throughout their lives. We aim to develop and nurture an inquisitive mind and a passion for lifelong learning through high quality education. The aim of the policy is to create an environment where pupils grow into resourceful, independent learners who are equipped with all the skills they need to succeed in a modern world.

Aim

Our aim is...

- To create a culture of exceptionally good behaviour for learning, for community and for life.
- To ensure that all learners are treated fairly, show respect and develop positive relationships.
- To help learners take control of their behaviour and be responsible for the consequences of it.
- To build a school community which values kindness, diversity, compassion and empathy for others which filters into the wider community.
- To provide a calm approach to the management of behaviour ensuring a consistent and composed language is used.
- To model clear and consistent expectations of exceptionally good behaviour to everyone in our school community.

We help children to foster positive relationships with each other, the local community and the world around us. The school community (pupils, staff, parents, governors and visitors) have common rights and responsibilities.

Rights	Responsibilities
Everybody in the school community has the right:	Everybody in the school community has the responsibility :
<ul style="list-style-type: none">• to be respected and valued as an individual.	<ul style="list-style-type: none">• to treat others with respect, as we would like to be treated.
<ul style="list-style-type: none">• to feel safe and to be kept safe.	<ul style="list-style-type: none">• to create and maintain a safe environment for all.
<ul style="list-style-type: none">• to fulfil their potential, personally and academically.	<ul style="list-style-type: none">• to strive to reach our full potential as a learner and as a person.
<ul style="list-style-type: none">• to have their views heard and respected.	<ul style="list-style-type: none">• to listen and speak politely and courteously.
<ul style="list-style-type: none">• to be kept informed.	<ul style="list-style-type: none">• to communicate openly and fully as appropriate.

Behaviour for Learning & our school values

Our school has three simple expectations: - **be responsible. /be kind./be safe.** This has been generated through discussions with staff and children and is applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community. We are successful individuals when we are responsible, kind and safe.

Parents are informed through newsletters and children's end of year reports.

Be Responsible.

I will arrive at school on time and dressed correctly.

I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my learning.

I will show the adults through behaviours when I am ready to learn

I will line up respectfully at the end of break to show I am ready to re-enter the building and begin learning again.

Be Kind.

I will listen and talk politely to adults and other pupils and look after equipment and other people's possessions.

I will use good manners and be truthful

Be Safe.

I will keep my hands and feet to myself and look after myself and others, following instructions from adults at all times.

I will work/play in designated areas throughout the school and classroom as made clear by teachers.

Language for behaviour management

At Stroud Valley, we ensure that common and consistent language is used to manage behaviour to create clear boundaries for learning how to behave. We believe it is crucial in understanding what and why a behaviour has occurred and use consistent "reflection cards" (appendix 1) with each pupil to help them reflect on their behaviours and what they would do differently next time.

Implementation

Recognising Positive Behaviour

At Stroud Valley Community Primary School positive behaviour is promoted in the following ways:

- Adults understand and demonstrate the school's core beliefs about behaviour.
- Adults model controlled and respectful verbal and non-verbal behaviours.
- Positive out-of-class behaviour is promoted by agreed routines and clear systems.
- School assemblies are used to develop children's social, emotional and behavioural skills and to celebrate children's strengths and positive behaviour.
- We will hold a 'Stroud Valley Values' assembly at the beginning of each term where we will focus on some of the key attributes of positive behaviour. Our 6 core values are kindness, respect, honesty, positivity, tolerance and support.

- Staff will be deliberately and relentlessly bothered. They will acknowledge ‘the little things’ which may subsequently have a greater sentimental meaning to a child. They will make time to listen to children and ensure that each child feels valued.
- Staff will pay attention to the best conduct and endeavour to catch children doing the right thing in order to praise and recognise desired behaviours publically, for all to hear and celebrate.
- Positive behaviour in corridors, playgrounds; the dining room and on visits is noted and celebrated.
- School leaders ensure that everybody in the school community is aware of and has the opportunity to contribute to the school’s positive behaviour ethos.
- Displays around the school promote positive behaviour.
- Inappropriate behaviour is dealt with in a consistent and logical way, which is understood by all.
- Children will understand and use strategies to develop resilience and coping strategies.
- Children will take pride in wearing the appropriate school uniform. This includes how we are dressed for other activities such as PE, school visits etc.

Promoting positive behaviour

Whole School Systems

The DoJo reward system is used throughout the school

Custard Book Assembly – Each week children from each class are chosen to be celebrated for their academic/ community achievements.

In assemblies, pupils are encouraged to show medals and certificates that they have been awarded for achievements outside of school.

Conflict resolution will be used to enable children to, as independently as possible, resolve problems.

Class Awards

Other systems may be put in place by staff in order to promote positive behaviour. These are individual to classes but may include:

- Individual stickers
- Treasure boxes
- Individual reward charts
- Star of the day
- Custard book
- WOW vouchers for home use (EYFS)

Additional individual support

- Teachers use behaviour management strategies and in-class support for any child needing additional, short term help to make good social and emotional progress. These strategies and support are outlined in individual risk assessments. . Any child with longer term or more complex needs has a My Plan that outlines key targets and sets out additional help. Any child at risk of permanent exclusion has a Pastoral Support Plan that guarantees additional support for up to 16 weeks.
- The additional help given to children as included in risk assessments or a SEND support plan may involve an adapted or highly individualised timetable. The school accesses support from a range of professionals to support the specific social and emotional needs of the children where appropriate.
- Teachers share the specific strategies planned for individual children with all relevant adults ensuring a consistent approach.

Inappropriate Behaviour

The consequences of inappropriate behaviour will be logical and consistent so that pupils know such behaviour will be dealt with. They will occur as soon as practical after the event has happened. There will be an opportunity for repairing and rebuilding relationships.

As stated in our rights and responsibilities all children have the right to learn and teachers the right to teach. All classes display the behaviour system for children who consistently disrupt learning. Initially a verbal warning will be given. However if the behaviours persist the individuals will be sent to a named reflection classroom for some time out. If the behaviours continue to disrupt after return to learning SLT will be called

All Mid-Day Supervisors will carry a yellow and red card.

Children will be given a verbal warning when displaying unsafe, inappropriate behaviours at lunchtime. If the behaviours continue, they will be issued initially with a yellow card and this will result in the child spending some time in the reflection room to allow them to reflect.




If the behaviour remains they will be given a red card. If a child is given a red card they will spend the remaining time in the reflection room and the following day to work with an adult on how to improve and reflect with an aim to agree positive changes for the future.

A member of the SLT will aim to talk to the child using the reflection card and agree changes that will be expected in the future.

Monitoring and reviewing

This policy is reviewed annually by the Head Teacher in consultation with staff. The governing body and staff also ratify this policy and, if necessary, make recommendations for further improvements. Further to this, the online pupil survey results are also taken into consideration and inform changes to the policy. Continued CPD ensures all staff have the relevant skills and knowledge.

Appendix 1: Language for reflection cards

 <p>Responsible</p>  <p>Kind</p>  <p>Safe</p>	<p>Reflect...</p>  <p><i>What happened? How was I feeling at the time? How do I feel now? How has this made others feel? What choice can I make to be responsible, kind and safe?</i></p>
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