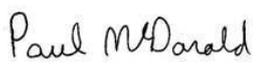




Behaviour Policy

DATE APPROVED BY ST. STEPHEN'S PRIMARY SCHOOL COFE PRIMARY SCHOOL	October 2018		
REVIEW DATE	October 2021		
SIGNED HEAD TEACHER		DATE	31 October 2018
SIGNED CHAIR OF GOVERNORS		DATE	31 October 2018

At St Stephen's CE Primary School, our mission statement is at the heart of everything we do.

Encourage each other and build each other up, just as you are already doing. (1 Thessalonians 5:11).

Our spiritual values of friendship, thankfulness, kindness, forgiveness, respect (for the environment), service and respect are a core part of our behaviour policy. We take a positive whole-school approach to behaviour management in which all members of staff cooperate and support each other in the development of appropriate behaviour in school. This policy supports the fostering of self-confidence, self-respect and self-discipline and to be able to work with others in a spirit of co-operation.

1. Aims

This Policy aims to:

- Provide a **consistent approach** to behaviour management within a caring, friendly, safe and relaxed environment.
- To foster Christian values of consideration and respect for others, co-operation and tolerance, sharing and compassion and to maintain these values throughout all school activities.
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- To ensure parents and the wider community have a clear understanding of the system to enable continuity and accurate communication
- Enable parents, staff and pupils to work in partnership to support school policies and expectations

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [The Equality Act 2010](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

In order to support a consistent approach, behaviours are defined for the purposes of our behaviour management system.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Unkind words or actions
- Poor attitude

Serious misbehaviour is defined as:

- Reaching 'Red 2' on the behaviour chart or 'Red 1' repeatedly over a period of time
- Swearing/use of inappropriate language (at staff and other children) - will not be tolerated; records will be kept of all such incidents and parents will be informed by the teacher in the first instance. Repeated incidents should be reported to the leadership team who will arrange a meeting with the child's parents.
- Running out of class or school.
- Fighting in class or on the playground.
- Physical aggression towards any person, 'Losing Control', in or out of the classroom
- Any form of bullying (see Section 4 below) is not tolerated. Parents and children are encouraged to tell a member of staff and children are always reminded of this. We expect both children and adults to treat each other with respect. Children should avoid kicking games, play-fighting, grabbing games, threatening behaviour, going round in gangs and copying pretend weapons. Incidents which lead to unacceptable physical behaviour will be taken extremely seriously.
- Racist, sexist, homophobic or discriminatory behaviour. Harassment of any kind will not be tolerated. At St Stephen's CE Primary School we promote and celebrate diversity. Staff members who witness an incident must inform the Headteacher or senior staff member immediately. The school records and reports on all racial incidents to the local authority. Appropriate attitudes and behaviours are fostered by the school's Social, Moral, Spiritual and Cultural education (SMSC) and British Values Agenda.
- Vandalism
- Theft
- Smoking
- Possession of any prohibited items (knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks)
- Inappropriate images
- Sexual or Sexist incidents-Sexual bullying includes behaviour, whether physical or non-physical, where sexuality is used as a weapon by girls or boys. It can be carried out to a person's face, behind their back or by use of technology. This behaviour will not be tolerated. Staff should promote equality and respectful behaviour. Appropriate attitudes and behaviours will be fostered through the school's SMSC education.

4. 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.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our [Anti-bullying Policy](#).

5. Roles and Responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

6. Pupil Behaviour Expectations

Pupils are expected to:

Build each other up in love and learning

Behave in an orderly and self-controlled way

Be respectful to all members of our school community

Use words and actions that always build each other up in love and learning

In class, make it possible for all pupils to learn

Move quietly around the school

Always try your best and be attentive during learning time

Treat the school buildings and school property with respect

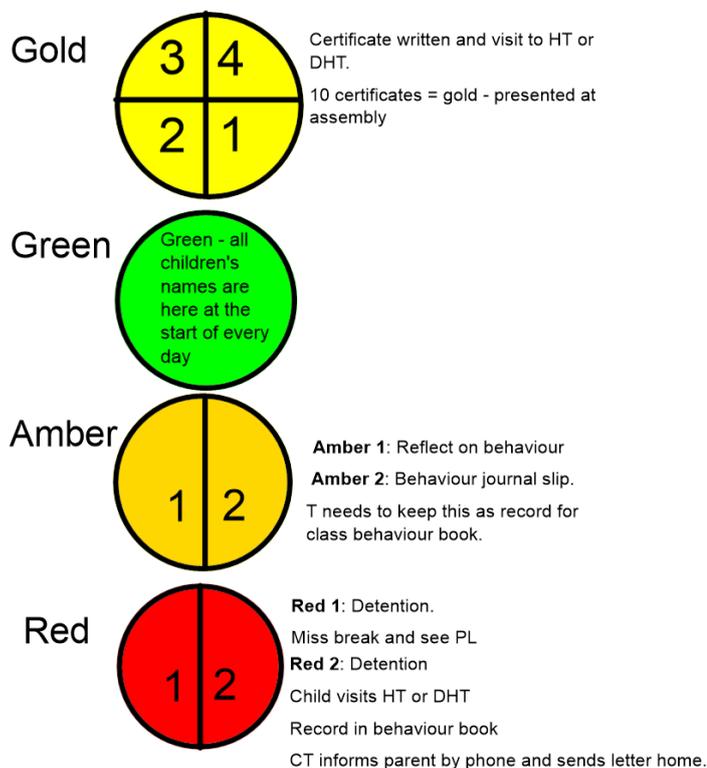
Wear the correct uniform at all times

Accept sanctions when given

Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and Consequences

All classes display the school traffic light behaviour chart, as below.



Rewards

Positive behaviours are rewarded.

- Children are praised orally and awarded a 'gold' point on the chart in their classroom for demonstrating excellent behaviour, as outlined in the Pupil Behaviour Expectations (Pt 6). All staff can reward 'gold' points to any children around school, as appropriate.
- When a child receives 4 'Gold' points within a day, they are issued with an 'Excellent Behaviour' slip to take to the Headteacher and take home. (see appendix 1)
- When a child receives 10 certificates, they receive a gold certificate, which is presented in assembly. When they receive 40 certificates, they receive a Star certificate in assembly.
- Other reward systems, in addition only to the whole school system, may be used in classes.
- Each week, every class teacher awards a 'Merit' to a pupil who has shown excellent behaviour. Their name is announced in assembly and published in the weekly newsletter. Within the school year, it is expected that every child will receive a 'Merit'.
- A special reward is presented at the end of the year to children who have overcome difficulties and certificates are given in year 6 to recognise their contributions to the school.

Consequences

The school uses the traffic light system to make consequences clear for all. If a child chooses to behave in an unacceptable way (as defined in part 2 – Misbehaviour) the following will happen:

- Their name is to 'Amber 1' on the behaviour chart. They are asked to reflect on their behaviour. This is intended to be a quick consequence and their name can return to 'Green' after correction of behaviour.
- If misbehaviour continues, the child's name is moved to 'Amber 2'. At this point, the child is asked to complete a 'Behaviour Journal' slip (see appendix 2). The CT keeps this as a record in class behaviour book. If behaviour is corrected after this consequence, they child's name can return to 'Green'.
- If misbehaviour continues, the child's name is moved to 'Red 1'. The child now receives a 'Detention', misses a break and visits their phase leader. The 'Behaviour Journal' slip is taken to the phase leader to scaffold a discussion with the child over the behaviour choices they have made.
- Finally, if misbehaviour continues, the child's name is moved to 'Red 2'. The child will visit the HT or DHT to discuss their behaviour choices. A record is made in the school behaviour log. The CT informs parents of behaviour over the phone and sends a letter home (see appendix 4).

- In addition to this, children may also receive a verbal reprimand or be asked to go to another classroom.
- Children may be asked to complete work at home, break or lunchtime if learning time has been missed.
- Serious Misbehaviours (as defined in section 2) are treated as an immediate 'Red 2' and children will visit the HT or DHT immediately. The child will be required to
 - Explain why their chosen behaviour is unacceptable
 - Make amends for their behaviour (Eg, apologise or act to resolve the consequences of their behaviour)
 - To attend a series of detentions, depending on the severity of their chosen behaviour.
 - A member of staff will inform parents of the serious misbehaviour and consequences.
 - A letter will be sent home to parents, asking for their support in helping their child to learn from their mistake.

Further Consequences

- **Internal Exclusion**

Occasionally, repeated **misbehaviours** (section 2) or **serious misbehaviour** (section 2) will warrant a further consequence to those stated above. In this instance, an internal exclusion might be considered. Parents will be informed if their child has been internally excluded and will be requested to attend a meeting. This will be to discuss the reintegration programme including playtimes and the allocation of a mentor. Targets will be agreed at the meeting and a review date set

An internal exclusion is:

- An internal process within the school
- Used when the objective is to remove the pupil from class, not from the school site, for disciplinary reasons
- Not a legal exclusion, so exclusions legislation and government guidance on exclusion from school do not apply

At St Stephens, we place the child in a separate room, with an accompanying adult. They will be set work to complete by their class teacher. They will be taken for 'breaks' outside of normal break times to ensure complete isolation from the other children for the day.

- **Exclusion**

In extreme circumstances, exclusion is an option, but this would only occur after full consultation between the child's parents, the Headteacher and the governors. School will seek advice from the local authority to ensure the child is being treated fairly.

Pupil Support for SEND children

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Our SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, educational psychologist, medical practitioners to identify or support specific needs.

Individual Behaviour Plans (IBDs) may apply to those children whose needs determine it. This is planned with class teacher, SENCO and parents.

Lunchtime Behaviour

All staff follow the behaviour system, as outlined in section 7. Extra stickers may be given outside to support positive behaviour management. Any misbehaviour is reported to the class teacher as the class are collected at the end of

lunchtime. Class teachers need to be available 5 minutes before the bell rings to allow for this. Serious Misbehaviour, as listed in section 3 is reported to PL, DHT or HT immediately.

Lunchtime staff are made aware of specific circumstances (SEND or other circumstances) which may affect a pupil's behaviour adversely during lunchtime break.

Off-Site behaviour

Consequences may be given when a pupil has misbehaved off-site when representing the school, such as on a school trip. This is recorded in the class behaviour book on return to school and appropriate consequences given.

Both parents and children take responsibility for behaviour and children sign a contract prior to the school journeys in Years 4 and 6. Ultimately, if the contract is broken the parent will be asked to collect their child from the venue.

8. Behaviour Management

St Stephen's behaviour management is rooted in positivity.

"The most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values". (Discipline in Schools, chaired by Lord Elton, 1989)

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Teach children that all behaviour implies a choice.
- Consistently use the St Stephen's 'traffic light' behaviour system, as outlined in section 7), including recording incidence of misbehaviour in the Class Behaviour Book.
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the 'Pupil Behaviour Expectations' or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Children are encouraged to appreciate positive qualities in each other through the sharing of work in class, assemblies, displays, class-assemblies and PSCHE.

Class Behaviour Book (CBB)

All classes have a CBB. This is used to:

- Record any misbehaviours within class. Follow proforma ([appendix 3](#)) at front of book to ensure all misbehaviours are recorded correctly.
- Record any special arrangements for handing over to visiting staff.
- Keep a pack of Excellent Behaviour Slips, Behaviour Journals and letters home to parents.
- Keep a record of Excellent Behaviour Slips given.

- **Positive Handling**

Please refer to [Positive Handling Policy](#).

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with the new settings for those pupils transferring to other schools.

Training

All staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development (CPD).

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing body every three years. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Safeguarding policy
- Equalities and Inclusion Policy
- Positive Handling Policy
- Keeping Children Safe in Education, DfE, 2018
- Working Together to Safeguard Children, DfE, 2018.

Appendix 1

	<p>Excellent Behaviour</p> <p>Child's Name: _____ Class: _____</p> <p>Is coming to see Mrs Bachour or Mrs Morrison because they have earned four gold awards today. Well done!</p> <p>Teacher's signature: _____ Date: _____</p>
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Appendix 2

<p>Pupil Expectations</p> <p>Build each other up in love and learning</p> <p>Behave in an orderly and self-controlled way</p> <p>Be respectful to all members of our school community</p> <p>Use words and actions that always build each other up in love and learning</p> <p>In class, make it possible for all pupils to learn</p> <p>Move quietly around the school</p> <p>Always try your best and be attentive during learning time</p> <p>Treat the school buildings and school property with respect</p> <p>Wear the correct uniform at all times</p> <p>Accept sanctions when given</p>	<div data-bbox="459 203 724 338"></div> <h2 data-bbox="759 257 1230 309">Behaviour Journal</h2> <p data-bbox="759 365 1246 398">Which expectation did I not meet?</p> <p data-bbox="443 577 1477 611">What problem did this behaviour cause? _____</p> <p data-bbox="443 750 1477 784">Whom did this behaviour most effect ? _____</p> <p data-bbox="443 835 1477 869">What should I have done instead? _____</p> <p data-bbox="443 1032 1477 1066">Signed _____ Date: _____</p>
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<p>Pupil Expectations</p> <p>Build each other up in love and learning</p> <p>Behave in an orderly and self-controlled way</p> <p>Be respectful to all members of our school community</p> <p>Use words and actions that always build each other up in love and learning</p> <p>In class, make it possible for all pupils to learn</p> <p>Move quietly around the school</p> <p>Always try your best and be attentive during learning time</p> <p>Treat the school buildings and school property with respect</p> <p>Wear the correct uniform at all times</p> <p>Accept sanctions when given</p>	<div data-bbox="459 1261 724 1395"></div> <h2 data-bbox="759 1249 1230 1301">Behaviour Journal</h2> <p data-bbox="759 1357 1246 1391">Which expectation did I not meet?</p> <p data-bbox="443 1570 1477 1603">What problem did this behaviour cause? _____</p> <p data-bbox="443 1742 1477 1776">Who did this behaviour most effect? _____</p> <p data-bbox="443 1827 1477 1861">What should I have done instead? _____</p> <p data-bbox="443 2024 1477 2058">Signed _____ Date: _____</p>
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Appendix 3: For front of class behaviour book

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Dear parent,

Recently, your child, _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil behaviour expectations and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____