

BEHAVIOUR POLICY



Approved by: FGB

Date: January 2023

Next review due by: January 2024

Behaviour Policy

This policy provides the framework through which we will promote good behaviour, attitudes and the well-being of all our children. It is based on the aims and values of the school which are embedded in the strong Christian ethos of St. Stephen's.

Behaviour Policy

The behaviour policy sets out our school's approach to ensuring high standards of behaviour in and around the school. This ensures that our approach is consistent in all contexts and with all staff. Our policy is built around the principle that St Stephen's should provide every child the chance to reach their full potential. We aim to achieve this through positive interactions with pupils, including when it is necessary to apply sanctions to maintain high standards of behaviour.

All staff, on joining the school, should be made aware of the details of the policy, and it should be applied consistently in all contexts of the school. The Headteacher and senior leadership team will monitor the effectiveness of the policy.

It is our aim to:

- **Help pupils take responsibility for their own behaviour**
- **Recognise that their behaviour has an impact on their own and others learning**

Expectations for pupils / parents / staff

Our school rules set out the expectations we have of everybody in our school. Posters showing these expectations are displayed in classrooms and in other key areas around the school, so that all staff might refer to them when there is a need to remind children of expectations. In addition, teachers work with their classes at the start of each academic year to discuss in detail how these are applied in practice. The expectations are:

1. Listen
2. Follow instructions
3. Be kind to others
4. Respect others and the school environment
5. Develop resilience

These expectations support the idea of our whole school community being ABLE:

- A Excellence in Attitude
- B Excellence in Behaviour
- L Excellence in Learning
- E Empowered **to take responsibility for their attitude, behaviour and learning**

Behaviour contracts and Support Plans

Upon entry to the school all children sign a code of conduct with the support of their parents.

Behaviour support plans may be drawn up in consultation with the parent of a particular child, if necessary.

Zones of Regulation

The Zones of Regulation are used within school to support children with their emotional regulation. Children learn how to identify their emotions and are supported by staff with strategies regulate them when necessary.

Rewards

Often the most effective reward for work well done or a positive approach to something is a verbal comment from an important adult. As a school, we seek opportunities to praise and thank pupils for their positive actions, including by reflecting on how pupils might meet or exceed the St Stephen's Expectations. In addition, class teachers may opt to use merits, stickers, certificates or other awards to reward positive behaviour and work. These complement our whole-school approaches:

Merit Awards

Pupils who demonstrate excellence are awarded a Merit Award. Such pupils are recognised for their achievements with a certificate and a Headteacher's award sticker. These successes are celebrated with the whole school during a weekly assembly on Friday mornings.

House Points

Across the school, we also allocate all pupils to a house, for which they can earn house points. House points can be awarded to pupils for good work, helpfulness, politeness, or any behaviours that demonstrates our school values and that we might want to praise or encourage and each week the totals are shared during the merit assembly.

Sanctions

Where pupils fall short of our expectations, it is an important part of the role of the school to provide guidance and management to ensure that high standards of behaviour are maintained. The framework below indicates the usual sequence through which staff will progress in the case of continued issues. However, it is important to note that all staff are able to choose to skip earlier stages where they consider the conduct is sufficient to warrant a more serious consequence.

Stage 1 - Reminder

In the first instance, for low-level misbehaviour, pupils will be issued with a verbal warning. This will use the child's name and let them know they are disrupting the learning of others or made a poor choice
the potential for progression to stage 2.

Stage 2 - Warning

Where inappropriate behaviour continues a formal warning may be appropriate. In this case, a warning card will be placed on the table which will let the pupil know that if the behaviour continues they will be sent to a member of the leadership team

Stage 3 – Reflection Time with Leadership staff

If a warning does not lead to an improvement in behaviour, Then the pupil is sent to a member of the leadership team and will complete a reflection form so they can reflect on why their behaviour was not appropriate or disrupted the learning of others.

Stage 4 – Class suspension

In some cases, it may be necessary to remove a pupil from the classroom to ensure that a clear message is given about expectations, both to the pupil involved and to others in the class. Pupils will be sent to work in a space away from the class under the supervision of a member of the leadership team for a suitable period of time.
The class teacher will enter the incident onto Scholar Pack as an incident to keep a record of behavioural incidents.

Stage 5 - SLT Involvement

Where earlier stages of the process have been ineffective in improving behaviour, pupils will be taken to the Deputy Headteacher or the Headteacher. At this stage, appropriate sanctions may include removal from class for an extended period, internal suspension, or in some cases a fixed-term or permanent suspension may be required.

In cases of intentional physical harm, or refusal to follow instructions given by a member of staff, sanctions will move immediately to stage 5. All behaviour at this stage will be entered onto Scholar Pack as an suspension or incident by the Deputy Headteacher or Headteacher in order to maintain a record of such incidents.

Where a pupil reaches stage 4 or 5 of this process parents/carers will be informed of the circumstances of the incident. This can be done in discussion with the class teacher at collection at the end of the day, or by telephone call or in writing if necessary.

In the case of pupils who present particularly challenging behaviour, it may be appropriate to provide additional support to manage and improve behaviour. This may include additional steps or interventions to prevent incidents of misbehaviour. However, as a school we are clear that we do not have lower expectations of any pupils, regardless of circumstance.

Incidents outside of school

The school takes seriously its responsibility to set high expectations of pupil behaviour, including outside of school. Where pupils are known to have behaved in a manner outside of school which results in bringing the school into disrepute, the behaviour policy will be applied as if the incident

were to have happened in school. In such cases, parents will be informed of the actions taken and the grounds for such actions. Where behaviour outside of school may indicate potential risk of neglectful care or parenting, it may be appropriate for the incident to be recorded as a safeguarding concern using the appropriate channels.

Headteacher discretion

Where incidents are referred to the Headteacher, the Headteacher will decide on the appropriate course of action based on both the incident being considered, and known prior incidents.

Removal from class

In some cases, it may be appropriate to remove a pupil from the company of his/her peers for part of a school session. In such cases, the pupil will work in the Deputy Headteacher or Headteacher's office, completing work set by the class teacher or Deputy/Headteacher as appropriate. The intention will be for the pupil to return to lessons at the earliest opportunity.

Internal Suspension

Where a child is at risk of a school suspension, it may be appropriate for an internal suspension to be used in the first instance. This is intended to make clear to the pupil the need for a significant change in behaviour. In such cases, the pupil will work in the Deputy Headteacher or Headteacher's office, completing work set by the class teacher or Deputy/Headteacher as appropriate.

Where an internal suspension is used to manage behaviour, parents will be informed by letter. In addition, a request will be made for parents/ carers to attend a meeting with the Headteacher to discuss the pupil's reintegration into their class, and to ensure that all parties are clear about the risks of further misbehaviour which might lead to fixed-term or permanent suspension.

Fixed-Term Exclusion

Fixed-term exclusions are permitted by law as a tool for maintaining good discipline. In all circumstances the school will have regard to the guidance set out in the government guidance at: <https://www.gov.uk/government/publications/school-exclusion>

Permanent Exclusion

In exceptional circumstances, it may be appropriate to permanently exclude a child from St Stephen's CE Primary School. This decision will be considered as a last resort where it is felt that a child's continued attendance at the school would seriously harm the education or welfare of other pupils in the school, or in cases of serious or persistent breaches of this policy. As with fixed-term exclusions any decisions will be in line with the government guidance.

Pupil Consultation

The children in the school were consulted with when this policy was written and DFE guidance was followed.



Expectations at St Stephen's CE Primary School

Every member of our school family can stand as spiritual, confident, positive individuals, rooted in Christian values, empowered to face life's challenges, reach their full potential and serve their community

Expectations:

1. Listen
2. Follow instructions
3. Be kind to others
4. Respect each other and the school environment
5. Develop resilience.

Stage 1 - Reminder

Stage 2 - Warning

Stage 3 – Reflection time out of class

Stage 4 – Class Suspension

Stage 5 - SLT Involvement

Playtime behaviours

Expectations:

1. Listen
2. Follow instructions
3. Be kind to others
4. Respect each other and the school environment
5. Develop resilience.

Stage 1 – Reminder if seen by adult supervising or reported by another child (low level)

Stage 2 – Warning if seen or reported and cause for concern

Stage 3 – Sit on bench for reflection time (1 to 10 minutes maximum)

Stage 4 – Report to SLT (consequence actioned by SLT)

Stage 5 - SLT Involvement