



*'Let Your Light Shine'*

*(Matthew 5.v16)*

# **Behaviour Policy**

**Approval Date: Spring Term 2022**

**Review Date: Spring Term 2023**

# OUR MISSION STATEMENT

## *'Let Your Light Shine'*

*(Matthew 5.v16)*

At St. Stephen's Church of England Primary School we are proud to be a Church School with a distinct Christian character and ethos. We promote a love of learning within a safe and secure environment, in which every child matters as a precious gift from God. We believe every child is unique, different and special.

Christian values and spirituality are at the heart of all aspects of school life. Our school's Christian ethos reflects mutual care and concern- where faith, love, hope and truth flourish. Our school is a place where children are able to establish and deepen their understanding of God through prayer and reflection in daily acts of Collective Worship and Religious Education.

We provide a creative and challenging curriculum in order to inspire and motivate our pupils. We want all our children to feel secure and happy, enabling them to reach their fullest potential. We believe that happy children learn well and we thrive on celebrating the achievements of all our pupils across all areas of learning.

We aim to create an environment where children develop the confidence to think for themselves; where pupil voice is at the heart of all decision making and where all children feel valued and respected.

Our school ethos is built on mutual tolerance and respect for all human beings, regardless of beliefs culture or race. Charity and caring for those in need is fundamental to our work in school. We are all children of God so we aim to treat others as we would like to be treated ourselves.

We work in partnership with governors, families; the wider community and our local Parish Church to ensure everyone has a voice in achieving the best possible education for our children.

Ultimately we are committed to excellence for all and through a process of continual reflection and evaluation we ensure that standards are continually raised and improved.

# *'Let Your Light Shine'*

*(Matthew 5.v16)*

*Our school motto encompasses all that we are about as a school.*

*'Let your light shine'*

*The motto incorporates three fundamental elements:*

*The light of the Gospel message of Jesus*

*The light of individual talents*

*The light of learning*

## Introduction

At St. Stephen's CE Primary School we encourage outstanding standards of behaviour by developing codes of conduct based on shared values and mutual respect, supported by rewards and sanctions within the context of a positive whole school 'family' atmosphere. We endorse the advice in DfE publication 'Behaviour and Discipline in Schools 2014' (updated 2016).

### Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

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 must publish their behaviour policy online

### Scope

This policy statement refers to all children who attend St. Stephen's CE Primary School irrespective of gender, disability, ethnicity, social, cultural or religious background. This school has high expectations of all pupils and we acknowledge our legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEND.

## Statutory Duty of the School

The Head teacher and the Governing body are ultimately responsible for promoting good behaviour and discipline in the school. Head teachers must publicise this policy by making it known within the school and to parents.

## Rationale

The management of behaviour and the need to develop good discipline throughout the school is a responsibility not only of the Head teacher and Governors, but of all staff; teaching and non-teaching, parents, and the LA. We also recognise that it is the quality of the relationship between staff and pupils that is key to promoting good behaviour and that an orderly positive atmosphere is necessary for effective teaching and learning to take place.

## Vision and Aims

St. Stephen's C of E Primary School's Mission Statement:

At St. Stephen's Church of England Primary School we are proud to be a Church School with a distinct Christian character and ethos. We promote a love of learning within a safe and secure environment, in which every child matters as a precious gift from God. We believe every child is unique, different and special.

This policy reflects the Vision and Aims of the school: develop learning partnerships between home, school and the community, thereby encouraging the development of the whole child, encouraging each child to become independent, self-motivated and self-disciplined, showing respect for themselves and others

## School Ethos and Values

As a Christian school there is a family environment in our school with high expectations of behaviour within a framework of love, reconciliation and forgiveness. A shared and understood code of conduct ensures a consistent message of respect and self-control for adults and children. We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with adults help children to behave well. St. Stephen's CE Primary School is a place where learning and personal development take place in a climate of trust and confidence. Children feel secure. They are encouraged to talk and are listened to (see Confidentiality Policy). Curriculum activities and opportunities for PSHE equip children with knowledge, skills and vocabulary that they need to develop self-control and respect for others (see PSHE policy). All staff and volunteers working in school have a responsibility to act as role models of acceptable behaviour. A climate of trust, openness and communication exists between home, school and the wider community. Sanctions are appropriate and consistent with a clear progression of severity. Unacceptable or inappropriate behaviour

may indicate emotional and behavioural special needs where a child needs special support to be included in school life.

### **Entitlement**

At St. Stephen's CE Primary School, we want all our pupils to feel happy, cared for and safe in a structured and positive learning environment. They will be encouraged to give their best at all times, both inside and outside the classroom.

This will be achieved by:

- Having a clearly defined system that is understood by all staff and followed consistently, alongside parental cooperation and involvement
- Children being aware of the school behaviour system, including rewards for good behaviour and sanctions for inappropriate behaviours
- Ensuring pupils feel they are important as individuals and that their work is appreciated
- Praising children for their achievements and efforts
- Teaching that is sensitive and makes appropriate provision in the classroom for children of all abilities so they can experience success
- Adults acting as role models encouraging positive behaviour, courtesy and respect
- Having a calm, purposeful and happy ethos throughout the school.
- Encouraging increasing independence and self-discipline, ensuring all children learn to accept responsibility for their own behaviour.
- Ensuring the safety of all children and adults within the school.
- Providing common and effective structures to promote effort, achievement and positive behaviour.

### **School Rules**

Our School Rules and Class Charters are written, agreed and designed to make clear how we as a whole school and as individuals can achieve outstanding behaviour. They are reviewed with classes each year and constantly referred to. Our behaviour system and class charters are displayed on all classroom walls.

They are:

- Kept to a minimum;

- Positively stated, telling the children how to behave rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Consistently applied and reinforced;
- Promote the idea that every member of the school has responsibilities towards the whole.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- 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

### **Celebrating Success**

At our school we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by pupils, parents and staff during the academic year.

Verbal praise in class; Written praise in marked work; Sharing and celebrating success during lesson time - use of circle time for pupils to discuss their own behaviour related concerns; Golden Time; class reward charts and certificates; Sharing and celebrating success in worship time; Merits/stickers awarded in lessons for homework, good classwork, being on time regularly, caring for others, helping others, being thoughtful or considerate etc; Christian Values and Achievement Certificates in Celebration Worship which are awarded for a wide range of reasons -such as exceptional work, improvement, kindness etc.

## **Strategies, Sanctions and Consequences**

Although this school aims to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour.

When unacceptable or inappropriate behaviour does take place there is an expectation from children and adults alike that appropriate sanctions should be applied. These are clearly understood by children and adults and are consistent across all classes, with due regard to the age of the child. They are progressive and are relative to the frequency or severity of the inappropriate behaviour:

1. The teacher "look"
2. A calm warning eg: the name of the child
3. Repetition of the child's name and a statement of the inappropriate behaviour

(At this point the teacher may use their own system eg: Golden Time, Traffic Lights, etc.)

4. The child is given the choice of whether to change his or her behaviour or continue to "time out" for eg: 10 minutes - this is a withdrawal table in the classroom
5. The child is sent with work to the next class for 10 -15 minutes. The child misses playtime as a consequence for their actions.
6. The child is sent to the Headteacher who discusses behaviour and withdraws a privilege eg: playtime
7. The Headteacher discusses the child's behaviour with his or her parent and an approach with home co-operation is developed. Where repeated wrong choices are made, school create a Solution Focused Action Plan in a bid to support and guide the child to make good choices of behaviour.
8. In certain cases the child will be put on the school SENS register (see section 9.4)

In the case of inappropriate behaviour in the playground the Midday Supervisors will use strategies - with "time out" being a short breathing space on the wall in the playground. If the child persists in bad behaviour or the behaviour is particularly severe then they will inform the class teacher and/or refer the matter to the Head teacher.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect on their behaviour and to make amends.

This process does not, however, replace consequences. At our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

### Restorative Justice/Reflection on Actions/Forgiveness

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

What happened? Who else has been affected by this? What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked make a sorry card or complete a behaviour reflection sheet describing their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

The Christian values of reconciliation and forgiveness are a key aspect of these meetings with pupils encouraged to resolve differences and forgive hurt so that both parties can move on.

### Disciplinary Action

There is a clearly defined process for issuing sanctions in this school. Wherever possible pupils are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious. Over and above strategies already mentioned, the school uses a range of consequences for bad behaviour which are outlined in more detail below:

### Parents

The school aims to establish collaborative links with parents and will try, whenever possible, to accommodate the personal needs of parents so consultation, discussion, advice etc. is always available. Staff are happy to be approached about worries parents may have concerning their children. If the behaviour of a child is causing the school some concern parents will be contacted and actively involved in finding a suitable approach to the individual child's behaviour.

### Pupil Behaviour Books

Where the pupil does not respond to regular warnings and actions, they are issued with a Home /School Behaviour Book which is taken home daily. Patterns of behaviour can then be discussed with parents and meaningful sanctions imposed eg: removal of privileges at home.

### Incidents of a Serious Nature

Incidents of a very serious nature or a persistent nature will be referred to and dealt with by the Headteacher or Deputy Headteacher. This will usually involve the Headteacher or relevant member of staff working closely with the child and his/her parents to address and resolve the inappropriate behaviour. If necessary, an 'Individual Behaviour Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

### Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### Additional support

When a child is persistently behaving in a way which disrupts teaching and learning or causes distress to other children, other support may be required: Teachers may monitor behaviour using a behaviour chart. These highlight areas giving cause for concern. Solution focused action plans are also used effectively to support those pupils who require additional support to behave well. We may also use a home school diary so that children can start to understand that home and school work together to solve problems. When a child is on the Additional Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ to our traffic light procedure. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child.

It may be necessary in some cases to request advice from Crisis Response or the Educational Psychologist and use their expertise in dealing with children whose behaviour is causing concern. It may be necessary to seek the advice of other external agencies. A referral will be made upon parental agreement, should this be required. Other expert advice may come from a Social Worker or Police. In the most extreme situation, where a child's behaviour is becoming physically aggressive, and where they are a danger to themselves and others, staff may employ the 'Team Teach' techniques in order to physically remove the child to another setting. Decisions to restrain or remove pupils will only be done under guidance and only fully trained members of staff will be involved. All incidents will be recorded and reported to parents. In some cases exclusion may need to be considered.

### Suspension / Permanent Exclusion

If the above strategies have been carried out and the pupil still behaves in an unacceptable manner or the pupil is endangering other pupils, themselves or an adult it may be necessary to suspend the pupil. In such cases the Headteacher will contact the parents of the child giving the reason for the suspension. Fixed term suspensions will only be issued after the school has tried all strategies and no other options are available. The school reports all fixed term suspensions to the Local Authority and to the Governing Body. The school also works closely with the Crisis Response Team to prevent further fixed term suspensions and ultimately permanent exclusion, this may result in a managed move to another school for the pupil. A programme of support and a risk assessment will be implemented with children, parents, staff and other professionals on return to school from fixed term suspensions.

### Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

### Evaluation

The behaviour of the children is under constant review by staff, and approaches are adapted or modified for individual children or incidents, while still keeping to the broad guidelines contained in this document. Class teachers record all incidents and consequences and these are analysed by the Headteacher on a regular basis.

### Policy Review

This policy will be monitored and frequently reviewed to ensure it meets the needs of the pupils and the school. The Headteacher and Governing Body will have responsibility for the implementation, management, monitoring, resourcing and review of this policy.

Written statement of behaviour principles:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the Every Child Matters committee annually.