

ST STEPHEN'S JUNIOR SCHOOL

BEHAVIOUR POLICY

The aim of this policy is to ensure that all children, parents and staff are aware of the behaviour expectations and discipline procedures within our school. At St Stephen's we aim to provide a safe, calm and caring environment where all children can enjoy their learning without disruption. We encourage children to be polite, well mannered and helpful to each other as they grow in their awareness of how to be good citizens.

Positive behaviour strategies

At St Stephen's we believe that encouraging positive behaviour is an essential strategy in creating a positive and caring environment. All staff are advised to use positive behaviour strategies wherever possible instead of reprimands and sanctions.

As a school we aim to:

- Encourage children to have high expectations of their own behaviour knowing that 'Every day is a chance to be the best that I can be'.
- Make the clear distinction between a child and their behaviour in any given scenario.
- Provide children opportunities to reflect on their behaviour, the impact that it may have on others and how to move forwards in a positive way following behaviour that they may not be proud of.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Have a consistent approach to behaviour throughout the school.
- Treat all children fairly and with respect.
- Acknowledge good behaviour and use positive rewards frequently.
- Use sanctions appropriately and fairly.
- Foster positive relationships with parents in order to challenge misbehaviour together.

All staff are encouraged to praise good behaviour and work at every opportunity. Rewards can take many forms and be tailored to meet the needs of individuals, groups, classes, year groups and the whole school.

Examples of positive rewards include:

- Use of Class Dojo to celebrate success and achievements with fellow pupils, parents and carers.
- Feedback from staff including written feedback, verbal praise and incentives such as stickers.
- Class incentives and activities.
- Recognition in assemblies or wider school celebrations.
- Display of work in school, on website or on twitter account.
- Certificates from staff or peers.
- Care Courtesy and Consideration nominations for experiences and trips.
- Phone call/postcard home to share good news.
- Award of school cups for helping to shape our positive culture.
- House points throughout the school day.

Children on a specific behaviour programme will have rewards negotiated between the class teacher and the child and therefore tailored to meet their needs.

Rules & Expectations

Teachers and children will negotiate and agree a set of positive class rules at the beginning of each school year and these rules will be displayed at all times. They should be easy to understand and apply and should be reviewed regularly - at least once each term through PSHE sessions.

In addition, the school's behaviour policy is underpinned by a shared set of expectations which the children are to model and demonstrate throughout the school day. They are as follows:

- Every day is a chance to be the best that I can be.
- I am an important member of our school family and a role model to others.
- I belong here and help others to feel that they belong too.
- I respect and support the people around me.
- I make a positive contribution to my school.

Playground Code of Conduct

A behaviour code is displayed in the school playground to reinforce positive behaviour and the school's expectations. This was proposed and agreed through discussions with pupils:

- We respect other children and use only kind words.
- We listen to, and follow, all adults' instructions.
- We try to solve problems with our friends independently or we use peer mediators.
- We look after school equipment carefully, and share it fairly.
- We include everyone in our games, so that no-one feels left out.
- We avoid physical contact with others because we do not want to be hurt.

Lunch time Supervisors have sanctions for when this code is breached and where necessary, children have time out for 5 minutes to reflect on their behaviour, apologise and resolve the situation.

Misbehaviour

Unacceptable behaviour at our school are actions that undermine or oppose our shared expectations. There are three stages of severity and examples of behaviour classified within each of these groups are included in the appendix to this policy (Whole School Behaviour Plan).

Stage 1 - Negative

Stage 2 - Serious

Stage 3 - Extremely Serious

PLEASE ALSO REFER TO COVID 19 ADDENDUM FOR DETAILS ON BEHAVIOUR THAT WILL BE CONSIDERED WITHIN THESE STAGES AT THE TIME OF THE OUTBREAK.

Sanctions

All sanctions relating to behaviour are outlined in the policy appendix (Whole School Behaviour Plan). The severity of the incident will determine the level of sanction but **could** include examples shown below. Where behaviour is challenged but continues, sanctions will escalate.

1. Verbal warnings, either private or public. In the first instance this should be by praising good or desirable behaviour, rather than highlighting poor behaviour.
2. A reminder of school expectations, class / playground rules and why we have them in place (to help ourselves and others be the best that we can be). The opportunity to make the right choice given.
3. Loss of a dojo point.
4. Separation – from other child(ren) or a situation to allow time to cool down and rethink actions. A staff member will speak with the pupil before they return to the situation or setting so that expectation is clear regarding what behaviour is now to be demonstrated.
5. Missing break or lunch time to discuss unacceptable behaviour and complete a reflection on next steps. This may also include writing letters of apology.
6. The movement of a pupil to work in the classroom of either Head of Year or another class teacher for an agreed period of time.
7. Break or lunchtime exclusion for a set period of days (set at time of incident or further exploration).
8. An internal exclusion where a pupil works in isolation under the supervision of a member of the SLT.
9. An external or fixed term exclusion with the length of time being one day or more according to the severity of the incident.
10. In specific cases, a meeting will take place between parents, Headteachers and any other member of SLT to create a behaviour contract. The behaviour contract will vary according to the child's needs and the nature of any incident but could include an observation conducted by the SENCO. A behaviour support plan/pastoral plan will be put in place and a review date set. If there is insufficient progress at review, the child could be referred to LIFT for outside, professional support. Work with other suitable outside agencies will also be considered where relevant.

Communication with Parents & Carers

The appendix provides more information on the instances where a member of our staff will contact parents. Our intention in raising issues is to ensure that school and family are working together in shared agreement about the positive behaviour that we wish to encourage in all of our children.

Exclusions

Any form of exclusion will always be agreed by the Headteachers or SLT member acting in their capacity. More information about this process can be found in St Stephen's Junior School Exclusion Policy.

Break and lunchtime exclusions mean that a child will not be permitted to go outside for their playtimes. They will be provided with the opportunity to eat lunch or their snack and to use toilet facilities.

An internal exclusion is where a child completes a range of lesson-based tasks but does so away from other classmates or pupils. They are supervised by a staff member but work in isolation. Practice around using the toilet and eating lunch is as above.

An external or fixed term exclusion is when a child is removed from the school setting for an agreed period of time.

A permanent exclusion is when a child is not able to return to the school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteachers will discipline the pupil in accordance with this policy (See Appendix Stage 3). This includes temporary or permanent exclusion and is linked to the school's 'Dealing with Allegation of Abuse against Teachers and other Staff' policy.

The Headteachers will also consider the pastoral needs of staff accused of misconduct.

Physical restraint and physical contact

(Source: Department for Education: Use of reasonable force, 2013).

PLEASE READ COVID 19 ADDENDUM IN RELATION TO POSITIVE HANDLING. SCENARIOS WHERE THIS WILL TAKE PLACE ARE CURRENTLY RESTRICTED.

"There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm. It is not illegal to touch a pupil".

As per this guidance, our school advocates that we should **not** have a ‘no contact’ policy.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

If a pupil complains about force being used on them, all complaints should be thoroughly, speedily and appropriately investigated.

Bullying

At St Stephens Junior School we define bullying as:

‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’

We do not accept any form of bullying within the school and any reported bullying will be dealt with promptly and firmly. Our separate Bullying Policy details the actions which will be taken when dealing with an incident of bullying.

Racial incidents

A racist incident is any incident which is perceived to be racist by the victim or any other person. Our separate Racial Incidents Policy details how such incidents will be dealt with.

School trips/visits

Children on school trips are expected to behave, as they would do in school. If inappropriate behaviour is identified, this will be dealt with in accordance with this policy and supporting appendix. Sanctions that are not practicable at that time will be applied when the pupil returns to the school setting. Immediate removal from the trip might also be an outcome.

If behaviour contravenes regard for health and safety or is regarded as serious the child may be excluded from the rest of the trip. Attendance on future trips will be managed and assessed with a clear behaviour plan and risk assessment.

Monitoring and review

This policy is intended to be used in conjunction with other school policies, including:

- Anti-Bullying policy
- Racial incidents policy
- Exclusion policy
- Parents code of conduct policy

Training

Behaviour management will also form part of continuing professional development.

A staff training log is held at school. This policy will be reviewed annually as part of the school monitoring cycle.

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