



ST. STEPHEN'S JUNIOR SCHOOL.BEHAVIOUR POLICY

Pupils will only be able to thrive if they feel safe and secure at our school. Creating a sense of belonging so that effective learning can take place is at the heart of our school vision and values. Educating our children to respect and care about themselves, others and the world that we live in will empower them to shape all of our futures. Pupils' behavior is at the heart of ensuring a culture of belonging within our school for all. Our approach to behavior in school is underpinned by the work of Paul Dix – When The Adults Change.

Our school rules of Ready, Respectful and Safe underpin our behaviour expectations.



Aim of the behaviour approach in school:

- To provide a safe comfortable environment in school where high-quality learning takes place.
- To provide a clear and consistent guide for staff, pupils and parents in terms of behaviour.
- To ensure all behaviour is dealt with calmly and positively.
- To focus on restoration rather than sanctions.
- To teach explicitly the behaviours that we expect.

All staff must:

- Welcome and greet children at the start of each day.
- Dismiss and greet children during transitions for break and lunch.
- Never walk past pupils who are not meeting behaviour expectations.
- Use recognition boards daily to reward expected behaviours
- Refer to the rules of ready, respectful, safe.
- Recognise that behaviour is everyone's responsibility.
- Model and praise the behaviour we expect.
- To explicitly teach behaviour.



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The senior leadership team must:

- Be a visible and supportive presence around the school.
- Celebrate staff and students whose efforts go beyond expectations.
- Ensure staff training needs are identified and targeted.
- Review behaviour data to understand patterns and trends.
- Support staff in managing students with more complex or challenging behaviours.

Behaviour for learning

Behaviour for learning will be explicitly taught in classes focusing on these key behaviours. Children will be chosen for behaviours below and their will be a daily focus on the class recognition board.

- Speak politely
- Be kind
- Hands and feet to yourself
- Active participation
- Terrific team-mate
- Be neat
- Purple Pen Perfection (always editing their work and responding to feedback)
- Be Ready
- Respect resources
- Legendary lines
- One Voice

How we celebrate good behaviour

- Use of recognition boards throughout the school
- Certificates to reward good behaviour and learning
- Use of tokens to reward the behaviours of Ready, Respectful and Safe
- Phone calls/ postcards home
- Hot chocolate / Ice lolly Fridays with the headteacher
- Celebration of good work in the Newsletter
- Celebration in year group assemblies
- Display of work around the school/ on Twitter

How we deal with behaviour in school:

Appendix A Behaviour Flow Chart

Appendix B Behaviour Approach

The class teacher is best placed to deal with the majority of behaviour incidents in school.

Language around behaviour

- Staff should remain calm, neutral and unemotional when dealing with behaviour.



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- Staff should use positive language and focus on diffusing the situation as quickly as possible.
- Staff should follow scripted conversations.
- Staff should avoid discussing the pupils behaviour in front of the pupil.

Use of Sanctions

Sanctions have little impact on pupils behaviour and this should always be considered. The focus should be on restoration and discussion which help develop pupils understanding and the effect of their behaviour on others.

- A restorative approach should always be taken so that the individual has time to reflect on their actions and the impact on others.
- Pupils may have to miss break/ lunch for a restoration and reflection to be facilitated.
- Pupils may need to work under supervision of another Class Teacher/ Head of Year
- Parents will be contacted for physical incidents.
- If an incident happens towards the end of the day, wherever possible a restorative conversation will happen before the child goes home. We focus on ensuring that there is a fresh start for every child.
- The focus should be on considering preventative measures and understanding behaviours.

Extreme behaviours

Some children will exhibit more extreme behaviours and behaviours which may cause a significant risk to themselves and others. These will be dealt with by staff who work directly with these children alongside SLT.

Children may need to be restrained if they are exhibiting extreme behaviours, these will always be as a last resort. Any instances where this has taken place will always be reported and documented on My Concern. All staff who have used physical restraint need to report this via a school incident form. The use of Physical Restraint in our school follows the DFE Use of Reasonable force 2013. We do not operate 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



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- 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.

Suspension and Exclusions

Suspensions may need to occur following extreme incidents and will always be a last resort. These will always be at the discretion of the Headteacher. Suspensions will either be in school, where children will work under supervision of a member of SLT, or fixed term out of school.

Suspensions in school will always include physical rest breaks but this will be at a different time to the rest of the school.

If these do take place, it will always be so that a plan can be created by the school to better support the pupil and prevent future situations happening. It will also give the child and parents opportunity to reflect on behaviour.

More information is available in the Exclusion Policy.

Permanent Exclusion will always be a last resort and only considered under the following circumstances.

- The pupil has not responded to strategies and the safety and learning of others is being hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Specific behaviours:

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'



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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. Where Bullying has been found to have taken place a DSL will be informed.

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. A DSL will always be informed of a racial incident via My Concern

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

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.

Sarah Heaney & Laura Cutts

Headteachers