

# 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 learn without disruption. We encourage children to be polite, well mannered, helpful to each other and to become good citizens. As a school we expect children to adopt certain standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions.

### 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.
- 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
- make boundaries of acceptable behaviour clear and ensure safety
- raise awareness about appropriate behaviour and promote it through positive reinforcement
- treat all children fairly and with respect
- acknowledge good behaviour and use positive rewards frequently
- use sanctions appropriately and fairly when school rules are broken
- 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:

- Verbal praise
- Written comments in books
- Stickers
- Class charts
- Recognition in assemblies
- Displaying work in school or on our website
- Excellent work or good behaviour certificates
- Being sent to another member for staff for praise and recognition
- Care Courtesy and Consideration nominations and school trips
- Phone call/postcard home to share good news
- Star of the week in year groups
- Cups in assembly
- Dojo points linked in with 'It's good to be green.'
- 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

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 general set of rules which the children are expected to follow during all times of the school day. These rules are:

- Be kind to others and keep unkind thoughts or actions to yourself
- Be polite and respectful at all times
- Respect school property and the belongings of other children
- Always try your best
- Be honest and truthful at all times
- Walk around the school building sensibly

### Playground Code of Conduct

A behaviour code is displayed in the school playground to reinforce positive behaviour and the schools 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 when this code is breached and children have time out for 5 minutes to reflect on their behaviour, apologise and resolve the situation.

### Sanctions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

As a school we are aware that positive behaviour strategies will not work in every situation and rules will be broken by certain children. Under these circumstances a set of sanctions are in place to deter the unacceptable behaviour from happening again. The severity of the incident will determine the level of sanctions to be used but will range from:

1. Verbal warnings, either private or public. Can be done by praising good behaviour, rather than highlighting poor behaviour.
2. Separation – from a child or a situation to allow time to cool down and rethink actions. Child to move seats for a set period of time.
3. Behaviour log to record any incidents (Shared drive on line).
4. Miss some of playtime or lunch times (supervised).
5. Sent to another teacher in the year group with appropriate work. Prior arrangement is vital. Time limit agreed with the child.  
Inform year group leader.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
  - Any form of bullying
  - Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
  - 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
6. In severe cases, where the unacceptable behaviour is repeatedly shown at break-times then the child may be stopped from having playtimes for a set period of time. Parents will be informed if this measure has to be taken.
7. Extreme cases/repetitive incidents – sent to Headteacher. Parents informed and invited to discuss the situation with Headteacher. An action plan should be agreed. This will vary according to the child's needs.
- An observation to be conducted by Senco  
▼
- A behaviour support plan/pastoral plan to be put in place and a review date set. Copies given to relevant staff and parents.
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- Insufficient progress at review, child referred to LIFT for outside, professional support.
8. Exclusion as appropriate – implemented by Headteacher. Paperwork completed
9. Reintegration meeting.

## Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

The headteacher 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).

*“There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Our school as per this guidance advocates that we should **not** have a ‘no contact policy’. 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”.*

*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 (see appendix 3 for a behaviour log)

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, especially behaviour that contravenes health and safety issues, exclusion from the rest of the trip and future trips will be considered.

## **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.

**S Heaney/S Millsted/L Cutts**

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