

St Stephen's Church of England

Multi Academy Trust



**St Stephen's
Church of England
Primary School**

Behaviour Policy

Policy agreed by staff:	April 2017
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Policy agreed by LGB:	July 2017
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Policy to be reviewed:	April 2019
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1. Introduction and Aims

At St Stephen's CofE Primary School, we aim to provide a happy, positive and secure learning environment where every child has the right to learn and every teacher has the right to teach. It should be a place where:

- Children's safety and care is a priority
- All children learn and enjoy their learning without interruption
- All children gain an understanding of what is right and wrong
- Teachers can teach and respond to their pupils without interruption
- Children are proud to wear the school uniform and belong to St. Stephen's CofE Primary School
- Parents are involved in supporting the school.

Through praise and encouragement, we aim to emphasise the following positive qualities:

- kindness
- consideration
- tolerance
- respect
- co-operation
- patience
- empathy
- good manners

and the following Christian values:

- trust
- friendship
- respect
- perseverance
- tolerance
- compassion.

Directors, Trustees, the Local Governing Board and visitors are welcome at any time and will receive a friendly and polite welcome. They will see:

- Children learning
- Children and adults caring for each other
- High standards of behaviour

2. Framework and advice

In applying this behaviour policy, the school will act in accordance with the following legislations and guidance:

Statutory Framework

- section 175 of the Education Act 2002 requiring the Governing body to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children

- general duty to eliminate discrimination under section 149 of the Equality Act 2010
- Education and Inspections Act 2006

Non-Statutory Advice

- Use of reasonable force 2013

3. Roles and Responsibilities

The Local Governing Board will:

- deal with allegations against teachers and school staff (in line with St Stephen's CofE Multi Academy Trust policy) quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

Staff will:

- be supported by senior leaders to implement the behaviour policy
- follow and apply the behaviour policy consistently
- be fair and consistent
- develop an effective working atmosphere

Parents will:

- be aware of the school Code of Conduct and the Home/School Agreement
- co-operate with school
- ensure children's regular attendance and punctuality
- encourage their children to show respect and support the school's behaviour policy

Pupils will:

- move in an orderly manner around school
- show respect for people and property
- demonstrate appropriate levels of concentration and self-discipline
- take responsibility for their own actions
- co-operate with and respond to the school's code of conduct
- be polite, considerate and caring

We think all our children are able to take responsibility for their own actions. Nearly all our children do this already. Here are the choices:

Choose to Work & Behave Properly

Thanks
Rewards
People at home pleased
Good feelings
Lots of friends
Enjoying school
Good reports
Good education

Choose Not to Follow the Rules/Expectations

Correction
Consequences
People at home not pleased
Bad feelings
Fewer friends
Not enjoying school
Poor reports
Wasted education

4. Expectations

School Rules:

- Be kind and considerate. Think before you act.
- Sit still and listen carefully to whoever is speaking.
- Work quietly on tasks.
- Keep your hands and feet to yourself.
- Walk inside the school to keep everyone safe.
- Look after equipment and put it away carefully to keep the classroom tidy.
- Follow instructions the first time.

Class Rules:

At the beginning of each academic year, the class teacher and pupils will develop their class code of conduct. The code should be clear, simple and positive and be displayed in the classroom.

We have a clear policy:

- **Good behaviour should be rewarded**
- **For unacceptable behaviour, there will be consequences.**

This simple system is the basis of everything we do. We have asked the children and they agree with us. We hope you agree too. We must, therefore, have a number of rules and expectations to judge whether our behaviour is good or unacceptable.

The following behaviour is considered to be unacceptable:

- bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyber bullying)
- physical aggression towards pupils and adults – kicking, hitting, pushing, etc.
- swearing, answering back or any form of verbal abuse
- not doing what is reasonably asked of them by an adult
- rudeness
- damaging school property with intent or taking property without permission
- using threatening or intimidating behaviour
- children spoiling things for others
- stealing
- racism

Reasonable force: All members of staff have a legal power to use reasonable force usually to control (either passive physical contact or active physical contact) or restrain (to hold back physically or to bring under control) a pupil, however this is a last resort and will only be used in cases where reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Reasonable force will not be used as a punishment. For more information and examples of where reasonable force may be used see the DfE guidance 'Use of Reasonable Force' document.

5. Rewards

The following is a non-exhaustive list of rewards that may be used in school to praise acceptable behaviour:

- Verbal praise
- Positive comments in a child's book
- Good and positive comments written in school reports
- Stickers for good work, attitude or behaviour
- Given responsibility to do a job
- Chosen to represent the school in various ways
- Children to show work to another teacher or a senior leader
- Good work certificate presented in Celebration Assembly each Friday
- Housepoints with a half termly reward
- Table points with a prize at the end of each week for the winning table
- Golden time each Friday for 20 minutes

The House system operates consistently throughout the School from Reception to Year 6 as follows:

- Classes are divided into 4 houses (Oak, Ash, Chestnut, Pine)
- Housepoint charts will be displayed in classrooms
- Children will be awarded house points for academic achievement and non-academic achievement. When house points have been awarded they should not be taken away
- Children may mark up their own individual points, under supervision. The teachers or Year 6 monitors will total up the points on a weekly basis
- The name of the winning House will be read out in the weekly Celebration Assembly
- The winning House will be rewarded at the end of each half term.

6. Stages of Intervention and Sanctions

Lesson time

Each classroom will display the 'Good to be Green' chart, pupils will be able to articulate this system and it will be used consistently in class. Here are the stages of intervention:

Good to be green and stages of intervention		
Good to be Green	Stages of Intervention	Golden Time
Green	All pupils will begin each day on a green card	20 minutes
Amber	Step 1: Warning	2 minutes lost if on an amber card at the end of the day
	Step 2: Move to isolated desk in the classroom	

Red	Move to alternative class to complete work in isolation (for 1 hour)	4 minutes lost if on a red card at the end of the day
Where an incident is more severe, pupils will be escorted, by a member of staff, to a senior leader who will discuss the incident with the pupil and determine a relevant consequence (this will usually be a lunchtime isolation that day or the following day depending upon the nature and time of the incident).		

Playtime and lunchtime

Lunchtime supervisors will also praise acceptable behaviour and provide sanctions for unacceptable behaviour. This could be by:

Rewards

- Verbal praise
- Stickers
- Responsibility to do a job
- Housepoints
- A trophy earned for the lunchtime award which will be presented to the class with the most trophies on their chart at the end of the week

Stages of intervention and sanctions:

- a) verbal reminder of expectations by lunchtime supervisors
- b) mediation by senior lunchtime supervisor
- c) child to be isolated by wall for agreed length of time
- d) child escorted to senior leader (entry into behaviour log and liaison with parent/carer)

If your child is asked continually to see a senior leader, a letter home will follow asking you to come in to discuss the problems and, in a serious case, the Chair of Governors will be informed. Further action may include daily or weekly reports using a behaviour book.

If this challenging behaviour continues or involves violence or racial abuse, a reduced timetable at school will be considered.

Finally, we will do all in our power to avoid exclusion. If behaviour remains without improvement the Local Governing Board may be asked to approve exclusions from school. A date would be fixed for return and discussions between the child, parents and Headteacher would ensue to move forward.

We always give opportunities for a new start, but our responsibility is to all families at St. Stephen's CofE Primary School. **All children must have the right to learn.**

7. Parent Message

A last message. We do realise how much support and encouragement we have from you, for which we thank you.

Thank you for your time, help, and for trusting us with your children. Let us all work together on the same side – the children's side, and let us make St. Stephen's Church of England Primary School a school of which to be proud.