



*Happy. Inspired. Ready*

**'Turning your ear to wisdom and applying your heart to understanding'. Proverbs 2:2**

## **BEHAVIOUR POLICY**

<b>Action</b>	<b>Policy to be reviewed as required and at least annually</b>		
	<b>Owner</b>	<b>Date</b>	<b>Completed</b>
Updated	Chloe	Sept 2019	✓
Next Review	Chloe	Sept 2020	
Approved			

## **Statement**

At St Stephen's CE Primary School we promote a community and environment where all members can work safely and happily to the best of their ability within the Christian context.

Our Christian values underpin all aspects of our behaviour policy in terms of our expectations of pupils' behaviour and in how incidents of poor/unacceptable behaviour are managed by staff.

Good behaviour is an essential condition for effective teaching and learning to take place, and to provide for a safe and healthy working, study and play environment.

The underlying principle of St Stephen's CE Primary School's behaviour policy is to adopt a positive and affirmative approach to behavioural matters wherever possible. This policy involves all members of our community: pupils, staff, volunteers, parents, governors, and visitors to the school, alongside other external participants in school activities.

Staff at St Stephen's CE Primary School recognise that all children have individual needs, which are taken into consideration when any incident occurs.

## **Aims**

St Stephen's CE Primary School we aim to:

- establish a Christian ethos that is expected in a Church of England school
- create conditions for an orderly community where effective learning can take place, and in which there is a mutual respect between all members and a proper concern for the environment
- develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions
- encourage staff, children and parents to value good behaviour
- establish a clear code of conduct which will be encouraged by a system of rewards and, where necessary, sanctions, working within a positive atmosphere

- respect all members of our community
- promote high esteem and self-worth in order to develop good relationships, make moral decisions and interact positively
- create a positive and stimulating learning environment with high expectations of children's work

### Objectives

All members of St Stephen's CE Primary School's school community have the responsibility to ensure that the above aims are successfully implemented by:

- promoting and reinforcing Christian values
- valuing everyone as individuals and respecting their rights, values and beliefs
- fostering a sense of belonging and inclusivity within the school community and good relationships within it, including: religious beliefs, ethnicity, age, gender identity, disability and sexual orientation
- providing a well-ordered environment in which all are aware of behavioural expectations
- recognising, praising and modelling good behaviour to make explicit the standards expected
- rejecting and challenging all anti-social behaviour (including bullying and racism)
- being consistent in the way behaviour is praised and the way unacceptable behaviour is sanctioned
- caring for each other and the environment
- working as a team where there is mutual support
- regulating degrees of appropriate action depending on individual circumstances

### **Behaviour code of conduct**

Consistency in applying the following behaviour rules, as well as rewards and sanctions, is essential;

- respect all members of our school community and always be thoughtful and considerate
- work to the best of your ability and respect the atmosphere in the classroom
- speak to and treat others politely
- listen carefully to teachers and any other people in school, put your hand up when you are in a group and wait until you are asked to speak
- try to do as you are asked as quickly as possible
- take care of our classrooms, equipment and school environment
- These principles are designed not only to guide children's behaviour while at school, but also to have an application in their wider life and society.

## **Class management**

Good classroom management ensures that a positive and safe social and learning environment is set up and maintained, enabling children to make the most of learning opportunities. It is well evidenced that children who are not feeling safe and secure are unable to learn effectively.

Key areas for consideration are:

- good classroom layout and organisation of resources, equipment and personal belongings
- setting of clear expectations and joint ownership of class rules
- establishment and maintenance of appropriate routines
- effective and appropriate groupings of children for different activities
- thorough planning of the curriculum and stimulating, relevant delivery
- fair and consistent application of rewards and sanctions

Within the school's code of good behaviour, and using the principles outlined above, each class begins the school year identifying and articulating a set of rules to which each member of the class agrees and signs up to, expressed in a positive language that the children understand.

## **Through the curriculum**

Positive behaviour knowledge, skills and attitudes are specifically taught through the Personal, Social and Health Education (PSHE) curriculum.

PHSE learning focuses on relationships with one another and positive working environments to help children understand and think about the reasons for good behavior for the good of themselves and others.

A wide range of activities are used within the units of work including drama and role play; sorting and ranking activities; circle time and discussion; use of literature, photos and pictures and information technology in addition, where a child or group has identified social, emotional and behavioural needs, a specific programme of activities may be set up according to the children's Individual Provision Plan(s) to take place within the school day.

### **Through additional responsibilities**

Pupils are also involved in developing and maintaining the school ethos outside lessons through:

- Representation of their classes as members of School Council
- Representation of their House Groups as House Captains
- Support for other children as Playground/Friendship Buddies in the playground
- Exemplary behaviour on all school trips
- Acting as ambassadors with visitors to the school

Training and coaching is offered to participating pupils to help them to effectively fulfil their role when appropriate

### **Specific Responsibilities**

## **School Senior Leadership Team (SLT)**

The SLT support staff and encourage and facilitate good behaviour by:

- monitoring the implementation and success of employed behaviour strategies through observation and discussion with their teams
- being available to take an active role in the reward and consequence structure, and monitoring and intervening when necessary
- ensuring everyone within the school community has access to this policy and is aware of their responsibilities
- reviewing the policy on an annual basis, or in light of new local and/or central government guidance
- taking a leading role in establishing and continually improving the school's behaviour policy and codes of conduct, and leading by example alongside having high aspirations for pupils and staff

## **Teachers**

Teaching staff encourage and facilitate good behaviour by:

- implementing the school's behaviour policy and codes of conduct as agreed
- providing a broad, balanced, stimulating curriculum to which all children have access, and by catering to individual needs as appropriate
- upholding the ethos of the school e.g. through worship, RE and PSHE
- being good role models, being punctual and well prepared
- dealing with children effectively and appropriately
- enabling children to take responsibility for their own learning and actions

- having high aspirations for pupils
- emphasising and praising appropriate behaviour
- being 'fair' when dealing with behavioural issues
- supporting children to form positive relationships with peers and adults
- being in corridors and in classes as children come in, in doing so monitoring and encouraging children to come in quietly and walk at all times
- encouraging children to be calm and praising them for being kind, polite and considerate
- discussing with pupils how their actions impact upon others
- ensuring that any fighting, verbal or physical abuse is challenged and recorded and referred as necessary to SLT
- keeping parents actively informed about incidents of poor behaviour
- encouraging children to take pride in themselves, their school and their work being consistent with both praise and discipline on an individual basis
- following up and responding to those matters brought to their attention by support staff
- ensuring that all children are aware of behavioural and work expectations, e.g. Home School Agreement, class rules
- sharing strategies with other members of staff

**Support staff (including volunteers)**

Support staff encourage and facilitate good behaviour by:

- reporting more serious incidents to teachers and senior management so that matters can be investigated and followed up
- following the guidance set out in this policy, and recording and discussing any incidents with teaching and/or senior management as necessary
- dealing with children, praising them consistently and using appropriate and agreed school reward systems
- reminding children to show respect and consideration towards each other
- modelling good behaviour through their own positive behaviour

### **Pupils**

Pupils take responsibility for their own attitudes and behaviour by:

- being punctual
- observing and adhering to all published school rules and codes
- taking growing responsibility for their environment and their own learning
- being sensitive and caring towards others
- moving around the school in an orderly and safe manner
- showing respect for others and co-operating fully with all members of the school community
- dealing with conflict without hurting others
- accepting responsibility for their own behaviour
- listening carefully to instructions and following them

- understanding that imparting knowledge of an incident is important and necessary, and should be reported at the time

### **Parents/Carers**

Parent/Carers encourage their children to behave in a responsible way by:

- positively and actively supporting all staff and children in their endeavours to uphold the Behaviour Policy and Code of Conduct
- participating in the rewards and consequences system when appropriate
- having high aspirations for and taking an active interest in their children's learning and life at school
- attending parent/carer meetings wherever possible
- encouraging children to follow the rules
- modelling good behaviour through their own positive behaviour

### **Governors**

Governors support the school community in this aspect by:

- overseeing and monitoring the effectiveness of the school's behaviour policy
- supporting all aspects of the policy
- monitoring the reporting of serious incidents leading to exclusion (exclusions panel)
- ensuring the policy is monitored regularly and reviewed every two years

- modelling good behaviour through their own positive behaviour

### **Visitors and guests**

Visitors to the school and other guests can help support the school behaviour policy by:

- reporting any observed behaviour incidents to school staff, so that matters can be investigated and followed up
- following the guidance set out in this policy
- modelling good behaviour through their own positive behaviour

### **Praise and rewards**

At St Stephen's CE Primary School we believe the consistent and regular use of praise and rewards to be a very important feature of our school and of good behaviour management to:

- encourage positive self esteem
- reinforce simple rule-following and exemplify general rules
- draw other pupils' attention to appropriate behaviour
- give an emphasis to the wanted behaviours rather than to the unwanted
- encourage high standards of effort and academic work, as well as social behaviour
- enable pupils to learn more effectively through the giving of positive feedback

### **Praise**

High levels of appropriate praise are especially important when establishing routines and expectations. Intermittent praise is valuable in maintaining them. Praise is a simple strategy, which is not time-consuming to use. It can be extremely effective, provided the teacher applies it consistently and fairly.

At St Stephen's CE Primary School, we consider that the giving of praise should be varied and specific, and that frequent and consistent praise statements should outnumber corrections (more so when seeking to establish new behaviours). However, we also seek to ensure that the praise is specific and has a value recognisable to the children.

Here at St Stephen's CE Primary School we believe the purpose of praise and encouragement to be:

- valuing and accepting children as they are, not putting conditions on acceptance
- pointing out the positive aspects of behaviour
- showing faith in children, so that they can come to believe in themselves, thereby raising their self-esteem and confidence
- recognising effort and improvement as well as achievement
- showing appreciation for contributions

In developing an environment in which praise is used regularly, we can also provide a role model to the children. By praising not only our pupils but also one another, we encourage an atmosphere in which all members of the school community give and receive praise and encouragement.

## **Rewards**

Rewards can be given in many ways and include:

- direct praise - verbal and non-verbal (thumbs up, smile!), positive feedback regarding success and progress

- positive recognition for achievement - both social and academic - in group / class / assembly;
- privileges and positions of responsibilities, e.g. taking and distributing letters, acting as buddies,
- representing the class on school council
- stickers / written comments
- House points (which are counted up by the Year 6 children)
- Certificates for notable behaviour and academic achievement in Friday Assemblies
- Attendance and punctuality certificates
- House trips
- Pupil/s commended to the Headteacher/SLT
- Pupil and/or work referenced or sent to other teachers or classes (as appropriate)

### **Behaviour handling strategies**

A variety of strategies are required to deal with a range of pupil behaviour. Staff will aim to 'match' the level of their response to the degree of misbehaviour so that pupils are aware:

- their behaviour is being responded to fairly and appropriately
- if their misbehaviour is repeated it will be treated with increasing severity

### **Undesirable behaviour**

Defined as behaviour which is unpleasant and/or inappropriate. Pupils will be informed that their behaviour is inappropriate and be requested to stop. If undesirable behaviour persists, then pupils will be warned again that their behaviour is unacceptable and will be liable to sanction. Examples of undesirable behaviour are:

- behaviour which makes it difficult for other pupils to concentrate/learn and/or teachers to teach effectively
- inappropriate use of equipment or mistreatment of the environment
- failure to comply with 'fair consequences' imposed by staff

### **Unacceptable behaviour**

This involves more serious misdemeanours or frequent (re)occurrences of less serious behaviour. Examples of unacceptable behaviour include:

- bullying and harassment
- swearing and/or use of foul or other inappropriate language
- damage to property
- harming others
- refusal to comply with staff directions or instructions
- racist comments/actions (for this please see separate Equalities Policy)

### **Consequences**

Where appropriate, required sanctions should be immediate wherever and whenever possible. Any proposed sanction should seek to replace bad or poor behaviour by the practice of good and positive behaviour. It is also important that pupils should know exactly why they are being disciplined, and that the inappropriate behaviour is stated and the child is told clearly how to correct it. The focus must be kept on the primary behaviour and tactically ignore the non-verbal secondary behaviour. Any form of confrontation or argument **must** be avoided.

Sanctions should always be appropriate and proportionate to the misdemeanour.

Consequences/sanctions for undesirable/inappropriate behaviours are varied and can include:

- warnings
  
- rule reminders
  
- related sanctions (e.g make up work missed or clean up mess made)
  
- 'thinking time' in own or another class
  
- loss of playtime
  
- reflection time during lunchtime play with a member of SLT
  
- withdrawal of other school privileges (made with the Headteacher's approval)
  
- move places within class
  
- written records kept
  
- incident referred to, or pupil sent to see member of the school's SLT

- parents contacted informally, e.g. verbally at pick up time;
- parents contacted/informed by phone and/or letter;
- parents called into school to attend a parental meeting;

In extreme cases:

- fixed term exclusion, or
- permanent exclusion.

The consequences/sanctions listed above are not shown in a specific order and a teacher's response will take into account the behaviour at issue and individual children's needs and previous behaviour. However, the following can be used as general guides:

### **Restorative Script**

These prompts should be used by all adults in the school when an incident has taken place or a child makes a poor choice. When an incident has just taken place, ask the individual child:

- What happened?
- What choice did you make?
- What choice could you have made?
- How can you put this right?

If children are clearly distressed after an incident and need cooling off time, allow them to sit quietly for at least 5 minutes. Before leaving children to 'cool off':

- Remind them that when we will talk, we value their honesty;
- Ask them to think about what happened and if there was anything they could have done differently;
- Remind them we want to resolve the situation positively.

When children have had time to 'cool off' after an incident, ask the alleged victim first/the most calm:

- What happened?
- What choice did you make?
- What choice could you have made?
- Who's been upset/affected by this?
- What needs to happen to put things right?

Always finish any conversation with the children reminding the child of how we forgive and that they are valued by us. Focus on a giving the child a positive enquiry/smile the next time you see them.

### **Physical restraint**

At St Stephen's CE Primary School we follow the London Borough of Hammersmith and Fulham's guidance on the use and practice of physical restraint. We are fortunate that this is rarely used but conscious to abide by recommendations and good practice.

### **Behaviour links with/to special education needs (SEND)**

Children with SEN/D should be given special consideration when behavior concerns arise. Staff are encouraged to liaise with the SENCo to explore reasonable adjustments that may need to be made e.g. reduced outdoor play if over stimulated by playground noise, movement, and use of social story to clarify expectations.

It should be recognised that repeated patterns and types of misbehaviour can constitute in itself, or be indicative of a pupil having:

- particular or complex learning difficulty/ies;
- lack of appropriate social skills, or confidence;
- emotional upset related to in-school circumstances;
- emotional upset related to out-of-school circumstances - e.g. abuse/bereavement/family turmoil/anxiety or depression/self-harm.

Concerns relating to repeated misbehaviour may warrant a child being placed on the schools SEND register. Therefore teachers, where appropriate working with external educational and children's services specialists and professionals, need to review a child's progress and achievement in light of this.

Teachers need to consider the nature, severity, frequency, duration and generality of the one or many identified behaviours causing concern.

Inclusion on the SEN register would be appropriate when/if:

- the school's basic positive and negative behavioural and other support strategies have been implemented
- the class teacher requires specialist support to continue successful management (ie. from the school's(SENCo), and/or the local authority's Teaching and/or Behavioural support, and/or CAMHS)

- it seems likely that other specialist or other expert advice may be necessary in the short/long term to help support and safeguard the child concerned
- the seriousness of the situation needs to become more apparent to the family/child

### **Break times and Lunchtimes**

Children are expected to play in the playground in a friendly and co-operative manner with adult supervision. Staff will support with play conversations and games, manage disputes, clarifying expectations. Children should be reminded about the inappropriateness of any games which could lead to a risk of harm or upset to themselves or others.

Children holding roles as Friendship or Peace Mediators will address issues as appropriate. Training is regularly provided to children (on a rota) to carry out these roles.

Play-fighting, abusive or offensive language is not tolerated. On occasions staff will use time at the wall or on a bench for reflection / reinstate some calm as necessary. This will be for a maximum of minutes matched to age- years e.g. aged seven years, no longer than 7 minutes.

Any poor behaviour during breaktimes should be dealt with quickly and effectively - with a message to the relevant class teacher if necessary. Playground incidents are never dealt with during learning time.

Serious incidents are always referred to SLT and will involve removal from the playground

Children are not permitted in classrooms during breaks or lunchtimes unless supervised by an adult and have permission.

All school staff on duty should be aware of any special strategies that should be used with specific children.

### **Policy monitoring and review**

This implementation of the above policy is monitored on a day-to-day basis by the Headteacher/SLT.

The Headteacher provides routine reports to the Governors on the standard of behaviour in school. The Headteacher will, where they feel necessary or where requested, provide Governors with an assessment of the effectiveness of the school's behaviour and anti-bullying policies.

The above policy will be reviewed regularly by staff and governors' representatives.

### **Success criteria**

This policy will be judged effective if:

- St Stephen's CE Primary School is seen and known to be a happy and successful school where children feel secure, safe and able to learn to the best of their ability
- Fixed term or permanent exclusions are rare

### **Guidelines for good classroom management**

#### **Classroom Layout**

Staff are encouraged to consider the following:

- arrangement of children's tables, particularly in relation to the interactive whiteboard
- other key teaching resources
- use of classroom space, including carpet area
- location of resources and equipment
- use of wall space, ceiling and display

- location of teacher desk, storage and teacher/assistant's administrative area
- organisation of provision for personal belongings of children.

### **Developing Routines**

Routines are vital in good behaviour management. They may be established for:

- entering and leaving the classroom
- getting out materials
- getting work marked
- getting the attention of the class or teacher
- changing activities
- making up non-completed work
- what to do when work is completed
- distribution of administrative information
- going to the toilet
- water breaks and playtime snacks
- getting started and winding down.

### **Curriculum Considerations**

Staff are encouraged to consider the following questions:

- Is the teacher working within the curriculum guidelines for the school?
- Is the content of work meaningful, relevant and interesting for all children?
- Is there a matching of curriculum activities and tasks to the attainment level of each child in the class?
- How are groups organised?
- Are a number of curriculum areas in action at any one time?
- Is there a balance of activities - whole group, small group, teacher talk, intra-group or group and teacher discussion, independent work, practical work?
- How appropriate is curriculum organisation and delivery?
- Is there a balance of questioning techniques?
- Is there appropriate feedback to children about their work?
- What techniques of pupil assessment and monitoring are used?
- Is there planned encouragement of independent working and learning habits?
- What are the reward systems for work and effort?
- What provision is made for children with Special Educational Needs, for those with English as an Additional Language and for the most able?

### **Establishment of class rules**

Discuss with the class the importance of good behaviour and co-operation and negotiate a clear set of class rules. These should be positively phrased and limited in number.

### **Classroom Rules should be:**

- Negotiated with the children
- Few in number, succinct and catchy, linked to the school's code of good behaviour
- Flexible - open to review and re-negotiation
- Positively phrased
- Teachable and enforceable
- Clearly displayed for easy reference
- Frequently read through and referred to
- Usually general and exemplified by routines; e.g. Rule 'Be polite.' Routine for discussion activity: 'Listen when others are speaking and take turns to speak.'

### **EXAMPLE OF CLASS RULES**

1. Always try your hardest!
2. Stay in your seat or workplace.
3. Put your hand up for the teacher.
4. Listen when anyone is speaking.
5. Take care of each other and our school.

## 6. Walk through the school quietly

### Principles:

1 Try to use the language children suggest but remember compliance with the rule must be observable or you will not be able to praise them for keeping it.

2 Praise the children who follow the rules (e.g. put a hand up) mentioning their name and the rule when you do so in as far as possible. This will remind other children.

3 Do not attend to behaviour which does not comply with the rules. For example do not answer anyone who is out of their seat or who does not put a hand up. Ignore them and make this obvious by turning away or taking the contribution of another child.

4. Make sure to praise the child as soon as they behave appropriately e.g. put a hand up.

6. It may be necessary to remind a child of a rule sometimes, but remember to praise as soon as the child's behaviour becomes appropriate and then praise again in order to keep the child on task.

6 Try to make all instructions positive. For example: *'I want to see you all standing really quietly in the line..... I know you can'*.

**REMEMBER** - Cultivate the 'All Seeing Eye' by briefly glancing up for a look around the room every few minutes.

**REMEMBER** - All children need attention so 'Catch Them Being Good' or they will get the attention they need by misbehaviour.

**BE POSITIVE** - Make every day a new and fun day!

## **The language of praise**

When making comments about children's efforts take care not to place value judgements on what they have done and avoid making positive comments in a critical manner.

Values and opinions should be expressed in such a way as to help children believe in themselves.

Try not to overuse value-loaded words, for example: good, great, excellent, fantastic etc. Substitute these with words and phrases which inform the child more specifically what they have to be proud of.

Phrases that demonstrate acceptance:

**'I like the way you handled that.'**

**'I like the way you tackle a problem.'**

**'I'm glad you enjoyed the work you did in class today.'**

**'I think that's fine. How do you feel about it?'**

Phrases that show confidence:

**'Knowing you, I'm sure that you will do well.'**

**'You'll make it.'**

**'I can trust you to do that.'**

**'I think you can work that one out for yourself.'**

Phrases that show appreciation by focusing on contribution and abilities:

**'Thanks that helped a lot.'**

**'It was thoughtful of you to ...'**

**'Thank you, I really appreciate .... because it makes my job much easier.'**

**'I need your help on ... '**

**'I really enjoyed working with you.'**

**'You can do that really well. Would you like to do one for the class?'**

Phrases that recognise effort and improvement:

**'It looks as if you have put a good deal of work into that.'**

**'Look at the progress you've made.' (be specific - tell how)**

**'You're really improving in ... ' (be specific)**

**'You may not feel that you've reached your target, but look how far you've come.'**

**A WORD OF CAUTION**

Encouraging words can become discouraging if motivated by a desire to establish 'good behaviour' permanently, or by an 'I told you so' attitude. Avoid giving with one hand and taking away with the other. That is, avoid qualifying or moralising comments. For example:

"It looks as if you really worked hard on that - so why not do that all the time?"

"It's about time."

"See what you can do when you ..."

## Let's Reflect

*What did I choose to do?*

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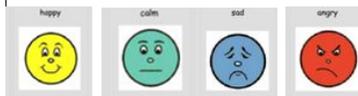
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*I didn't show:*

- Thankfulness
- Compassion
- Forgiveness
- Resilience
- Integrity
- Respect

*How do I feel now?*



*How does the other person feel?*



*What should I have chosen?*

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*How am I going to make this right again?*

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### Let's Reflect

Use this reflection sheet to think about how you have behaved and how this affected you and others.

Have I apologised to the people affected? \_\_\_\_\_

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Do I think this has helped? Why? \_\_\_\_\_

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What could I have done instead? \_\_\_\_\_

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From now on, I will \_\_\_\_\_

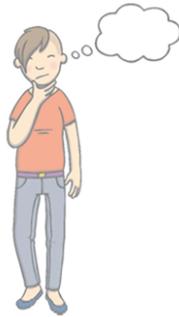
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Please sign this reflection sheet below:

Pupil: \_\_\_\_\_

Teacher: \_\_\_\_\_



What did I choose to do?

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By making this choice, I was not showing:

thankfulness

compassion

respect

resilience

forgiveness

integrity

other:

How did I feel when I acted this way? \_\_\_\_\_

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How do I feel now about how I acted? \_\_\_\_\_

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