



INTRODUCTION

We are a caring community whose values are built on a Christian ethos of respect for all and mutual trust. Every member of our school feels valued and respected and each person is treated fairly and well. We aim to promote an environment where everyone feels happy, safe and secure. We believe that positive behaviour is rewarded and inappropriate behaviour is dealt with firmly and fairly. The school provides a safe environment in which teachers can teach and children can learn.

This policy was written from the views of a working party that met several times in the Easter term of 2016 consisting of staff and pupils of St Stephen's C of E school

The responsibilities for each member of the school community are set out in the following table.

Staff and Governors	Pupils	Parents
To treat children fairly with respect and understanding.	To listen to others and respect their opinions.	To support the values and expectations of the school
To have high expectations of the children	To do as instructed by all members of staff the first time	To ensure that children arrive on time each day and are collected on time.
To follow the behaviour policy	To follow the school rules	To reinforce the school rules with their children
To record all incidents of serious behaviour and keep in a class behaviour file.	To take responsibility for their own actions and behaviour	To discuss with teachers any serious incidents of behaviour at school
To provide lessons which meet the needs of all pupils	To respect others property and work	To keep children at home when they are ill

To deploy staff effectively to support children who are having difficulties accessing the curriculum.	To show courtesy and respect towards teachers and adults and each other.	To inform the teacher of any incidents that may affect a child's behaviour in school
The class teacher is responsible for ensuring their class behave in a responsible manner during lesson time and moving around the school.	To behave in a responsible manner during lessons time and moving around the school.	To keep the school informed of any changes to contact details.
HT to implement exclusions if circumstances warrant this.		To meet with the Head teacher if their child's behaviour is causing concern

CO-OPERATIVE LEARNING.

Our behaviour policy is driven by co-operative learning, which is embedded throughout our curriculum and focuses on individual pupil accountability, common goals and recognition of team success. This emphasis on partner and team sharing, and the opportunities that children are given to work with peers, enables them to master new skills, whilst encouraging them to develop into active, thoughtful learners. The aim of co-operative learning and our behaviour policy is to promote learning and academic achievement and increases retention. The aim is to also enhance satisfaction for pupils and their learning experience, to help develop skills in oral communication and to develops social skills and promote self-esteem. Through the use of co-operative standards, we believe that we will develop pupils' behaviour for learning as well. The co-operative standards are; practice active listening, help and encourage each other, everyone participates, explain your ideas; tell why and complete tasks.

GROWTH MIND SET

The entire school staff have adopted a growth mindset culture. We believe that all children can be successful through effort and determination. Children enter nursery/reception ready to learn, believing in themselves. Our job is to capture and sustain this throughout their school life.

Every adult believes that through effort, motivation, perseverance and quality first teaching that all pupils can achieve. Pupils only have one chance at education so we have to get it right.

Growth mindset strategies are based on four basic strategies

- Small wins repeated over time
- Praise efforts rather than intelligence
- Focus on and value the process of learning
- Activities involve cooperation rather than competitiveness or individualistic work.

PARENTAL INVOLVEMENT

Parents have a particularly important role in reinforcing the standards of behaviour expected by the school. When children see that parents and school are in agreement they are more likely to accept and value the shared code of behaviour. Parents are encouraged to come into school to discuss any problems which arise concerning their children and to raise any general issues arising from the school's behaviour policy with staff. At no point should they attempt to deal with any situation concerning another child either vocally or physically in the playground. Matters should be taken to a member of staff. It is important that serious incidents should be discussed between parents and teachers in a confidential manner.

HOW PARENTS ARE INFORMED OF THE SCHOOL'S POLICY ON BEHAVIOUR:

- Behaviour Policy
- Behaviour Guidelines
- School Brochure
- Reminders through newsletters and public events
- Parents' meetings
- Home school Agreement (signed when child enters Reception or when child joins the school)
- Class rules sent home during open evening in autumn term.
- Displayed on school website.

HOW PARENTS KNOW ABOUT THE BEHAVIOUR OF THEIR CHILD

- Informal discussions between parent and teacher by meeting or phone
- Formal appointments
- Parents Evenings
- Annual reports

HOW CAN PARENTS EXPRESS CONCERNS ABOUT THEIR CHILD?

- Appointment with the class teacher, SENCO or Head teacher
- Complaints to the governing body

Monitoring behaviour in the school – serious incidents of behaviour are recorded on an incident sheet, completed by adult who witnessed the incident and the child (see appendix) and given to a member of the Senior Leadership Team then stored in the class behaviour file. The Senior Leadership Team will monitor the incidents by collecting the behaviour files every term and contact parents where appropriate to discuss a programme of support for their child. Children who have on going behaviour issues may have their behaviour recorded on a daily behaviour chart which goes home at the end of every week to be signed by parents.

Special educational Needs – some children have great difficulty following school rules. If this is the case an Individual Education Plan (IEP) is written in consultation with the parents, class teacher and learning mentor.

BULLYING

At St Stephen's CofE Primary School, we acknowledge that bullying and racism may occur. We do not tolerate this behaviour and will do all in our power to reduce these incidents. There is a clear Race Equality Policy and Anti – Bullying policy. We know that we cannot do this on our own but pupils, school staff and parents will need to work together to find solutions. We use these strategies in the first instance:

- Assertive discipline
- Circle Time
- Counselling

- Mediation
- School Council

These strategies may be used by staff and the Learning Mentor is usually involved.

SCHOOL COUNCIL

The School Council meets regularly. The agenda is discussed in class circle time. This academic year the School Council will be given an allotted amount of money to spend on activities it thinks will enhance the behaviour in the school.

SCHOOL RULES

During the first week of the autumn term the Head teacher presents the School Rules in assembly, these are to be displayed prominently in the hall alongside a display to celebrate achievement within the school. The class teacher devises the class rules during the first week of the autumn term and these are signed by each child and displayed in the classroom and then sent home to parents.

SCHOOL RULES

We are kind and respectful towards others.
We keep our hands and feet to ourselves.
We are honest.
We are proud of our school and look after the things in it.
We look and listen to adults when they are talking.
We show others how to follow the school rules.

REWARDS

Our school believes in developing an ethos of kindness and co-operation. The school rewards good behaviour at all times. The behaviour policy is designed to promote good behaviour, rather than merely deter negative behaviour.

We praise and reward children for good behaviour in a variety of ways:

- Teachers and other adults congratulate them.
- Teachers and other adults give out ticks or move names on traffic light chart leading to stamps or stickers on charts.
- Children are awarded with house points - tokens.
- Children receive certificates in assembly.
- Each class follows the behaviour system as detailed in appendix 1.

CONSEQUENCES

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. The class teacher discusses the school and class rules at the beginning of the year and pupils are reminded of these through the school year. This ensures that every child knows the expectations that all adults have of them. We follow a clear procedure for dealing with and the recording of negative behaviour (see appendix 2).

EYFS BEHAVIOUR POLICY FOR ACHIEVING POSITIVE BEHAVIOUR.

As part of the Safeguarding and Welfare Requirements set out in the revised EYFS Framework in Nursery we aim to manage the children’s behaviour effectively and in a manner appropriate for their stage of development and particular individual needs. Children join our nursery as early as 3 years old, we therefore encompass the key themes and commitments from the EYFS curriculum, and work closely with parents to promote positive behaviour.

EYFS Key Themes:

A Unique Child	Positive Relationships	Enabling Environments	Learning and Developing
1.1 Child development	2.2 Parents as Partners	3.2 Supporting every child	4.4 Personal, Social and Emotional Development
1.2 Inclusive practice	2.3 Supporting Learning	3.3 The Learning Environment	
1.3 Keeping safe			

Underlying values;

- We require all staff in EYFS to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions and develop empathy for other children.
- We work in partnership with parents informing them of any recurring inconsiderate behaviour, and find ways to work together to improve their child's behaviour.
- Difficult behaviour is considered that which could hurt others, is against the routines and rules of the setting and could harm the environment. We recognise that very young children can behave in this way as they have not yet developed the means to manage intense emotions that sometimes overwhelm them. In these cases, we have a warning and time out system for the children to cool off.
- We use physical restraint, such as holding, only to prevent physical injury to children, adults or property.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.
- See Specific strategies appendix number 3

All staff with responsibility for children has the power to use restraint to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom

Where misbehaviour occurs on a school trip, the pupil will not be allowed to attend a subsequent trip out of school. If bad behaviour or bullying occurs off the school premises and is witnessed by a staff member or reported to the school, where pupils are wearing school uniform and are identifiable as pupils of St Stephen's C of E Primary school, where they may pose a threat to a member of the public or adversely affect the reputation of the school, the school will discipline as high level behaviour and parents will be informed.

In extreme circumstance the following sanctions are used:

- Lunchtime exclusions – a period where pupils are not allowed to remain on school premises
- Fixed Term exclusion – a period of time where children are not permitted to attend school.

- Permanent exclusion – when a pupil can never be accepted back at this school

These sanctions are not implemented without direct contact with the parents.

PROCEDURES

- Lining up at the beginning of the school day – Class teachers must be present in playground at 8.50. The school bell will ring at 8.55 and teachers greet the children and line up the class quickly and sensibly. Children are walked into class one behind the other, eyes to the front and keeping on the right. Once children go through main school door they must be silent.
- Playtime (KS1 and KS2 times differ) – Children should be led out to the playground by their teacher either from the hall or from classroom. No child should be out in the playground unless an adult is there. The sonic blaster will be sounded 5 minutes before the end of break to alert the children (e.g. opportunity to use the toilet and/or drink water). At the end of break, the school bell will sound, immediately the children stand still and are silent. The adult on duty will then ask each class to line up, in silence, where teachers are waiting. The adult on duty will then award a tally mark to the class who has lined up the best. Class teachers should be present in the playground at 10.55.
- Lunchtime – is overseen by Midday Meals Supervisors. Children are led from classrooms out into the playground by the class teacher. The sonic blaster will be sounded at 12.55 for Key Stage 1 and 1.25 for Key Stage 2 to alert children to the last 5 minutes of lunch. At 1.00 for Key Stage 1 and 1.30 for Key Stage 2 the school bell will sound, immediately the children stand still and are silent. The adult on duty will then ask each class to line up, in silence, where teachers are waiting. The adult on duty will then award a tally mark to the class who has lined up the best. Class teachers should be present in the playground at 12.55 for Key Stage 1 and 1.25 for Key Stage 2.
- If a child is required to come back into the school building during lunchtime it is the responsibility of the class teacher to collect the child from the playground after they have eaten.
- The tally marks are recorded over the week for both key stage one and key stage two and the class which earns the most tally marks is rewarded with 10 minutes extra play which the class teacher will supervise.

Also see

Allegations of Abuse against Staff

Education and Inspections Act 2006

School standards and Framework Act 1998

Education Act 2002

Agreed by Governor: June 2016

Review: July 2018

BEHAVIOUR SYSTEM - REWARDS (Appendix 1)

- Any child can be awarded praise when they are following the school or class rules. Every Friday from 2.30pm, there will be Golden Time (GT) where children can choose from a range of fun activities. Children who are missing Golden Time will be sent to a member of SLT to pay back their time and then sent to their Golden Time activity.
- Class teachers (CT) will use a traffic light system to monitor behaviour. It will consist of green, amber, red and outstanding. Every child will start each lesson with their name on green. If children display outstanding behaviour their name can be moved to the outstanding area.
- At the end of the lesson, if the child's name is on the outstanding area they earn a stamp on their chart. In September, each child will begin with a bronze certificate. Once they have earned 9 stamps they go to show the HT and start a 2nd bronze stamp chart. Once they have completed a third bronze stamp chart they will then move onto silver charts and once 3 silver charts have been completed they then move onto the gold. When 3 charts of each colour have been achieved, the child will be awarded with a merit badge of the corresponding colour during assembly.
- If a child makes a wrong choice they are warned and their name is moved to amber. If the child has to be warned further still their name is moved to the red side. For every other warning, the child will lose 2 minutes of their golden time. Children throughout the lesson have the opportunity for their name to be moved back when the class teacher sees them improving their behaviour.
- At the end of the lesson the minutes of GT to be missed by the child will go forward to Friday.
- If CT would like to use an extra incentive e.g. a tick or star chart they may implement this.

Behaviour System

Green	Each child's name will begin on green at the beginning of each day.
Outstanding	Child's name can be moved to this area for displaying exceptional behaviour in the lesson. If name is on the outstanding area at the end of the lesson a stamp is awarded on chart.
Amber	1 st warning
Red	Signals 2 minutes of the child's golden time. For subsequent warnings, 2 more minutes will be taken off golden time.
Children have the opportunity to earn time back by displaying the correct behaviour. However if GT minutes have been lost at the end of the lesson those minutes are logged by CT and go towards Friday's golden time.	

- Certificates will be presented to children for achievement or behaviour in assembly every week. Children who have completed their stamp charts will be awarded with a certificate and after 3 stamp cards have been completed, a merit badge will be awarded which corresponds to colour of chart complete.
- Children may be sent to the Head teacher, Deputy Head teacher or Assistant Head for praise when they have made an extra effort to improve their behaviour.

BEHAVIOUR SYSTEM – RECORDING OF AND DEALING WITH NEGATIVE BEHAVIOUR. (Appendix 2)

- Class teachers must first use the behaviour system to monitor behaviour.
- On a Friday, children who are missing golden time minutes 'pay these back' by sitting in silence in a designated room with a member of SLT. Once minutes have been paid back, they can then join their golden time activity.
- If a child is being disruptive they can be sent to another class with a 5-minute timer for a chance to reflect and calm down. The child then returns to the class after the time is complete.
- If a high level of disruptive behaviour continues in the classroom, the pupil is sent to a senior member of staff. A pupil loses the right to go through the hierarchy of sanctions by displaying behaviour which put themselves or others in danger or stops learning. The Head teacher reserves the right to implement specific strategies when required, which may or may not be related to the behaviour policy.
- For more serious behaviour, it is required that the adult who witnessed the event to complete an Incident Report form as soon as possible and then for the child to complete one too. Once all incidents forms are complete they must be stapled together and given to a member of SLT who will decide on what action needs to be taken. The SLT member will return the incident form back to class teacher and this must then be placed in the class behaviour file.

SPECIFIC STRATEGIES – EYFS -APPENDIX 3

- All children have photographs of their faces on our behaviour chart. Our chart consists of a white cloud where the children begin each day, a sun for good behaviour, and a dark cloud for undesirable behaviour.
- If a child has time out, their picture is put on the cloud. The child can get off the cloud by doing the right thing during the rest of the day, and we talk to the child about what they can do to achieve this.
- Children go onto the sun picture when they are helpful and kind and show good sharing and listening skills during activities.
- Once children understand how we use this chart, we introduce a rainbow which is for extra effort, outstanding positive behaviour and achievement.
- Children are awarded a sticker at the end of each day if they are on the sun.
- When the rainbow is introduced, they also have a sticker chart up on the wall with the whole class named and their achievement can be shared as a class and with parents.
- Children who have had time out do not get a sticker unless they have managed to get to the rainbow side by the end of the day.
- If needed, children have individual charts which breaks down the day into shorter periods of time and they can still achieve a sticker if they get a certain number of smiley faces.
- We keep an incident book to record persistent difficult behaviour so we can look at trigger points, talk to parents and keep a log.

ST. STEPHEN'S CHURCH OF ENGLAND SCHOOL

SCHOOL RULES

- We are kind and respectful towards others.
- We keep our hands and feet to ourselves.
- We are honest.
- We are proud of our school and look after the things in it.
- We look and listen to adults when they are talking.
- We show others how to follow the school rules.