



St. Stephen's School and Children's Centre

Learning for life

SCHOOL BEHAVIOUR POLICY

This policy will be reviewed every 2 years

	Date	By	Role	Ratified	Date
Version 2	Summer 2012	Natasha Radford	AHT/ Behaviour		Summer 2012
Version 3	Summer 2014	Adam Bennett	AHT/ Behaviour		Summer 2014
Version 4	Spring 2016	Adam Bennett	DHT/ Behaviour		Spring 2016
Version 5	Spring 2018	Zahira Khonat	Behaviour Lead		Spring 2018
Version 6	Spring 2020	Esther Williams Johanna Mathias	Behaviour Lead		
Version 7	Spring 2022	Jennifer Ward	Behaviour Lead		

Article 28 - Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

SCHOOL BEHAVIOUR POLICY

Aims

- Place the Convention on the Rights of the Child at the centre of the school's work on behaviour
- Ensure a fair and consistent approach to dealing with behaviour of all children to promote positive behaviour for learning
- Provide a caring and supportive environment, which allows children to learn, and teachers to teach
- Help independence by making children responsible for their own actions
- Provide structure, which moderates children's behaviour allowing them to develop as responsible citizens within British society

Values

- Article 28: Discipline in schools must respect children's dignity
- Article 12: Every child has the right to have a say in all matters affecting them
- All children and adults have a right to work and learn in a calm, supportive, safe and purposeful atmosphere
- All children have the right to come to school without the fear of being bullied

HOW THIS CAN BE ACHIEVED

Pupils

- Adhering to their class charter responsibilities, agreed by the class at the start of the year
- Showing excellent learning behaviours at all times and in all settings
- Having the highest standards in collective and self-discipline
- Taking part in smooth transitions to minimise lost learning time
- Taking positions of responsibility in the school e.g. Junior Leadership team, student council, play leaders, UNICEF ambassadors, ECO leaders

Leadership

- Rigorously track attendance and punctuality
- Regularly monitor the impact of behaviour on learning
- Involve senior leaders to implement and monitor the behaviour policy
- Support children with behaviour concerns including all children who have reached the stage of an initial parent meeting or have ongoing behaviour concerns
- Track and analyse information regarding bullying, racism and online incidents
- Half termly leadership update of all children who have reached 3 reflections and discussions of any actions/support needed
- Follow the JIGSAW/UNICEF CRC Articles curriculum for Leadership Assemblies
- Ensuring appropriate CPD for all staff including sharing behaviour expectations on all induction processes and as a part of the ECT program

Parents

- Sign and agree to the home-school agreement, which all parents sign upon entry and every year following this
- Ensure that communication occurs through regular parent meetings and phone calls home where necessary

- Ensure communication occurs following reflections - sign and return reflection forms

All Staff

- Ensure that all pupils enjoy their rights as laid out in the CRC and WE CARE
- Have high expectations and encourage the highest standards of collective and self-discipline
- Implement the whole school rewards and reflection system

Class Teachers

The class teacher has prime responsibility for pastoral care

- All classes should agree a class charter at the start of the year with responsibilities for pupils to adhere to
- Give rewards and reflections in line with the behaviour policy
- Record behaviour that is out of character (recorded in Online Pupil Wellbeing Book) and discuss with parents
- Refer children to Learning Mentor or Behaviour Lead if concerns warrant
- Class teachers deliver the JIGSAW curriculum through a weekly PHSE class assembly and discuss CRC articles in all assemblies

POSITIVE REINFORCEMENT OF BEHAVIOUR

Article 28: Every Child has the right to an education. St. Stephen's sets out the Rights Respecting School ethos with the WE CARE motto.

Rights	Our definition	UNICEF Convention of the Rights of the Child
Wellbeing	We have the right to be safe, happy and healthy.	Article 19, Article 31
Expression	We have the right to share our views and listen to others.	Article 12, Article 13, Article 14, Article 15
Courtesy	We treat others in a courteous and polite manner.	Article 5, Article 28, Article 29
Aspiration	We have the right to aspire and achieve to our potential and beyond.	Article 29
Respect	We have the right to be respected, respect others, ourselves and our environment.	Article 3, Article 28, Article 29
Equity	We treat all people equally.	Article 28, Article 30, Article 15, Article 23, Article 2

REWARDS

- Verbal praise
- Written remarks about good work
- Sending children to a nearest teacher or member of Leadership or Senior Leader for praise
- Use of star chart in recognition of effort, outstanding work or learning behaviour leading to achievement certificates

- Weekly celebration certificate to acknowledge pupil who has demonstrated excellent behaviour in line with the WE CARE charter that week - displayed in corridor for parents to see
- Termly Joy Cup for pupils who have consistently demonstrated outstanding behaviour
- Annual Pupil of the Year for an outstanding role model

Children receive star points as recognition of exemplary behaviour, work or learning. Star points should be recorded on the class recording sheet and accumulate toward the following targets:

25 Star Points	Star award certificate
50 Star Points	Bronze Assistant Headteacher award certificate
75 Star Points	Silver Deputy Headteacher award certificate
100 Star Points	Gold Headteacher award certificate

Reflection Procedures

In class	Playtime and Lunchtime
Verbal warning about behaviour	Verbal warning about behaviour
Time out within the classroom	Time out in playground
Time out with year group partner	Time out with HLTA/Learning Mentor Record in Lunch Time Behaviour file and feedback to class teacher
Reflection - Reflection sheet to be completed	
Initial parent meeting with member of leadership in year group, teacher and parent following three reflections in one term.	
Escalate to Behaviour Lead to form behaviour plan if behaviour concerns continue. Second parent meeting with behaviour lead, parent and class teacher	

Records of reflection are kept in the phase 'Reflection File'.

Incidents that need immediate escalation may include racism, physical assault which has resulted in another child being injured, any physical assault of an adult, vandalism, grossly inappropriate language and any other behaviour deemed extreme.

Any child's behaviour may be escalated to the Headteacher at any stage in the reflection procedures. The actions required will be at the discretion of the Head Teacher

Monitoring and Review

This policy will be promoted and implemented throughout the school. Its effectiveness will be monitored regularly by the Leadership team and updated as necessary to meet the changing needs of the school community. It will be reviewed biennially as part of the school's cycle of monitoring.

COVID-19

The following actions will happen in addition to following the school's behaviour policy:

- Additional 1:1 behaviour support from leadership members for all trainees, ECTs and new staff
- Adapted behaviour policy and behaviour strategies shared in staff meetings.
- Start of Year behaviour training for all support staff
- Extended PSHE recovery curriculum lessons which include a focus on managing feeling and self-control
- Adapted Year 1 Curriculum to include time for learning how to play games together, introducing and modelling new playground game and modelling how to use playground equipment (continuous provision in the afternoons).
- Each year group to have its own playground equipment box
- Positive play focus week
- Increase parent communication by telephone. Pre-empt any escalated behaviour concerns.
- Adapted assembly program to reintroduce behaviour expectations