

St STEPHENS C OF E JUNIOR SCHOOL

Behaviour Policy

Learning to Change the World

'Do justly, love mercy and walk humbly with your God'

Micah 6:8



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Review Details:

Next review due:	December 2026
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Version	Approved by	Date approval	Key changes
1.1	Community and Headteacher	September 2017	
1.2	Community	December 2018	
1.3	C&E	April 2021	Title change: Behaviour policy. Include reference to Micah. Tone changed
1.4		July 2022	Added 3.2 bullet point 3 Added 3.3, 3.4 and 10.6
1.5	FGB	September 2023	Red card changed to Reflection ticket. Detention changed to reflection time
1.6	FGB	July 2024	Section 7 changed to Recognising the impact of SEND on behaviour. Number of sections thereafter changed accordingly
1.7	ACC	December 2025	3.2 clarifications on timing and the process of reflection 4.2 process amended to include the MPT Inclusion Team

1 Intent and rationale

1.1 The ethos and values which underpin our lives stem from our Christian heritage which has provided a code of morals and behaviours by which to live. Over time these may change, however, in order for our society to flourish, everyone needs to adhere to its values and behave in an acceptable manner. Therefore, for children to become responsible citizens and play their part in changing the world around them, they need to learn socially acceptable ways and demonstrate them in their daily lives.

1.2 At St. Stephen's we aim to create a welcoming, caring environment where relationships are based on mutual respect and allows children to develop their individual positive self-esteem. Good pupil behaviour is fundamental to each child's happiness, well-being and successful learning. In order to obtain this, all staff are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experiences at St. Stephen's. This high expectation includes the behaviour of the staff themselves and the school's wider community.

1.3 Our approach to supporting all our community to behave well is underpinned by our school values of justice, mercy and humility which come from Micah 6:8:

‘Do justly, love mercy and walk humbly with your God’

1.4 The school rewards good behaviour, believing that this will develop an ethos of responsibility and co-operation. This policy is designed to promote good behaviour, rather than merely deterring anti-social behaviour.

2 Implementation - Rights, Rules and Responsibilities:

2.1 **Rights** - We believe that all children have the right to develop their potential and to be safe and happy. Rules or codes of behaviour are essential for maintaining those rights and should be followed at all times during the school day, including break and lunchtimes. It is the responsibility of everyone, both children and adults to assist in the promotion of socially acceptable ways. For their rights to be maintained, children have to take the responsibility of following the rules. If children break the rules they need to understand that they have chosen to do this and must accept the consequences of their actions.

2.2 **Rules**- Our school rules are based on Micah 6:8

We act justly – We do what is right and fair without prejudice;

We show mercy- We are kind and forgiving and accept people for who they are;

We are humble- We work as a team and consider the needs of others before ourselves.

2.3 **Responsibilities** – It is the responsibility of everyone to ensure that our children behave in a socially acceptable way. Therefore **adults** in school must model good behaviour by:

- ✓ Treating all children and adults with respect and speaking politely;
- ✓ Praising children's efforts and achievements as often as they can and rewarding them with gems for following our rules, good behaviour, hard work, manners and a great attitude; and by identifying those who follow our rules and putting them forward for our weekly Head teachers certificate and sharing this with parent/carers;
- ✓ Explaining to children what they should have done or said when they get it wrong;
- ✓ Avoiding the use of critical and sarcastic language;
- ✓ Promoting self confidence in all children;

In addition, to avoid known conflict, **adults** will be responsible for:

- ✓ Being proactive in supporting those children whose behaviour can regularly dysregulate by identifying the signs that this is going to happen and using Thrive strategies to prevent this from happening;
- ✓ Carry out agreed strategies for those children who may have underlying reasons for finding it difficult to follow our rules i.e. diagnosed medical or learning conditions, mental health issues and external behaviours which are out of their control.

We expect the **children** to:

- ✓ Follow the school rules
- ✓ Treat other children and adults with respect;
- ✓ Speak politely to other people;
- ✓ Take good care of property and the premises;
- ✓ Take responsibility for any actions that are not socially acceptable;

As a **whole community**, we make clear to the children what socially unacceptable behaviour is. At St. Stephen's we see this to be:

- Not showing good learning behaviour during a lesson resulting in the disturbance of themselves and others;
- Rudeness and/or defiance
- Name calling and using unkind language including racism, homophobia and disablist
- Lack of respect for others and property;
- Deliberate dishonesty;
- Physical violence towards another child;
- Bullying of any kind.

3 Impact (Sanctions)

3.1 By following our above intent and implementation we are confident that all our children are able to behave in a socially acceptable way. However, there are times when a child may be in distress or unable to regulate their behaviour resulting in them being unable to behave appropriately and resorting to the behaviour that we have identified as being unacceptable.

3.2 Should the above happen, the following sanctions will be put in place. At each stage the child only moves to the next step if they continue to demonstrate unacceptable behaviour. During the morning and afternoon session:

- A warning with a reminder of the rule, encouragement to behave well.
- A second warning and lose 5 minutes of lunchtime.
- A third warning, move to another part of the class, and lose another 5 minutes of lunchtime (10 mins in total. This is the most a child can lose in a morning/afternoon session). At this point the child will be given the opportunity to work with a Thrive practitioner (should they be available);
- When a child loses 5 or 10 minutes of lunchtime, they will remain in the class and continue to work, or sit in silence (whichever is more appropriate). This will be supervised by the class teacher (12.15-12.25 pm).
- If poor behaviour continues, the child is sent out for the remainder of the lesson to an identified class in the year above for a fixed period of time/the rest of the lesson. Year 6 children must go to a Year 3 class. A post-it note must go with the child to explain why they have been sent out. They need to be accompanied by another child to make sure they get there.
- As a result of being sent out, a reflection is logged on Arbor. The child misses part of their lunchtime play and will spend their time reflecting on their behaviour with an adult. This involves discussing what happened, what the child was thinking or feeling, who was affected, what needs to happen to put things right, what they would do next time if in the same situation and how they are feeling now. Parents and carers will be informed if their child has been issued with a reflection;
- If inappropriate behaviour happens during the afternoon session, the child will again be issued with 5 or 10 minutes and then a reflection. This will carry over to the next day where they will miss their lunchtime play.

3.3. If a child misbehaves during reflection, they will repeat it the next day. If they misbehave again, they will have an internal exclusion that afternoon.

3.4 If a child receives two reflection tickets in one day they will have an internal exclusion and their parents will be asked to discuss their child's behaviour with the class teacher. If a child receives three or more reflection in one week, the child will have an internal exclusion (minimum of half a day, depending on the time of day that the reflection ticket is given) when the third reflection is given and contact with home will apply.

3.5 If a child loses 10 minutes at lunch time twice in a week, they will be given a reflection should this happen for a third time. continues to lose minutes from lunchtime or receives several reflection over a term, their parents will be asked to discuss their behaviour with the class teacher and a member of the Senior Leadership Team (SLT). Following this a member of SLT/Thrive practitioner will make observations of the child in class and around school and give feedback. At this point an Individual Behaviour Plan (IBP) may be considered.

3.6 If a child continues to dysregulate and their behaviour becomes unmanageable, a meeting will be held with the Head or Deputy, class teacher, Thrive practitioner and parent/carers where a IBP, Pastoral Support Plan (PSP) or an Early Help Action Plan (EHAP) will be put in place. The support of external agencies who can offer support will be sought for the latter.

4 Severe Clause

4.1 There may be some occasions when it is necessary to issue a reflection without them going through the stages. A child will automatically receive a reflection for these serious breaches of the Behaviour Policy. These include:

- Violence against a child or adult, peer on peer abuse, verbal abuse, bullying including any racist, homophobic or disablist comments or actions or an equivalent infringement of equal opportunities, throwing objects in class/school and wilful acts of vandalism.

In these cases, the incident will be fully investigated, analysed and appropriate action taken which **may** involve looking at suspension guidelines. Parent/carers will be contacted within 24 hours explaining the situation and how it is being dealt with.

4.2 Before suspending a child, the senior leader dealing with the incident will seek advice from the Inclusion Team at the Mosaic Partnership Trust. If it is decided that there is no alternative but to suspend a child, Local Authority guidelines will be followed and can ultimately lead to a temporary or, in extremely rare cases, permanent exclusion.

5 Non class based times

5.1 At break time, TAs will follow the behaviour policy and will issue warnings as if the children were in the classroom. They will inform the class teachers at the end of break so that minutes can be taken off lunchtime and behaviour monitored for the remainder of the day. Reflection tickets will be completed as appropriate.

5.2 At lunchtime the SMSA's have duplicate behaviour books that they record any incidents of behaviour they deem inappropriate. The children will be told their name is going in the book and that it counts as a warning. The incident will be recorded in the book and a copy handed to the class teacher at the end of lunchtime. This warning will be the first one of the afternoon session and will count towards any further behaviour issues during that time. The Headteacher or member of SLT will monitor these books daily and deal with incidents (after lunchtime) that are deemed serious enough for further sanctions.

5.3 During break time or lunch time, if warnings are ignored and/or unacceptable behaviour persists, a teacher will be called for and the child will be removed from the playground. This will result in a reflection ticket and parents/carers will be sent a text that day. The child will have reflection time the following day (or on the same day if the reflection ticket is given before lunchtime).

6 The use of physical restraint and physical contact

6.1 The safety of pupils is paramount at all times. If a pupil endangers the safety of others, another member of staff who is Team Teach trained must be called. All members of staff are made aware of the regulations regarding the use of force by teachers.

6.2 If a Team Teach member of staff is not immediately at hand, staff may intervene physically to restrain pupils to prevent injury or if a pupil is in danger of hurting themselves. They may also restrain a pupil if he or she is likely to damage property. The actions that we take are in line with government guidelines on the restraint of children.

6.3 Where a pupil has been found to regularly require physical restraint, a physical restraint plan will be drawn up. This will identify Team Teach staff members who have undertaken specific training for physical restraint.

6.4 All physical restraints are recorded in a book that is kept in the school office.

6.5 The restraint of a child should only happen when they are a danger to themselves or others. Physical restraint **MUST NOT** be used if a child is refusing to move themselves from a place where they should not be but are safe in that situation. In these cases, a child must be given time to regulate themselves while being carefully observed from a short distance. If the situation turns into a child being defiant and refusing to come in, parent/carers will be contacted to support their child in making the right decision.

6.6 All staff are trained in the importance of appropriate physical contact with children. There are times during the school day when it is entirely appropriate for adults to touch children for example when demonstrating or teaching in PE, supporting learning or on occasion comforting a child.

7 Recognising the impact of SEND on behaviour

7.1 The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

7.2 The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Teachers should record any triggers and take these into

account when planning support. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

7.3 Our approach includes:

- Whole class movement breaks and short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for a long period of time
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues and allowing the pupil access to fidget toys and wobble cushions
- Training for staff in understanding conditions such as autism and sensory needs
- Use of quiet workstations, and our sensory room where pupils can regulate their emotions during a moment of sensory overload

7.4 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', we will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

7.5 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis. 9

7.6 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

8 The victim

8.1 At times a child may be the victim of another child's inappropriate behaviour. The school recognises its responsibility to support that child by:

- Ensuring that they are safe and are not intimidated by the perpetrator;
- Inform the victim of the course of action which is going to be taken against the perpetrator;
- Contact their parent/carers to inform them of the situation and the course of action being taken;
- The recording of the reflection ticket that was issued for the perpetrator will be linked to the victim as well. This will aid the school in identifying any cases of bullying.

9 The role of the Headteacher

9.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.

9.2 The Headteacher supports the staff by implementing policy, by setting the standards of behaviour and by supporting the staff in the implementation of the policy.

9.3 The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil. In such a situation the school governors, EWO and LEA are notified.

10 The role of parents/carers

10.1 The school values working in partnership with parents/carers, so that children receive consistent messages about how to behave at home and at school. Children and parents/carers complete a Home/School agreement on entry to the school.

10.2 We explain the school rules in the prospectus and also at the parents/carers' initial visit when deciding whether to send their child to the school. We expect parents/carers to support these rules.

10.3 Our behaviour policy is shared annually with parents/carers through the website and a paper copy is available for those families without internet access.

10.4 The school actively builds a supportive dialogue between the home and the school and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

10.5 If the school has to use reasonable sanctions to discipline a pupil, parents/carers should support the actions of the school. If parents/carers have any concerns about the way their child has been treated, they should initially contact the class teacher. If concerns remain, they should then speak with the Deputy Head (the Headteacher should be the last person to be informed so that they can deal with only the most serious incidents). If concerns still remain parents/carers have the right to make a formal complaint using the school's complaints procedure.

10.6 On occasion, incidents beyond the school gates reflect on the school or impact on behaviour within school. Examples of this are cyber bullying between two pupils which is carried out from home or unacceptable behaviour on the way to and from school. The school has a duty to address issues like these as they affect the learning and safety of pupils. It is made clear to all pupils that if the way they behave outside school affects people at the school it becomes a school issue. The school expects parents/carers to support this stance.

10.7 The school does not have a policy to screen pupils as they enter or leave the premises but the searching of class drawers/ trays or school bags by the Headteacher, Deputy Head or class teacher is permitted. This policy is rarely used but it is an effective strategy when needed. If undertaken it is always reported to the Headteacher.

11 The role of Academy Community Councillors

11.1 The ACC must provide clear advice and guidance to the Headteacher on which they can base the school behaviour policy. The ACC should ensure that the following should be covered in the school behaviour policy:

- Screening and searching pupils;
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate, where necessary;
- Pastoral care for school staff accused of misconduct; and
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

11.2 The ACC has the responsibility of setting down guidelines on standards of behaviour and of reviewing their effectiveness. The ACC supports the Headteacher in carrying out these guidelines.

11.3 The Headteacher has the day-to-day authority to implement the school behaviour policy but ACC members may give advice to the Headteacher about particular disciplinary issues.

11.4 The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion if, after further investigation, the behaviour warrants this. If the Headteacher excludes a pupil, the parents/carers are informed immediately by phone with a written letter following the agreed local authority format and timescale. This letter sets out the reasons for the exclusion and information for parents/carers on their responsibilities and rights to appeal.

10.5 The Headteacher has a duty to inform the local authority, and the ACC about any fixed term or permanent exclusion. The ACC itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

11.6 The ACC has an appeals panel which is made up of between three and five members. This panel considers any exclusion appeals on behalf of the ACC. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the parents/carers and the LA and consider whether the pupil should be reinstated.

11.7 If the ACC appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

12 Monitoring

12.1 The Pastoral Lead monitors the effectiveness of this policy on a regular basis. The Headteacher reports to the ACC on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

12.2 The school keeps a variety of records of incidents of behaviour. The Class Teacher makes records of minor classroom incidents on the weekly Lost Time form. Behaviour sheets are completed and kept to record more serious incidents of unacceptable behaviour. Incidents of poor behaviour at break or lunchtime are also recorded.

12.3 The Headteacher keeps a record of any pupils who are excluded for a fixed term or permanently and informs the local authority. The Pastoral monitors behaviour and the incidents of exclusion.

12.4 It is the responsibility the ACC to monitor the rate of fixed and permanent exclusions and to ensure that the school policy is administered fairly and consistently.

13 Review

13.1 The ACC reviews this policy annually. The ACC may, however, review the policy earlier than this if the government introduces new regulations or if the ACC receives recommendations that the policy should be reviewed.