



# St Stephen's

CE Primary School

## Behaviour for Learning Policy

### 2023-2024

#### **Introduction**

This policy outlines the purpose, aims and management of behaviour at St. Stephen's.

At St. Stephen's we have high expectations for behaviour from all members of our school community, at all times.

*Behaviour and attitudes rated good by Ofsted 2022*

Review date: September 2024

*Learning, loving and growing; together as God's children.*

## 1. Our Vision

### Learning, loving and growing; together as God's children

Our *vision* is about **celebrating the uniqueness of every individual, inspiring a life long love of learning and experiencing life in all its fullness.** It is rooted in John 13:34:

*"I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another."*

Our school will be a place where:

- everyone feels safe, welcome and valued.
- everyone feels excitement, joy and challenge through developing their God-given gifts to achieve.
- everyone flourishes and excels, grows in character, faith and wisdom and develops hope and aspiration.
- everyone is equipped to move on in their journey with confidence, resilience and motivation.
- In partnership with others we seek to serve and make a valuable contribution to God's world.

## 2. Our Core Christian Values

Thankfulness – Love – Respect – Forgiveness – Kindness – Friendship

## 3. Behaviour and Rewards

We believe that every child can achieve an acceptable standard of behaviour, related to their level of development.

We aim to achieve this through:

- Following the teachings of Jesus and respecting Christian values;
- Establishing clear expectations of behaviour;
- Encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner;
- Providing opportunities to develop empathy and, caring about the needs and rights of others;
- All pupils and staff being treated with respect;
- Prevention of all forms of bullying;
- Working together with parents / carers to create a partnership between home and school.

There are three **Golden Rules** which were decided after consultation with **all** staff and children.

To be:

**READY,  
RESPECTFUL and  
SAFE.**

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We believe that all children have the right:

- To aim high and achieve their goals
- To learn in an environment free from disruption
- To be encouraged and praised for good work and positive behaviour

We believe that every teacher has the right:

- To expect to teach in an environment without disruption
- To take firm action to not let one child's disruption affect the progress or safety of another child
- To set clear expectations of good behaviour and high levels of effort in class
- To be supported when needed by parents/carers, colleagues and senior staff
- To be respected by all children

### **The Restorative Approach**

At St Stephen's CE Primary School, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school rules. For occasions when this is proving not to be the case, we use restorative approaches to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again.

The full staff has undergone training to help resolve issues using the restorative approach. These are the questions we ask:

- **What happened?**
- **What were you thinking about at the time?**
- **What have your thoughts been since?**
- **Who has been affected by what you did?**
- **In what way have they been affected?**
- **What do you think you needs to happen next?**

Through this procedure we have found that children are ready to apologise and, just as importantly, to forgive.

### **Rewards Procedure**

#### **House Points**

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All children are assigned to one of the school houses.

### **Red, Blue, Green or Yellow**

Children earn points for their house in a number of ways. The points are collected each week in assembly and displayed in the hall as an incentive. At the end of each week, the house with the most points is celebrated in celebration worship and receives an extra playtime.

Some activities such as sports day take place with children working together with their house. Each house have two house captains from Year 6 and members of staff who lead them. These are recorded in class using Class Dojo and encourage a team incentive.

Children may be awarded team Dojos for excellent learning, good attitudes, home learning tasks, in addition to displaying excellent character attributes.

## **Student Leadership Team**

Children elect two members of their class to sit on the school council. Each class then have the opportunity to bring any problems or suggestions they have to the council. The council has been running for a number of years now and the suggestions the children bring to council reflect a growing maturity and sense of community. Many of the children's suggestions have been acted upon. Children may also be selected as part of the ECO council, Ethos team or Y6 student leadership team.

## **Individual and Class Rewards:**

Each Friday, Celebration Worship is held where children from each year group are chosen for good behaviour for learning and achievement (in line with our school Christina values and character strength demonstration or development of). Parents and governors are invited to attend the assembly to help celebrate the children's achievements. Children receive a St Stephen's Superstar certificate, a sticker and wear the golden jumper the following week.

Each lesson, all children will have opportunity to be 'Star of the Lesson'. This may be chosen by peer/staff nomination. It is a very quick, yet highly effective strategy to celebrate great learning behaviour.

In each classroom there will be a 'Recognition' board where the children – as a class team – are striving to all achieve something. E.g. One Voice – if the children have started to talk over each other. When everyone is recognised for doing this, a new 'target' is selected.

Children can also be celebrated as being remarkable. This is where their behaviour is 'above and beyond' expectations.

**These positive behaviour strategies have been implemented from reading and research:**

**When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour, Paul Dix 2017**

## **The 5 Rs**

Where pupil behaviour does not meet school expectations, we follow the 5Rs approached and this is followed by all staff:

<b>Reminder</b>	<b>A quick, quiet and gentle reminder of expected actions and behaviour</b>
<b>Right response</b>	<b>Adult asks to see/hear the right response once; adult explains what the right response is.</b>
<b>Reflection</b> <b>Children and parents know 2 reflections in one week = phone call</b>	<b>If right response isn't given. A time of reflection is needed. Discussion around what was needed, reflecting back on what went wrong and how to restore it,</b>

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home, 3+ reflections in one week = meeting with parent/s.	This may be completed at playtime, lunchtime or hometime.
Re-regulate	Time to calm
Repair	Restorative justice
Result	Lost privilege  Clear conclusion to the behaviour

\*\*\*Child friendly versions of this procedure are displayed in classrooms along with visual of school rules, this should be used when having conversations with children regarding reflections and RP\*\*\*

### **Vulnerable Children and Children with Special Educational Needs**

Our behaviour for learning policy is designed to ensure the smooth running of our school for all pupils. It is acknowledged that a linear system may not be suitable for a small number of individuals. To avoid low level disruption consistently resulting in higher stages, we operate an additional behaviour management system that runs alongside the main principles. Some children benefit from more specific and targeted behaviour support. For these children, the Pastoral Leader leads the development of a bespoke behaviour plan. This includes a discussion with the child so that they have a say in how their behaviour is managed.

### **Suspension**

For the vast majority of pupils, suspension and permanent exclusion will not be necessary, as early support can help manage a pupil's behaviour. However, a suspension or permanent exclusion will sometimes be necessary as a last resort if our rewards and positive behaviour policy do not lead to intended outcomes, this decision will be made by the Head Teacher.

### ***What is the difference between suspension and permanent exclusion?***

*If your child is suspended, this means there will be a fixed number of school days when they cannot attend school. A suspension can also be for half a school day or for a certain period of the school day, for example lunchtime. Suspensions are also referred to as fixed-term or fixed-period exclusions.*

*For serious breaking of the school rules, or persistent disruptive behaviour, your child may be permanently excluded which means they must leave their school on a permanent basis and receive their full-time education somewhere else.*

*(DFE Guidance: A guide for parents on school behaviour and exclusion. Published 25 May 2023)*

S J Denney September 2023

To be updated September 2024

Appendix 1: Blueprint for behaviour at St. Stephen's

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**REWARDS:**

- Verbal praise
- Dojo points (earn for your house!)
- Leadership responsibilities
- Class rewards. E.g. Marbles in a jar, raffle tickets
- Certificates
- Star of the lesson
- Recognition board
- Phone call home
- Good learner of the week
- Golden jumper
- Positive note home
- Show work to another adult
- Best seats in the house - Friday assembly
- Invitation to Hot Chocolate treat

**Ready  
Respectful  
Safe**



**VISIBLE CONSISTENCIES:**

- Staff meet and greet children in the mornings.
- Staff accompany children to and from the playground at playtimes and the end of the day.
- At playtimes, there must be an adult on duty before children are left.
- Class Recognition Board in each classroom.
- Staff notice and respond to good behaviour exhibited by children from across the school.
- Staff intervene whenever incidents occur – following Restorative Approaches where possible.
- All staff challenge children who are not keeping school rules in a non-confrontational way—using key phrases as needed.

*Remember: public praise and private correction.*

Children who exhibit *over and above fantastic behaviour* can be recommended as the St. Stephen's **GOLDEN STAR** and be awarded a golden jumper to wear throughout the week. This is awarded in our Monday assembly. This would be when pupils show extraordinary behaviour and character that are not prompted by the teacher or self-reported.

E.g. Being an excellent role model; considering others' feelings; continually showing good manners; always treating others kindly; a constant willingness to help others.

**SANCTIONS:**

Before going on to a stage, the teacher will give you a look or a sign. If you continue to break school rules...

1. Reminder—You will be reminded of the rule you have broken.
2. Warning—You will receive a verbal warning.
3. Last chance—Last chance to show you can change your behaviour.
4. Time out or move in class—You will be moved in class or have time out in another classroom where you will complete the behaviour log.
5. Repair—You will discuss your behaviour with your class teacher and consider how best to repair the problem behaviour.

E.g. complete missed work during own time, apologise to those that have been affected, decide what you need to stop / start doing. If you are sent out of your classroom repeatedly, your teacher will speak to your parents. If your behaviour does not improve you will discuss this with Mrs Denney or Mrs Parsons and your parents will be contacted. Repeated classroom disruption may result in a report card to help you learn well alongside your classmates.

**SOME KEY PHRASES TO USE:**

- I've noticed that ...
- I need you to .... Thank you.
- You are better than that.
- I care about you.
- Remember to consistently refer to our values.

**RESTORATIVE TALK:**

- What has happened from your point of view?
- What were you thinking / feeling at this time?
- Who else has been affected by this?
- What do you need right now?
- What can you do / can be done to put things right?

Appendix 2: Behaviour overview for pupils

**READY**  
*Respectful*  
**SAFE**

**Remind**

A quick, quiet, gentle reminder of expected behaviour/actions

**RIGHT Response**  
Ask for the right response once; explain what that looks like.

**Reflect**  
Time for reflection, if the right response wasn't given in the appropriate time at breaks/lunch/after school. Discussions around the right response and what was needed. RP if required. Appropriate 'result' in line with reason, e.g. missed privileges.  
2 reflections in a week - phone call home  
3 or more in a week - meeting with parents/carer

**Re-regulate Repair**  
\* Serious incident = please refer to behavior policy/SLT

4. Re-regulate - time to calm  
5. Restorative Practice  
6. Result - missed privileges

children.



**Pay first attention to best conduct.**

*Are relentless in routine*

*Nurture positive relationships  
with all*

*Share the approach; what you walk  
past, is the standard you accept.*

*Are consistently calm in their approach*

*Learning, loving and growing; together as God's children.*