John 13:34 **'Love one another, as I have loved you'**

St Stephen's
CE Primary School

Promoting Good Behaviour for Learning 2026 - 2027

Author: Mrs S Denney
Date: September 2026
Date of Review: September 2027



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

Our Trust Values

Inclusion – Compassion – Aspiration – Resilience – Excellence

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.

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 (we use Class Dojo)

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 Opportunities

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 The Sycamore Trust Pupil Parliament, Picture News Pioneers, Wellbeing Warriors, ECO Warriors, 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 Christian 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 and are celebrated.
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 'Remarkable' board where the children are striving to showcase 'above and beyond' behaviour for learning or character.
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:

Reminder	**A quick, quiet and gentle reminder of expected actions and behaviour**

Right response	**Adult asks to see/hear the right response once; adult explains what the right response is.**
Reflection **Children and parents know 2 reflections in one week = phone call home, 3+ reflections in one week = meeting with parent/s.**	**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,** **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 2026

To be updated September 2027

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

REWARDS:

- Verbal praise
- Dojo points (earn for your house!)
- Leadership responsibilities
- Class rewards. E.g. Marbles in a jar, raffle tickets
- Certificates and stickers
- 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
- Attendance awards
- Walk to school badges

Ready
Respectful
Safe

St Stephen's
CE Primary School

VISIBLE CONSISTENCIES:

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

We are consistently calm in our approach and we all share the responsibility.
What we walk past is the standard we accept.

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.

When children are not ready, respectful and safe…:

1. **Remind** – a quick, quiet and gentle reminder about the expected behaviour/actions.
2. **Right Response** – ask the child for the right response once. Explain what the right response is. E.g. *I'm looking for the right response and that is for you to complete your learning quietly.*
3. **Reflect** – if the right response wasn't given, the pupil has a time of reflection during playtime or lunchtime. Discussion around the right response and what was needed. Restorative practice would also be completed at this time if needed. Appropriate 'result' in line with reason, such as a missed playtime to complete learning may also be given during this time.
4. **Re-regulate** – time to calm
5. **Restorative Practice** – our school policy and procedure
6. **Result** – missed privileges

2 reflections in one week= phone call home **3+ reflections in one week = meeting with parents**

SOME KEY PHRASES TO USE:

- I've noticed that …
- I need you to …. Thank you.
- You can do this, we 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?

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

Appendix 2: Behaviour overview for pupils





Appendix 3: Behaviour overview for Adults



