

**Behaviour & Discipline Policy**

**St Stephen’s (Kearsley Moor)**

**C E Primary School**

**Reviewed 2019**

## Statement of Intent

We believe that in order to achieve the aspirations of **St Stephen’s CE Primary School** and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy is designed to support children in developing an understanding of the importance of good behaviour, the effect it has on their learning and the consequences of inappropriate behaviour. Each member of staff has responsibility for promoting positive behaviour in school, both within their classroom and around the school site, by implementing this policy both fairly and consistently.

# Legal Framework

This policy has due regard to statutory legislation, including:

* The Education Act 2011
* The Equality Act 2010
* The Education and Inspections Act 2006
* The School Information (England) Regulations 2008, and the amendments made in 2012.

This policy also has due regard to DfE guidance, including: DfE ‘Behaviour and Discipline in Schools’ 2016

# Roles and Responsibilities

**STAFF** will:

* Maintain a positive and well-managed learning environment.
* Be positive ambassadors of the school through their professional behaviour and conduct.
* Use the rewards and sanctions in this policy clearly and consistently to promote good behaviour.
* Treat all pupils fairly and equally, seeking to raise their self-esteem and develop their full potential.
* Provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils.
* Intervene promptly when they encounter poor behaviour and raise any concerns regarding pupils’ behaviour with the Head Teacher.
* Support other members of staff with behavioural issues involving individual pupils / groups of pupils.
* Keep parents/carers informed of any behaviour issues concerning their children
* Monitor the attitude, effort and quality of the pupils’ work.

PUPILS will:

* Abide by the **Home-School Agreement**, which includes the School Rules, at all times.
* Act as ambassadors of St Stephen’s through their exemplary behaviour.
* Be polite and respectful to others in the wider school community.
* Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same in order to create a positive learning environment.
* Be ready to learn by ensuring regular attendance and punctuality and by arriving at school with the correct equipment including reading books and homework.
* Ensure they are wearing full school uniform
* Respect and value the environment and their surroundings, as well as each other.

**PARENTS/CARERS will:**

* Abide by the **Home-School Agreement**, ensuring the attendance and punctuality of their child, as well as reporting any absences.
* Encourage good behaviour and for their child to be an ambassador of the school at all times, in line with the Behaviour for Learning Policy, by reinforcing school rules.
* Share any concerns they have regarding their child’s education, welfare, behaviour and life at St Stephen’s with the pupil’s Class Teacher or Head Teacher.
* Support their child’s independent learning.
* Support the school’s decisions in relation to behavioural issues, whilst having the right to discussdecisions regarding their child’s behaviour.
* Ensure that their child’s presentation is in line with the Uniform Policy.

# Classroom Behaviour for Learning

* A set of the School / Class Rules will be clearly displayed in each classroom and the values represented in them will be reinforced in assemblies and RE, throughout the curriculum and by the way we treat each other and the children.
* At the start of the morning and afternoon sessions, children will enter the classroom quietly and undertaken a silent activity (eg reading) provided by the teacher.
* Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
* Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus pupils on learning.
* Lessons will be structured and have a focussed framework, in order to allow pupils to understand what is being taught and how it links to what they already know.
* All staff members will support pupils’ emotional wellbeing and welfare within the learning environment by encouraging pupils to develop effective social relationships.

# Rewards and Praise

**St Stephen’s** recognises that pupils should be rewarded for displaying consistently good behaviour and we are always looking to ‘catch our children being good’. Positive behaviour will be promoted and reinforced by the school’s clear reward system including:

* Verbal praise, written praise, stamps and stickers.
* Brilliant Behaviour, Super Learner and Good Samaritan points. Children are awarded points which are recorded on a chart within the classroom. At the end of each week these are totalled up and recorded by the teacher. The child with the most points in each category that week will have their name read out in Celebration Assembly and have their photograph published on the Head Teacher’s Blog. At the end of the year the child with the most Super Learner, Brilliant Behaviour and Good Samaritan points in each Key Stage will receive a prize.
* Star Awards (Twinkling Tree and Top Table). Every week the class teacher nominates a child to receive the Star Award (awarded for good behaviour, helpfulness, effort or work) which is presented in Celebration Assembly in front of invited parents and winners have their photograph published via the Head Teacher’s Blog. Winners have their names put on a star on the ‘Twinkling Tree’ in the hall and are invited to the Head Teacher’s ‘Top Table’ on the following Friday.

**Praise** will be used to help raise pupil achievement and will be given for effort and progress, as well as for high-quality work. Praise will:

* Be given in relation to a specific task or action.
* Be earned, ensuring that the recipient is clear about what they are being praised for.
* Reinforce the school’s core values and ethos.
* Always have a positive effect upon others as well as the recipient.
* Be used to motivate pupils and help them to feel valued.

**Sanctions**

Pupils are **reminded regularly** e.g. at the beginning of lessons, of behaviour expectations and possible sanctions - the school rules are on display in every classroom. Sanctions will be imposed when a pupil’s behaviour is deemed to be unacceptable or inappropriate, in order to help them to develop a sense of right and wrong. Sanctions will:

* Relate to a specific task or action and will be applied clearly.
* Be issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for.
* Reinforce the school’s core values and ethos.

**St Stephen’s** implements a graduating scale of sanctions (Three Strikes) which staff members will apply using their professional judgement. These comprise:

1. A verbal reminder is given to an individual about inappropriate behaviour. (Oral warning)
2. Star turned/ names on cloud / board - if inappropriate behaviour is repeated.(Visual warning)

NB If the behaviour **improves** for the next FULL teaching session, the star is TURNED BACK / name REMOVED from cloud / board.

1. Breaktime detention (15 minutes**)** - if inappropriate behaviour persists.(Sanction)
* *NB Once a detention has been served - the child’s star is turned back./ name removed*
* **Detentions** will be held in the Year 6 classroom during morning break and will be supervised by a member of SLT. During detention the child must complete work which has been set by the teacher who has given the detention e.g. repeating/completing work of an unacceptable standard / length.
* It is the responsibility of the **Class Teacher** to take the child to the detention room and to complete the Detention Book.

If the above sanctions do not lead to an improvement in behaviour:

* The Head Teacher will contact Parents requesting a meeting to discuss their child’s behaviour.
* The child may be placed ‘On Report’ (Reporting to the HT at the end of every teaching session) until their behaviour improves
* A referral may be made to an external agency if outside support is deemed necessary.

The child may be subject to Exclusion (including fixed-term and permanent)