



Behaviour & Discipline Policy.

OUR VISION:

WE ARE COMMITTED TO THE CHRISTIAN ETHOS - EVERY CHILD IS SPECIAL IN THE EYES OF GOD AND WE TEACH THAT ALL PEOPLE SHOULD LOVE, CARE FOR AND RESPECT ONE ANOTHER AND OUR PLANET.

It is our ambition that all our pupils use our 6 Christian values Love, Compassion, Forgiveness, Integrity, Community and Respect to achieve our vision and mission.

‘A New Commandment I give you, ‘Love one another as I have loved you.’ John 13:34

It is from this Commandment and the teachings of Jesus that we teach our children 6 Christian values.

Recommended by:	Principal
Recommendation Date:	24 th September 2025
Ratified by:	LAGB
Signed:	<i>V E Jackman</i>
Position on the Board:	Chair of LAGB
Ratification Date	24 th September 2025
Next Review:	September 2026
Policy Tier	School

Behaviour & Discipline Policy

We aim to help children to take personal responsibility for their own behaviour. Pupils should conduct themselves appropriately and calmly showing an exemplary level of respect for each other and adults. Aggressive behaviour, whether it is verbal or physical, is not acceptable. Neither is dismissive, rude or disrespectful behaviour. We strive to ensure that our school is a safe, secure and happy place in which children can actively learn and develop.

At St Stephen's we encourage good behaviour by a positive approach. We praise good behaviour and strive to build up the self-esteem of individuals. We aim to teach our children self-discipline, co-operation, respect and tolerance, as well as a positive sense of self-worth.

We aim to inform parents about their child's behaviour through both informal and formal meetings.

CORE PRINCIPLES:

- Use the language of choice (good choices and poor choices).
- Actively build trust and rapport.
- Model the behaviour you want to see. ☐ Always follow up on issues that count.
- Keep calm when responding to bad behaviour.

REWARDS AND SANCTIONS:

Children demonstrating regular and consistent behavioural difficulties must be identified as quickly as possible. Consistent poor behaviour will trigger an early discussion with parents.

Children are given the choice as to their behaviour but must be made aware of the consequences of their response. Consequences must occur. The consequences of the choices made, either good or bad, may be seen as rewards or sanctions which are used deliberately to promote and encourage good behaviour.

Rewards:

At St Stephen's we consider the following to be pointers which must be adhered to in order for the rewards to be considered effective:

- Rewards should be given immediately or as quickly as possible and not deferred.
- Rewards should be given, which the children consider to be rewarding.
- Acceptable, good behaviour should be rewarded consistently and frequently.
- Children should only expect a reward when they have done as asked. As acceptable behaviour becomes established, children should expect tangible rewards to be replaced by social ones and that rewards may be less frequently received and for higher standards of behaviour or work.



The following list of rewards is felt appropriate for our school:

- Verbal praise.
- Awards in a teacher's award system.
- Praise and reward from other children and staff.
- Principal praise for individual or class achievement.
- Informal messages to parent(s) acknowledging achievement e.g., a quiet word, short note or showing work to a parent.
- Achievements recorded in our Shooting Stars Assembly.
- Achievements shown to a school assembly.
- Team Points

Lunchtime rewards:

- Pom-poms – caught you being good, rewarded to individuals for caring attitudes, playing nicely etc.
- Special certificates in Values assembly
- Lucky dip bag of goodies every week for pupils with consistently good behaviour nominated by lunchtime staff. (From every class)

Sanctions:

It is important that sanctions should be seen as fair and not applied without the child having a clear understanding of the reason for the sanction.

At St Stephen's we consider that when sanctions are used the following points must be adhered to. It is based on a three-point system during learning time, playtime and lunchtime.

- Sanctions should be applied calmly, not in anger, and always consistently.
- A private reprimand should be the initial aim to ensure that the child is not rewarded with too much individual public attention.
- All sanctions should be tempered positively. Children should expect further guidance about future behaviour.
- The deed should be seen as the focus of the sanction not the child.
- Sanctions should be applied as soon as possible after misdeeds.
- Sanctions must be appropriate to the misdeeds.

The following may be acceptable sanctions:

- Loss of individual or class privileges.

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Loss of playtimes.

- Exclusion from clubs.
- Completion of work if work related behaviour has been involved.
- Peer pressure.

Children should start each day afresh unless unavoidable, (Incidents happening at home time.)

Line Management of Pupil Behaviour:

- Class teacher; Informal chat with parents. This will be at the discretion of the teacher.
- Vice Principal; for praise as well as discipline.
- Principal; for praise as well as discipline.
- Behaviour chart for poor choices at lunchtime, learning time and playtime. (3 times on the chart and parents are requested to come in and speak with the headteacher to set targets.)
- Calling in outside agencies e.g., Educational Psychologist/ Social Worker/CCN/BSS etc.

Lunchtime sanctions: (Outdoor and Wet Play)

- Step 1: Quiet word, raised eyebrow for slight misdemeanours.
- Step 2: 5 minutes out to reflect and walks with lunchtime supervisor if cheeky or uncooperative.
- Step 3: Child is taken inside to lead lunchtime supervisor to miss the rest of play.
- Step 4: For serious or aggressive behaviour child is sent to / or send for VP / AP

Lunchtime sanctions: (Hall)

- Step 1: Quiet word, raised eyebrow for slight misdemeanours.
- Step 2: 5 minutes sat on bench to reflect if cheeky or uncooperative.
- Step 3: For serious or aggressive behaviour child is sent to / or send for VP / AP

Lunchtime rewards:

- Pom-poms – caught you being good, rewarded to individuals for caring attitudes, playing nicely etc.
- Special certificates in Values assembly.
- Lucky dip bag of goodies every week for pupils with consistently good behaviour nominated by lunchtime staff. (From every class)

Class time sanctions:

- Step 1: Quiet word / raised eyebrow.
- Step 2: Verbal warning – possibly asked to move to another area in classroom.
- Step 3: For persistent minor disruptions sent to partner class with work for 10 minutes.
- Step 4: Sent to Senior leader for persistent disruption recorded on chart.
- Step 5: Parents called in for meeting if poor behaviour persists.



- Step 6: PSP meetings scheduled regularly.

For serious behaviour miss out step 1-3.

We deem the following behaviour to be unacceptable at our school and steps will be taken to ensure such behaviour is dealt with in the appropriate manner.

1. Repeated Bullying – physical, verbal or emotional
2. Bullying which results in another pupil being seriously injured.
3. Swearing directly at an adult in school
4. Persistent disruptive behaviour
5. Acts of physical aggression/violence towards another pupil or adult
6. Possession of an offensive weapon
7. Possession of an illegal drug (including tobacco and alcohol)
8. Sexual violence or sexual harassment
9. Nude images
10. Initiation / hazing type violence and rituals

Children displaying behavioural difficulties will be screened by our Lead Thrive Practitioner to see if there are specific needs that have not been met creating an issue for the child. If the child is deemed to be working below the desired Thrive level, then the child will receive a programme of support from the Thrive Practitioner until the child is able to regulate or has strategies to deal with the issues, they are creating an issue for them.

If the child has serious behavioural or emotional difficulties, Beacon Support Services may need to be contacted to give support after observing the child. For this to take place parents will be required to give their consent and then remain in consultation with the school as well as the services.

The Principal has the right to temporarily suspend or permanently exclude any pupil whose poor behaviour is serious and/or persistent. For the child at risk of suspension or exclusion, a Pastoral Support Plan will be implemented to help the child. This will initially be in place for six weeks and will be regularly monitored by a recognised service.

These are the agreed school rules:

- + Respect other people and their property
- + Be kind, helpful and friendly
- + Stay safe and keep others safe.
- + Be honest and sensible.
- + Always do your best!

To support children's understanding of the rules and to bring consistency in practice, staff have agreed the following strategies to remind children of the expected behaviour:

1. RWI Hand signals

2. RWI Transition methods – 1 stand up, 2 walk, 3 sit down.
3. Lining up – First whistle – stop, second whistle walk to line.
4. 2 Monitors to collect equipment.
5. Walk around corridors sensibly - all staff to make sure this happens.
6. No hands up unless teacher says so.
7. Zero tolerance of calling out or talking whilst the teacher is.

APPENDIX

Additional behavioural concerns. (added April 2023)

1. Searching, screening, and confiscation.

Under the Education and Inspections Act (2006) the Principal and authorised staff have a statutory power to search a pupil or pupils or their possessions, without consent, where we have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- ☐ weapons
- ☐ alcohol
- ☐ mobile
- ☐ phone
- ☐ games
- ☐ console
- ☐ medicine
- ☐ legal drugs
- ☐ illegal drugs
- ☐ stolen items
- ☐ cigarettes/cigarette papers fireworks inappropriate images any article that the
- ☐ member of staff reasonably suspects has been, or is likely to be used: - to
commit an offence
- to cause personal injury to, or damage to the property of, any person (including the pupil)

Any pupil found to be in breach of any aspect of this policy will have the offending articles confiscated. In most cases, fireworks, alcohol, cigarettes/cigarette papers, mobile phone, MP3 player or games console will be returned to the parent/carer. Although in the unlikely event of this becoming more serious, they may be surrendered to the police. Illegal drugs, stolen items, inappropriate images, featuring children or any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence to cause personal injury to, or damage to the property of, any person (including the student) will be surrendered to the police.

For regulations regarding searching, screening and confiscation within schools, please refer to the DfE guidance at: <http://www.education.gov.uk/aboutdfe/advice/f0076897/screening-searchingandconfiscation>

2. The power to use reasonable force or make other physical contact with a pupil.

Positive Handling

As a school we have a duty of care to all children and adults within the school. Therefore, occasionally, physical interventions are used in school by fully trained 'Team Teach' staff but only as a last resort.

Physical interventions are only a small part of a broader range of positive handling strategies to address the needs of those whose behaviour presents a challenge. Physical techniques are based on providing the maximum amount of care, control and therapeutic support.

Our key message is: 'we care about you and will keep you safe.' Any physical intervention has minimum force for the shortest time to ensure safety. Although staff are legally empowered to use force to prevent injury, damage, the commission of criminal offences or even to prevent serious disruption, we focus on the interests of the child and in so doing reflect on these questions:

- How was this intervention in the best interests of the child?
- Why was it absolutely necessary?
- How was it reasonable and proportionate?

Any physical intervention follows specific protocol and procedures which can be found in the Positive Handling Policy. All positive handling incidents are recorded in a specific 'Bound and Numbered' book. This is then given to parents to read and to sign on the day that the intervention.

3. The power to discipline beyond the school gate.

Off-site and online behaviour

Sanctions may be applied where a pupil has misbehaved off-site or online when representing the school, such as on a school trip or on the bus on the way to or from school. A sanction may be applied for misbehaviour where the child is wearing the school uniform or is in some other way identifiable as a pupil of the school.

Sanctions may be applied for misbehaviour at any time, including misbehaviour online, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school; or poses a threat to another pupil or member of the public; or could adversely affect the reputation of the school.

4. When a multi-agency assessment should be considered for pupils.

Pastoral Support Plans

Pupils whose behaviour is deteriorating will be subject to a Pastoral Support Plan (PSP). The aim of a PSP is to intervene and support a pupil in improving their behaviour and to try to avoid exclusion. Parents will be contacted to attend a meeting when such a plan is put into place. This PSP focuses on a pupil's strengths and areas of concern. It also includes a set of targets for the pupils and builds in regular reviews. It may also involve internal and external support, for example, staff mentoring, SENCo input, the Education Psychology Service, Behaviour Support Service, or School nurse, who may be able to offer extra targeted support for the pupil. The PSP will consider all issues and set out an achievable and realistic support for the pupil.

5. Pastoral care for school staff accused of misconduct.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy. Please refer to our procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

INVOLVEMENT – THE WAY TO OWNERSHIP:

It is hoped that by sharing the content of this behaviour and discipline document, it will become a “Living Document” – realistic, regularly reviewed, developed and updated and understood by children, parents and governors.

This document provides wide unity of practice in supporting and enriching the development of our children, their happiness and their ability to manage themselves, in an increasingly complex world. Self-discipline as well as a shared understanding and purpose makes behaviour management a worthwhile enterprise.

Please also refer to.

- CRST Suspension and exclusions policy
- CRST Online safety policy ☐
- Safeguarding policy