



ST. STEPHEN'S JUNIOR SCHOOL BEHAVIOUR POLICY

1. Policy Statement

At SSJS, we are committed to creating a sense of belonging for every pupil so that they can feel safe, thrive at school and succeed in life. Central to this is a consistent and positive approach to behaviour management and the creation of a culture where exemplary behaviour is both expected and celebrated. Our policy and school approach are based around the work of Paul Dix¹, our understanding of the school's context and our rules and expectations around 'Ready, Respectful, Safe.'



This policy is intended to be used in conjunction with other school policies, including:

- Anti-Bullying policy
- Racial incidents policy
- Exclusion policy
- Parents code of conduct policy

2. Aims of the policy

- To embed a culture of exceptionally good behaviour and endorse our ethos of *'This is how we do it here.'*
- To celebrate and prioritise behaviour that is positive in our school rather than time or attention being overly focussed on negative behaviour. See Appendix C: SSJS Behaviour Blueprint.
- To ensure that pupils are treated fairly and respectfully, supported by adults to reflect and take responsibility for their actions in a positive way.
- To provide a clear and consistent guide for staff, pupils and parents in terms of behaviour. Consistency and certainty are essential for pupils regarding our response to behaviour across the school.

¹ 'When the adults change everything changes: Seismic Shifts in School Behaviour' by Paul Dix
www.pauldix.org



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3. Expectation of adults

i. All Staff

We expect all adults to:

- o Refer to our school rules of 'Ready, Respectful, Safe' and celebrate positive examples.
- o Model positive behaviours and build relationships with pupils.
- o To provide recognition and praise to pupils who go above and beyond and to maintain a focus on positive behaviour and celebrating this within the school day.
- o To remain calm when dealing with unacceptable behaviour and use the script for intervention if needed.
- o To follow up on behaviour every time, retain ownership and engage in reparation discussions with our pupils.
- o Never to ignore or walk past learners who are behaving badly.
- o Seek advice, further training, or clarification with the Headteachers if they are unsure as to their role or responsibility with any of the above.

ii. Teachers

Teaching staff will uphold the Teachers Standards (Appendix A). In relation to behaviour and this policy, the expectation is as follows:

'Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

In addition to our expectations for all staff, teachers will:

- o Meet and greet pupils at the classroom door.
- o Teach appropriate behaviours where necessary.
- o Plan lessons that engage, challenge, and meet learner's needs.
- o Use the 'recognition board' daily along with other positive tools for behaviour.
- o Play a leading role in the monitoring of a pupil's behaviour, asking for further support, intervention or review of class provision when deemed necessary.



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iii. Middle Leaders

Our middle leaders (Heads of Year) will work with other colleagues to support, guide and model our approach. This includes:

- Being a visible and positive presence in the year group and learning community.
- Supporting staff with pupil reparation meetings, parent meetings or other related conversations about behaviour.
- Supporting with meaningful consequences and the facilitation of these where needed (e.g., break and lunch time, ensuring staff have a time and space with pupils to have reparation meetings and discussions).
- Regularly celebrating staff and learners who have gone above and beyond.
- Encouraging the use of our positive praise techniques and ensuring that praise is a constant focus in classrooms.
- Highlighting any needs for further training and development in relation to behaviour to the Headteachers.
- Working alongside teachers to review pupil provision for children who may be demonstrating poor behaviour.
- Celebrating positive behaviour, above and beyond and '*This is how we do it here*' by giving emphasis in assemblies.

iv. Senior Leaders

Senior Leaders will:

- Meet and greet pupils and parents at the start of the day.
- Endorse, encourage and support brilliant behaviour wherever possible in the school day and beyond.
- Work as part of the senior team rota to support staff in dealing with behaviour when required. This includes being available throughout lesson time but also being responsible for children who require time with SLT at break and / or lunch because of behavioural incidents or the need for pastoral support.
- Record and monitor behaviour incidents that are safeguarding flags and review for patterns and trends on a regular basis.
- Ensure that all pupils are supported in achieving high standards of behaviour.
- Review any referrals, Behaviour Support Plans, or other strategies regarding the behaviour of pupils to ensure that actions are timely and effective.
- Use behaviour data, staff and pupil voice and parent feedback to monitor effectiveness of our approach and tailor next steps.
- Celebrate our staff and pupils who go above and beyond.
- Bring emphasis to '*This is how we do it here*' for staff, pupils and parents.



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v. Trustees

Our trustees will:

- Meet and greet parents and pupils at the start or of the day when visiting the school at those times.
- Identify pupils who are demonstrating the brilliant behaviour that we celebrate in our school and share this feedback with them.
- Spend time with pupils to gather their thoughts and feelings about our school and our approach.
- Attend meetings with staff, parents and pupils around behaviour and additional steps and measures that can be put in place to support pupils.
- Endorse our shared commitment of belonging for all along with the expectation of exemplary behaviour for everyone in our school, staff and pupils alike.

4. Celebrating behaviour - recognition and reward

Children at our school should encounter praise and encouragement throughout their day. This builds a sense of pride and achievement for them as individuals but also creates a positive atmosphere and culture within our school. Here are some ways that we celebrate and recognise good behaviour and also show our commitment to encouraging our pupils to aim for 'above and beyond.'

Recognition board	Names added to the recognition board in classroom when demonstrating the behaviours for learning that are explicitly taught within the classroom setting. These include: speaking politely, being a terrific team-mate and active participation.
Personal Best certificates	For demonstrating personal best in aspects of learning and behaviour throughout a school day. This focus here is upon an individual's efforts and achievements in relation to their abilities and areas of focus.
Phone call home	To highlight and celebrate an element of excellent conduct that has been observed by a staff member.
Mini postcards	Awarded by members of support staff who see the children at break times, lunchtimes, and other times in the school day. Given to say thank you for the efforts of a pupil through their actions (such as kindness, offering to help, being a role model).
Tokens	Awarded to pupils when demonstrating effort and focus on our visual consistencies that we want to see throughout our school: Legendary lines, magnificent manners, and tremendous transitions.



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Golden Time	An additional play time in the afternoon for those who have gone above and beyond throughout their day. Teachers choose children based on the child's own personal best, individual needs, and effort. A selection of children each day of the week will be chosen from each class. Names added to display board in main corridor.
Weekly Headteacher Award	Awarded to one child in the class each week who has embodied our school values and who has demonstrated exemplary behaviour and conduct. Celebrated with either ice cream or hot chocolate with Headteachers. Names and photographs added to display board in main corridor.

5. Managing behaviour

We ensure that learners are held responsible for poor or unacceptable behaviour but are supported by our adults in reflecting upon this and taking steps to make better decisions and choices in the future. Considering preventative measures for the future and understanding behaviours to tailor support where needed are essential elements of what we do.

i. Reminders and steps in relation to poor behaviour

Staff across the school use the same steps and script when dealing with poor behaviour and children are given 'take up time' between steps to ensure that they are mindful of the path that they are taking when they continue to demonstrate behaviour that is not acceptable in our school. We expect teachers to adopt the practice of PIP and RIP – praising children in public whilst providing reminders about behaviour in private, or as discretely as possible.

See appendix B for our 5 steps and the script that is used by our staff.

ii. Reparation Discussions & restorative practice

We use a restorative method to promote the high standards of behaviour and to resolve incidents where behaviour is not acceptable. More information regarding reparation discussions is below:

- If a reparation discussion is required, we expect as a school that these take place in a timely manner as soon after the event as is practical and possible.
- We recognise that some children may need more time to calm down and deescalate after an incident and that discussions may be delayed as a result.
- Questions and discussions may involve other pupils if they have been hurt, injured, or impacted by behaviour.
- The number of questions used may vary based on the age and specific needs of the pupil.



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- These include questions such as: *What has happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How? What should we do to put things right? How can we do things differently in the future?*

iii. Sanctions or meaningful consequence

At our school, we understand that if sanctions are overly punitive or poorly considered, they can have little or no impact. We are mindful of this and instead focus upon *meaningful consequence* to enable our pupils to understand that both in school, and in wider society, negative choices can impact upon not only others, but the individual themselves.

Meaningful consequences will be reasonable and proportionate given the context of the behaviour and the pupil. Some examples of these are shown below:

Undesirable Behaviours	Meaningful consequence
Breaking of our 'Relentless Routines' across school site	<ul style="list-style-type: none"> ⇒ Sent back to repeat correctly ⇒ Arrange for practise in own time such as break or lunch
Refusal to complete work	<ul style="list-style-type: none"> ⇒ Work sent home for completion ahead of next school day ⇒ Work at break or lunch time with class teacher
Unkindness to others, rudeness, or low-level disruption	<ul style="list-style-type: none"> ⇒ 5-10 minutes with Class Teacher or relevant adults during break or lunch time to repair, help or assist with a task in a positive way

ANY of the following behaviour will result in a member of our Senior Leadership Team removing a pupil from their classroom or location in the school day:

- Persistent rudeness, refusal, or disruption in class (post use of script)
- Unsafe or harmful behaviour in class for self or towards others (can be single isolated example)
- Leaving classroom or refusing to re-enter classroom (after warning)

The pupil will be moved to a new location (which could be an alternative classroom) until their own class teacher is able to discuss the incident with them and hold a reparation discussion. Break and lunchtime with a member of the SLT may be required if issues continue across the school day, are unresolved at time of break and lunch or if deemed to be appropriate based on specific events. Ongoing examples of these behaviours will mean that further follow up will be necessary. See section iv.

ANY of the following behaviours will automatically result in a pupil spending break and/or lunchtime with a member of the SLT:

- Swearing **at** another person
- Threatening others



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- Intentionally damaging property
- Hurting others deliberately
- Making comments that are racist, homophobic or are in any other way discriminatory or offensive.

Pupils will meet with the member of SLT on duty and eat at 11.45 before then going to spend break and / or lunch in a designated area. The pupil will be collected from there at the end of lunchtime by their Class Teacher who will facilitate a reparation discussion. Further sessions may be deemed to be appropriate by the Senior Leadership Team and for serious incidents other consequences may include suspension or exclusion. Please see relevant policy.

iv. Follow up communications and next steps

It is essential that we communicate with parents when behaviour is challenging, unacceptable or is becoming more frequent. The purpose of this communication is to ensure that we are able to work together in support of the child.

As a minimum the following examples will mean that a parent or carer is contacted:

- If a child has had two incidents in the same week where they have reached the level of needing to have some time out of the class environment as part of our script, before then returning, the Class Teacher will contact the parent(s) to share information around the incidents.
- If there are incidents that require their child to be with a member of SLT during break or lunch on the following day, parents or carers will be contacted by either Class Teacher or another relevant member of staff by the end of our school working day.
- If there has been an incident *on* the day that has meant that their child has already needed to be with a member of SLT during break or lunch, parents and carers will be contacted by either Class Teacher or another relevant member of staff by the end of our school working day.
- If a pupil has been removed from their classroom or learning space as a result of their behaviour and has been assigned to a different classroom or space to work in, parents or carers will be contacted.

If the parents of a child do not reside at the same address, **both** will be contacted by the school when behaviour is becoming repeated or is a cause for wider concern.

Meetings and outcomes

For more serious behaviour incidents or a greater frequency of the above, a face-to-face meeting with Class Teacher and parents will be arranged. Other staff including SLT members may also attend if deemed appropriate by the school.



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On occasion, it may be helpful for one of the school Trustees to attend. This gives our parents, pupils, and staff the chance to share the discussion with another person who is working to create the best outcomes possible for every pupil at our school.

Outcomes of face to face meetings could include:

- Completion of a Behaviour Support Plan with a focus on supporting measures and steps that can be taken at home and in school to improve behaviour or prevent recurrence of unacceptable behaviour.
- Referrals to outside agencies for wider pastoral support and external agency intervention such as Early Help.
- SEND actions, observations and other actions.

v. Recording of incidents

We will record incidents on our behaviour tracker. In addition, the following types of behaviour are examples that will be recorded on My Concern, the system that we use in-house for recording safeguarding incidents:

- Intentionally damaging property
- Hurting others deliberately
- Making comments that are racist, homophobic or are in any other way discriminatory or offensive
- Inappropriate use of technology inside or outside of school. In school, this would include any evidence of inappropriate search terms online.
- Bullying or any form of child on child abuse.

As a school, we may add other behaviour incidents to this record system and reserve the right to do so.

6. Monitoring Arrangements

Headteachers and DSLs review the information on the behaviour tracker and my concern on a regular basis. This includes a review of incidents, any classroom removals, frequency, location and type of incident and key pupil group representation. This ensures that we are able to review the effectiveness of support that has been provided to a pupil when they have exhibited undesirable behaviour and ensure that we are proactive and effective in enabling and supporting all pupils. If our analysis finds areas for development and improvement, these will be made to policy and practice with staff training as a priority.



7. SEND Pupils & Behaviour Support

i. Recognising the impact of SEND on behaviour

Our 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 take its legal duties into account when making decisions about enforcing the behaviour policy. 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. Our approaches may include, but are not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Radio support for SLT to encourage and assist
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Use of nature spaces or areas where a pupil can regulate their emotions during a moment of overload or dysregulation.



ii. Adapting sanctions for pupils with SEND

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

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) 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.

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 make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

8. Extreme behaviours

On rare occasions, some children may exhibit more extreme behaviours and behaviours which may cause a significant risk to themselves and others. These will be dealt with by staff who work directly with these children alongside SLT.

Children may need to be restrained if they are exhibiting extreme behaviours, these will always be as a last resort. Any instances where this has taken place will always be reported and documented on My Concern. All staff who have used physical restraint need to report this via a school incident form. The use of Physical Restraint in our school follows the DFE Use of Reasonable force 2013. We do not operate a no contact policy.



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Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

If a pupil complains about force being used on them, all complaints should be thoroughly, speedily, and appropriately investigated.

9. Mobile Phones & Usage

Our Mobile Phone Policy outlines the following expectations in relation to usage by pupils:

- Mobile phones should be switched off on entry to the school grounds (by either top gate or reception gate).
- Phones should not be switched on at the end of the day until the pupil is at the school gates locations as above.
- All phones bought onto site must be handed in to Class Teachers or a relevant staff member in the classroom.

Any mobile devices not handed in or being used will be confiscated. The return of the device will only be made directly to parents/ carers at the end of the day.

If there are multiple incidents or issues regarding a pupil and the expectations above, the school may request that the mobile is handed in to the main school reception at the beginning and end of each day instead.



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10. Searching and confiscation

Any searching, screening and confiscation will be conducted in line with the DFE's latest guidance:

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Confiscation

The following are classed as prohibited items: knives, weapons, alcohol, illegal drugs, stolen items, tobacco, or cigarette papers, vapes, fireworks, pornographic images, items which could pose a safeguarding risk to themselves or others or could be used to commit an offence. If these are found in a pupil's possession as a result of a search will not be returned to the pupil.

We may also confiscate any item that is harmful or detrimental to our school approach to behaviour. These items will be returned to pupils after a discussion with senior leaders and parents / carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.



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A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteachers /DSL to try to determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in the list of prohibited items above.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots



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Searching Pupils' Possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers or 'cubes'
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items listed above.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).



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The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

11. Suspension and Exclusions

Suspensions may need to occur following extreme incidents and will always be a last resort. These will always be at the discretion of the Headteacher. Suspensions will either be in school, where children will work under supervision of a member of SLT, or fixed term out of school. Suspensions in school will always include physical rest breaks but this will be at a different time to the rest of the school. If these do take place, it will always be so that a plan can be created by the school to better support the pupil and prevent future situations happening. It will also give the child and parents opportunity to reflect on behaviour. More information is available in our Exclusion Policy. Permanent Exclusion will always be a last resort and considered under the following circumstances:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

12. Specific behaviours

i. **Bullying**

At St Stephens Junior School we define bullying as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'

We do not accept any form of bullying within the school and any reported bullying will be dealt with promptly and firmly. This can be in person or online and can take a number of forms including cyber-bullying and prejudice-based and discriminatory bullying. All incidents will be taken extremely seriously. Our separate Bullying Policy details the actions which will be taken when dealing with an incident of bullying. Where bullying concerns exist, DSL (Designated Safeguarding Lead) will be informed via My Concern.

ii. **Racial incidents**

A racist incident is any incident which is perceived to be racist by the victim or any other person. Our separate Racial Incidents Policy details how such incidents will be dealt with. A DSL will always be informed of a racial incident via My Concern.



13. Pupil conduct when outside of school gates

i. School trips/visits

Children on school trips are expected to behave, as they would do in school. If inappropriate behaviour is identified, this will be dealt with in accordance with this policy and supporting appendix. Sanctions that are not practicable at that time will be applied when the pupil returns to the school setting. Immediate removal from the trip might also be an outcome.

If behaviour contravenes regard for health and safety or is regarded as serious the child may be excluded from the rest of the trip. Attendance on future trips will be managed and assessed with a clear behaviour plan and risk assessment.

ii. Other times and occasions

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

This may include any of the following times or occasions:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

iii. Unacceptable behaviour online

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises.



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Date Policy Approved by Full Trustee Board: September 2024

Date for renewal: September 2025



Appendix A: Teaching Standards



Department for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>



5 Stepped Sanctions PiP and RiP

Appendix B: Steps and script

1

Reminder:

Remind children of what they should be doing, **privately**. Refer to 'READY, RESPECTFUL, SAFE'.



2

Caution:

Speak to the child privately. Make them aware of behaviour & clear consequences. **You can be certain that... Think carefully about your next step.**

3

Last chance:

Use 30 second script: You aren't following the rule about.... so you'll need to give me 2 mins of your time at break. You need to... Do you remember when you...(positive). That's who I need to see. Thank you. Walk away & give take up time.



4

Time out:

Child to have 2-3 mins in safe space, inside/outside of classroom to calm down & make the right choice. Set timer & follow up when time up. Repair discussion at breaktime.

5

SLT CALL:

Refusal to come back in or continuing with inappropriate behaviour. "This isn't ok & you're now impacting on the class learning time so you'll need to go somewhere else but be certain that I will follow this up later." Reparation meeting later with teacher.





SSJS Behaviour Blueprint
'THIS IS HOW WE DO IT HERE'



First Attention for Best Conduct



Above & Beyond

- Weekly Headteacher Aware (Hot Chocolate/Ice-Cream)
- TLC Celebration Assembly
- Golden Time
- Trips & Experiences



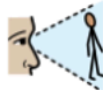
This is how we do it here

- Name on recognition board
- Praise from the teacher
- Personal Best Certificate home/positive phone call
- Tokens
- Mini Postcards



Visual Consistencies
'THE SSJS WAY'

- Legendary Lines
- Magnificent Manners
- Tremendous Transition



PiP and RiP – Praise in public, remind in private

Stepped Sanctions

'PRAISE IN PUBLIC, REMIND IN PRIVATE'

1. REMINDER – 3 rules, privately if possible
2. CAUTION –privately if possible, make them aware of their behaviour & clear consequences if continue. Finish with "Think carefully about your next step."
3. LAST CHANCE – use script for **30 second intervention.**
4. TIME OUT – in class safe space, outside room (max. 3 mins; set a timer & ensure followed up).
5. REPAIR - restorative quick chat/longer follow up at break time (**use 5 questions**; 2 with younger children)



Consistent, Calm Adult Behaviour
'MY CLASSROOM, MY BEHAVIOUR, MY CONSISTENCY'

1. Meet & Greet at the door.
2. Refer to 'Ready, Respectful, Safe.'
3. Show 'botheredness' – model & develop positive relationships; teach appropriate behaviours.
4. Plan lessons that engage, challenge and meet learners' needs.
5. Use the 'recognition board'.
6. Be calm & give 'take-up time' when going through the steps (use the script).
7. Follow-up every time & retain ownership – engage in reflective dialogue with learners.
8. Never ignore or walk past bad behaviour (stop, notice, remind, move on).

Follow up:

Two or more incidences of 'Time Out' = teacher to phone home & log.

How to show certainty no matter what!

1. I am going to come and speak to you later about what will happen next.
2. I am going to walk away to give you/both of us a chance to calm down.
3. I don't think I have enough information to make a decision right now.