

St Stephen & All Martyrs' CofE Primary School



Behaviour & Discipline Policy (Including Anti-Bullying Strategy)

Reviewed: March 2025
Next review: March 2026



St Stephen & All Martyrs' CofE Primary School Behaviour & Discipline Policy

Legal Framework:

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- Behaviour Action Plan

Behaviour policy rationale:

At St. Stephen & All Martyrs' we value each child equally and strive to provide the best education possible, within a stimulating, happy and caring environment, inspired by Christian faith and practice. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect, together with a willingness to show humility and forgiveness, as basic requirements.

'Forgive us our sins, as we forgive those who sin against us'.

The rationale for this policy is based on the Christian values of love, respect and forgiveness. It provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop into caring and responsible adults. Skilful behaviour will be rewarded and unskilful behaviour dealt with using a range of consequences but the Christian message of forgiveness will be implicit in all we do. It will always be clear that it is the behaviour we find unacceptable and not the child. Each new lesson represents a fresh start. Subsequently each new day also represents a fresh start.

OVERVIEW

Skilful behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. The school rules will be displayed and followed by all and the Reward and Consequences section of this Policy will be used to underpin and reinforce skilful behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy

OBJECTIVES

1. To create an ethos of skilful behaviour in school. This will ensure that children are happy, secure and safe.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children lead disciplined lives and to understand that good citizenship is based upon skilful behaviour.
4. To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
5. To use skilful behaviour to promote community cohesion.

STRATEGIES

1. The school rules will be promoted at all times by staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
4. Children will be taught to be polite, respectful, well-mannered, and obedient and well-behaved.
5. Staff in order to encourage and promote skilful behaviour, will use the rewards and consequences section of this policy sensitively and sensibly.
6. Each member of staff is responsible for the skilful behaviour of the children in their care.
7. All staff to use the strategies of **"curious not furious"**
8. Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with the Headteacher/Deputy Headteacher/SENDCo who will agree an appropriate strategy of help and support.

9. The Headteacher/Deputy Headteacher/SENDCo will involve parents at an early stage where a learner is experiencing problems with behaviour.
10. When there is a serious problem with a learner's behaviour, the Headteacher/Deputy Headteacher/SENDCo will, where appropriate, involve outside agencies.
11. In extreme cases, a learner's unskilful behaviour or failure to respond to help, support and other consequences may result in the child being excluded from school by the Headteacher in accordance to the Local Authority Children's Service Suspension and Permanent Guidelines.

OUTCOMES

This policy will promote the strong ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin good teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. It will encourage children to 'stay on the Green Star', promoting high standards, skilful; behaviour and community cohesion.

At St. Stephen & All Martyrs' we aim to have a positive approach to the management of children with emotional and behavioural difficulties.

These were the issues discussed and approved by staff regarding discipline policy and procedures at St. Stephen & All Martyrs'.

EXPECTATIONS

The principles of the positive teaching approach are to use positive reinforcement through a consistent reward system. Each year group, together with the children have identified observable skilful behaviours and drawn up classroom rules for specific classroom situation – these rules are positive and underpinned by the school's '5 Golden Rules'

- 1. Be polite and well-mannered**
- 2. Be kind and helpful**
- 3. Be accepting of everyone**
- 4. Be respectful with equipment**
- 5. Be the best that you can be- ALWAYS**

These are displayed in the main hall.

Rules are to be: -

- a) Displayed clearly in all classrooms.
- b) Constantly explained to remind children of them.
- c) Consistently reinforced as an example by children who are keeping the rules –demonstrating skilful behaviour.

The rules must be explained so that they understand them.

Classroom organisation

Routines and the importance of giving specific directions should be related to the agreed positive rules.

Individual children

In the context of a Positive School Discipline Plan, children with a severe discipline problem will have their own Individual Behaviour Plan (IBP) or Pastoral Support Programme (P.S.P.) usually drawn up with members of staff concerned, Head or SENDCo and if appropriate, Parents and Educational Psychologist.

The positive way to keep children on task is to give children consistent praise which should be specific, genuine and age appropriate

As a whole school approach, it has been agreed that children need clear guidelines, work that is appropriate to their ability, attractive rewards and effective consequences.

At St. Stephen & All Martyrs' we want our children to behave well towards each other, staff and their parents. We believe that skilful behaviour needs to be carefully developed. We think that young children learn best when they are clear about what they're supposed to do and when they are continually and consistently encouraged to do it.

How to encourage skilful behaviour

- Recognise and highlight skilful behaviour as it occurs.
- Praise children who are behaving well – demonstrating skilful behaviour.
- Ensure that criticism is constructive.
- Explain and demonstrate the skilful behaviour we wish to see.
- Encourage children to be responsible for their own behaviour.
- Let parents know about their children's skilful behaviour.
- Reward individual children and groups of children for behaving well.
- S.G.O's (School Games organisers) are led by trained Yr 6 children on the playgrounds to encourage children to join in games and play cooperatively with each other.

Stopping unskilful behaviour

Reminding children of the school's rules, noticing skilful behaviour as it occurs and ignoring unskilful behaviour as far as possible may not be enough and depending upon the situation, it may be necessary to deal with persistent unskilful by: -

- Giving effective reprimands and reminders of appropriate behaviour.
- Separating pupil within the class.
- Separating child from the class and referring to other classes, Deputy Head or Head.
- Contacting parents to discuss ways of helping the child improve his/her behaviour.
- Devise a Behaviour Support Plan - sometimes with the help of outside agencies e.g. Educational Psychologist.
- Following this, individual behaviour plans will be updated at least termly.

Dealing with unskilled behaviour- Staff will be curious not furious

There will be times in school when a child's unskilled behaviour has to be dealt with. Instead of reacting with anger and punishment, we believe that we must provide adult-induced consequences in order for children to learn from their mistakes, therefore we need to get curious to support this – asking pertinent questions.

Why did they behave that way?

Were they overwhelmed?

Did they become dysregulated, and need help regulating their emotions?

Do they need a specific set of skills in order to handle that situation differently next time?

When rules are broken we often don't understand what the child's objective was when they said/did something unskilful. Therefore, we try to ask them questions (be curious) rather than become angry with them.

'I wonder if

'Can you help me to understand?'

'I can see that you're feeling..'

'I would feel that way too if I was in that situation'

'That must feel really uncomfortable for you'

'How can I help to make this easier for you?'

At this point staff will support children to reflect using our feelings wheel – thinking about the impact of their unskilful behaviour on both themselves and anyone else who it may have had an impact on.

KS2 children are supported to 'craft an apology' – thinking about the overall reflection of their unskilful behaviour.

Reward	Which children	Details	In the form of	When and where given	Display
Buzzy Bees	R-Y2	Buzzy Bees are given for good work and recorded on a class chart. 5 of these lead to privilege cards being earned 1 Buzzy Bee awarded for: - all spelling correct or significant improvement. - reading 5x per week - completing home learning task	Privilege cards lead to Metallic awards. 10 = Bronze 20=Silver 30=Gold 50=Platinum 75=Sapphire 100 = Diamond	Bronze, Silver, Gold, Platinum, Sapphire and Diamond Certificates are given in celebratory assembly.	Buzzy Bee chart displayed in class.
Golden Stars	Y3-Y6	Golden Stars are given for good work and recorded on a class chart. 10 of these lead to privilege cards being earned 1 Golden Star awarded for: - all spelling correct or significant improvement. - reading 5x per week - completing home learning task	Privilege cards lead to Metallic awards. 10 = Bronze 20=Silver 30=Gold 50=Platinum 75=Sapphire 100 = Diamond	Bronze, Silver, Gold, Platinum, Sapphire and Diamond Certificates are given in celebratory assembly.	Golden Star chart displayed in class.
Skilful behaviour is demonstrated by children remaining on the 'Green Star' ALL week -	R-Yr6	Children who demonstrate skilful behaviour remain on the 'Green Star' all week. These are known as our ALWAYS Children	A Green Star is awarded for each day they remain on green with a bonus ticket on Friday for staying on the Green Star for whole week. Green Stars can also be awarded at lunchtime for skilful behaviour – these are entered into a draw.	All Green Stars are entered into a draw – the more green stars the greater chance of your name being selected. A termly reward event is offered to those whose name is drawn.	Green Star on the Traffic Light chart in all classes.
Your Behaviour is - Out of this World!	R-Yr6	The percentage of children on 'Green Star' is calculated each week.	Top 3 classes are added to the 'Out of this World' stars.	In celebration assembly. Class with a 100% on Green Star – rewarded with extra playtime on Friday.	Displayed in the hall – on the 'Out of this World' Board
Attendance Rocket	R-Y6	The attendance percentage is calculated each week.	Top 3 classes are added to the attendance rocket.	In celebration assembly.	Displayed in the hall – on the 'Out of

		97% is the 'magic number'			this World' Board
Attendance certificates	R-Y6	Certificates given each term for 97% attendance (or higher)	Certificates given out in assembly.	At the end of each term.	Photo (if permitted) shared on X
Star of the Week	R-Y6	A reward for children who have behaved/learnt well during the week	1 child chosen from each class every Friday	Certificate awarded in celebratory assembly every Friday	Photo (if permitted) shared on X
Invite to Headteacher's Tea Party	R-Y6	A reward for excellent presentation and learning	1 Child chosen from each class every Friday	Certificate awarded in celebratory assembly every Friday. Share their work with Headteacher & enjoy Hot chocolate – Monday Morning	
Head Boy/Girl An number of other PLT roles are allocated	Y6	Children who have demonstrated excellent attitude to whole of school life and are good role model for others	Apply to Headteacher for the position.	Children are selected during the Autumn 1 term and announced during assembly	Children awarded a Metal pin Badge Details on PLT board
General Stickers	R-Y6	For good work and achievement, positive attitude and approach to school life.	Stickers awarded	By any member of staff	None
EXCELLENT learning or skilful behaviour	R-Yr6	For excellent work and achievement, positive attitude and approach to school life.	Golden Headteacher's Sticker awarded.	Awarded by Headteacher	

Lunchtime Behaviour Rewards

- Additional 'Always Green Stars', Buzzy Bees or Golden Stars may also be awarded.

Consequences

Traffic Light System

All Classrooms have a Traffic Light System displayed, as a whole school approach as a sanction for unskilful behaviour/attitude.

	CONSEQUENCE	ACTION
Green Star	All children's names displayed on the 'Green Star' at the beginning of the week – the aim is to remain on the green Star! This will earn a bonus ticket into the draw.	If behaviour is unskilful they move to amber. (Once they have moved to amber they cannot return to the green star until the following week. They will however, return to Green each day)

Green Light	Children who have had a warning and have moved from the Green Star – return to the green light at the start of each day. Remaining on 'Green' earns a ticket for the box.	Each day every child's name returns to 'green light' New day = New start
Polite Warning	1 st instance of unskilful behaviour/attitude – child's is given a 'polite verbal warning'	
Amber/Yellow Light	2nd instance of unskilful behaviour/attitude – child's name is moved to amber.	Year 6 Only - As requested by the Yr6 children a text will be sent to their parents to inform them of an amber warning as a consequence of their unskilful behaviour.
Red Light	2 incidences of unskilful behaviour/attitude in a day child's name is moved to red.	Class teacher will inform child's parents of poor behaviour and attitude; either via telephone or with a face to face conversation. This is recorded on CPOMS. This results in a loss of playtime. <i>Child will be asked to think about their behaviour by completing a "Thinking about my unskilful behaviour..." task and give an apology / apology postcard (where appropriate)</i>
Red Light	Straight Red is awarded for any incidents of physical aggression, racist, sexist or homophobic behaviour or inappropriate language aimed at either pupil/s or adult.	Class teacher will inform child's parents of poor behaviour and attitude; either via telephone or with a face to face conversation. This is recorded on CPOMS This results in a loss of playtime. <i>Child will be asked to think about their behaviour by completing a "Thinking about my unskilful behaviour..." task and give an apology / apology postcard (where appropriate)</i>
Extreme behaviour - Physical assault against a pupil - Physical assault against an adult - Verbal abuse or threatening behaviour against a pupil - Verbal abuse or threatening behaviour against an adult	A school suspension will be implemented.	Parent will be expected to collect their children from school. The child will remain at home during the specified time frame and work will be set by school for completion during this period. In this case parents will be made aware of the risk of this sanction,

• Use, or threat of use, of an offensive weapon or prohibited item. • Bullying • Racist abuse • Abuse against sexual orientation or gender reassignment • Abuse relating to disability • Persistent disruptive behaviour, detrimental the learning of others in the class.	A number of suspensions – may lead to a permanent exclusions.	where possible, prior to this occurring.
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Lunchtime Behaviour Consequences

- At lunch time for a serious unskilful behaviour a member of staff can send the child into school to a member of the SLT. Class teachers will be informed of the unskilled behaviour.- the incident will be logged onto CPOMS, by the member of staff who dealt with it initially.
- Discussion will take place with the child regarding their behaviour and the reason behind it.
- If poor behaviour is continually repeated, then they will serve a one-week exclusion from the school site at lunchtimes.

Consistent/Extreme Unacceptable Behaviour/Attitude

Consequence Level	Action
5	Individual Behaviour Plan (I.B.P.) in place. Child is put onto report for 3 weeks. (Daily record sent home each night) Parents will be asked to come into school to discuss progress on a weekly basis.
6	Individual Behaviour Plan (I.B.P.) in place.
7	Fixed term exclusion.

Discretion Clause

In exceptional circumstances and decided by a member of the Senior Leadership Team:

- Phone call to parents
- Letter to parents
- Request to parents to take child home
- Meeting with parents
- Isolation from own class
- Fixed term suspension or permanent exclusion



St. Stephen & All Martyrs' CofE School Anti-Bullying Statement of Practice

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

(DfE 2023)

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying behaviour can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, gender orientation based, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Indirect** - Can include the exploitation of individuals.

What constitutes bullying is ever-changing as the technological and political agendas change locally and nationally. It is the intention that staff remain abreast of technological and political changes. Individual perceptions of what constitutes bullying can also differ so staff at SSAM always treat allegations of bullying with respect.

Aims

Bullying behaviour is not accepted at SSAM. We positively teach that message from Reception Class to Y6 through our PSHE curriculum and reinforce that message in the way we treat each other in every aspect of school life. At SSAM, everyone has the opportunity to be heard and children are explicitly taught that bullying is not tolerated and that we all have a responsibility not to stand by and watch bullying happen to someone else. Any complaint about bullying behaviour will be taken seriously and dealt with impartially and with respect.

Objectives

Ensuring all children, staff, parents and governors are aware of the policy on bullying and adhere to its principles and procedures.

Creation of a positive learning environment.

Delivering a pro-active curriculum, which supports the children to take responsibility for their own behaviour.

To provide training for all staff in relation to bullying issues.

To provide support for all victims as appropriate.

The role of governors.

The governing body support the Headteacher in all attempts to eliminate bullying behaviour from our school. The governing body does not allow bullying to take place in our school; any incidents of bullying are taken very seriously and dealt with appropriately by the staff in accordance with the Behaviour Policy.

The role of the Headteacher.

It is the responsibility of the Headteacher to implement the school anti-bullying policy and to ensure that all staff are aware of the procedures in place to deal with incidents of a bullying nature. The Headteacher reports to the governing body on the effectiveness of the policy on request. The Headteacher ensures all staff access appropriate training to deal with bullying incidents. The Headteacher sets the climate of mutual support and praise for success and communicates to the children that they are important and belong to a friendly school where we all care for each other. This is not a place where bullying is an acceptable behaviour.

The role of the staff.

All adults in school take incidents of bullying seriously and take positive action to prevent such incidents taking place. All staff support the children to enable them to interact appropriately and to handle their own emotions. Values and attributes are taught specifically throughout the curriculum. It is the responsibility of all staff to maintain a positive learning atmosphere. Staff are required to attend appropriate training.

A Positive Learning Environment

- Clear and explicit praise and reward systems.
- Implementation of the school values: Friendship, Respect, Truthfulness, Trust, Perseverance and Compassion.
- Opportunities throughout the curriculum to raise issues and positively teach the children how to behave appropriately, particularly within the PSHE curriculum.
- School assemblies focused on the school values, British values and anti-bullying
- School Council in place to act as a channel for Pupil Voice.
- Peer group support for vulnerable children.
- SGO's to support younger children in KS1
- A continual programme of playground improvements.
- All staff having the time to listen to children.

Procedures

All incidents of a bullying nature must be reported to a member of staff as soon as possible so that they can be dealt with immediately. Staff cannot respond to something they are unaware of. Children are aware that they can speak to any member of staff at any time but if the incident occurs on the playground the most appropriate member of staff to deal with an issue is the member of staff on playground duty at the time.

Staff are aware that telling someone about an incident can be very difficult for a child but throughout our PSHE lessons, the message is reinforced that it is essential to tell someone in order to put a stop to the behaviour and that to do so is very brave. Bullying is nipped in the bud and the protagonists dealt with immediately. All behaviour that has involved a member of staff dealing with an issue is recorded on CPOMS. Staff recognise that something that may initially begin as a friendship issue, could potentially turn in to bullying behaviours. Any friendship issues between children are therefore logged on CPOM's and tagged as 'Friendship Issues'. This is monitored by senior staff on a regular basis to pick up on any patterns of behaviour that may be a cause for concern.

Should the inappropriate behaviour persist then it is brought to the attention of a senior member of staff and appropriate consequences employed, dependent on the nature of the incident. Any incident recorded on CPOMS are communicated to the parents of both the victim and the accused. Parents are encouraged to come into school to discuss any issues of behaviour and their support sought in finding a solution. Should the inappropriate behaviour escalate, it may be necessary to exclude the perpetrator from school in line with Bolton Authority Policy. If necessary and appropriate, police services will be consulted.

Throughout the process every effort is made to support the victim and to assist the perpetrator to change their behaviour. After resolution, each case is monitored to help prevent recurrence.