



Through God We Achieve

OUR VISION AT ST. STEPHEN'S CE PRIMARY SCHOOL

To deliver outstanding education in a caring community, with God at its centre.

'Turning your ear to wisdom and applying your heart to understanding'. Proverbs 2:2

OUR VALUES:

Joy - we provide a happy and stimulating environment, rooted in Christian values.

Excellence - we are a church school committed to the highest standards in everything we do.

Relationship – we work hand-in-hand with St Stephen's Church as well as our parents and carers.

Respect - we enable our children to deepen or realise their own faith and respect the freedom of others in their beliefs.

Nurture – our children are cared for spiritually, morally, intellectually, physically, socially and emotionally.

BEHAVIOUR AND EMOTIONAL WELLBEING POLICY

Action	Policy to be reviewed as required and at least annually		
	Owner	Date	Completed
Updated	SLT	October 2024	✓
Next Review	SLT	October 2025	
Approved	Governors	December 2025	✓

Statement

At St Stephen's CE Primary School, we promote a community and environment where all members can work safely and happily to the best of their ability within the Christian context.

Our Christian values underpin all aspects of our behaviour policy in terms of our expectations of pupils and how we understand and respond to their behaviour. Ensuring pupils feel safe, comfortable and confident is essential for effective teaching and learning to take place. The underlying principle of St Stephen's CE Primary School's behaviour policy is to adopt a positive and affirmative approach to behavioural matters wherever possible, following our three core values:

**Be Ready
Be Safe
Be Respectful**

This policy involves all members of our community: pupils, staff, volunteers, parents, governors, and visitors to the school, alongside other external participants in school activities.

Staff at St Stephen's CE Primary School recognise that all children have individual needs, which are taken into consideration when any incident occurs. We have developed this policy with the principle of emotional differentiation in mind – ensuring expectations are in line with a pupil's developmental stage and abilities.

Aims and Objectives

At St Stephen's CE Primary School we aim to:

- Establish a Christian ethos that is expected in a Church of England school.
- Value everyone as individuals and respect their rights, values and beliefs including religious beliefs, ethnicity, age, gender identity, disability and sexual orientation and foster a sense of belonging and inclusivity within the school community.
- Work together to ensure that everyone feels respected, happy and safe; everyone is treated equally and fairly.
- Mutually respectful relationships are built and promote positive self-esteem.
- Provide a safe and caring learning environment which provides a broad and balanced.
- Provide clear guidance for children, staff and parents of expected levels of behaviour as well as consequences and rewards.
- Use a consistent calm approach.
- Ensure all adults take responsibility for managing behaviour and follow up incidents personally.

- Ensure all adults use consistent language to promote positive behaviour.
- Use restorative approaches alongside rewards to incentivise good behaviour.
- Promote self-worth in order to develop good relationships, make moral decisions and interact positively.
- Develop pupils' self-regulation skills, the ability to be reflective and acknowledge socially responsible behaviour and accept responsibility for their own actions.
- Provide an environment with clear expectations and boundaries that enables all members of the community to feel safe, comfortable and ready to engage in learning.
- Understand behaviour as communication and be curious and non-judgemental in how behaviour is responded to.
- Continue to review this, and other, policies to ensure they reflect best practice.

Behaviour Code of Conduct

At St Stephen's, we have high expectations for all our pupils and hold the belief that all children want to do their best. We are committed to creating a respectful, safe environment where everyone is ready for and has a positive attitude towards learning.

This policy has been developed based on the following principles:

- Relationships and the pupil's sense of safety are at the heart of classroom management.
- Staff use nurture, warmth and empathy even when a pupil is presenting with challenging behaviours.
- Individual circumstances are taken into account, for example we have a number of post looked after children (PLAC) at the school and this group benefits from adaptations in expectation and behaviour management due to, in some circumstances, adverse early childhood experiences. Similarly, children with SEND may need explicit support to understand the situations in which they find themselves and how to manage their emotions.

Positive behaviour is an essential ingredient of an effective school. We are always aware that we, as school staff, share responsibility with the parents/carers for the children in our care and make every effort to provide the care which any responsible parent would be expected to make. At St Stephen's Primary School, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods and strategies in order to maintain positive relationships and we achieve this through visible consistency and our three non-negotiable core values:

**Be Ready
Be Safe
Be Respectful**

This is an example of how our core values can be broken down into rules we follow. *These include the following but not are limited to:*

BE SAFE	BE READY	BE RESPECTFUL
<ul style="list-style-type: none"> • Straight and silent lines when walking through the school. • Keeping to the left when walking through school. • Straight and silent lines after the whistle blows to signal the end of break and lunch. • Sensible sitting in classrooms and assemblies. • Following instructions from an adult. • Hands and feet to yourselves at all times. 	<ul style="list-style-type: none"> • Eyes on the speaker. • Correct seating position. • Correct uniform. • Organised equipment ready to be used. • Meeting deadlines with homework and reading (refer to homework policy for more information). • Wear appropriate PE kit on PE days. 	<ul style="list-style-type: none"> • One person speaks at a time. • Listening to the speaker. • Turn taking. • Hands up to ask/answer a question. • Punctual arrival to school and clubs. • Holding doors for others. • Manners. • Consideration of personal space.

*For outdoor play, the same core values apply.

These principles are designed to not only guide children’s behaviour whilst at school, but also to be applied in their wider life and society.

Members of staff who manage behaviour well will:

- Deliberately and persistently catch the children doing the right thing and praise them in front of others using the language of the core values. E.g. “Well done X, you are ready.”
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.

Class Management

At St Stephen’s, we understand the value of having clear, predictable boundaries in our classrooms. Good classroom management ensures that a positive, safe social and learning environment is set up and maintained, enabling children to make the most of learning opportunities. It is well evidenced that children who are not feeling safe and secure are unable to learn effectively.

Children will be held accountable for their behaviour and staff will endeavour to teach responsibility as a life value. At St Stephen’s, staff follow our **‘Stepped Boundaries’** approach to managing behaviour and maintaining the consistency of our core values. Please see the table below for how this would look in practice.

STEPPED BOUNDARIES – Having a gentle approach, using the child’s name, maintaining eye contact and delivering a clear message.

<p>1. Reminder</p>	<p>I noticed you chose to ... (noticed behaviour). This is a REMINDER that we need to be (Safe, Ready, Respectful). You now have the chance to make a better choice. Thank you for listening. <i>Example - ‘I notice that you’re running. You are breaking our school rule of being safe. Please walk. Thank you for listening.’</i></p>
<p>2. Warning</p>	<p>I noticed you chose to ... (noticed behaviour). This is the second time I have spoken to you. If you choose to break the rules again, you will leave me no choice but to ask you to stay behind at the next break so I can speak to you. Do you remember when ... (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I’m glad we had this conversation. <i>Example - ‘I have noticed you are not ready to do your work. You are breaking the school rule of being ready. This is the second time I have spoken to you, if I have to speak to you a third time, we will have to have a conversation at the next break. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’</i></p>
<p>3. Follow up/Repair and Restore</p>	<p>I noticed you chose to ... (noticed behaviour). You need to stay behind at the next break as this is the third time I have spoken to you. <i>Example - ‘I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to miss part of your break/lunch. I will now speak to you about your behaviour (use questioning below). Thank you for listening.’</i></p> <ol style="list-style-type: none"> 1. What happened? 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? 6. What should we do to put things right? 7. How can we do things differently?
<p>Remember it’s not the severity of the sanction, it’s the certainty that this follow up will take place that is important.</p>	

Where a child’s behaviour becomes a concern due to the frequency of the above stepped boundaries being breached, behaviour management support commences. Initially, parents will be invited to meet the class teacher and if further action is required, members of SLT will be involved. This may be shown by a child reaching Stage 3 two or three times a week, or a serious breach of unacceptable behaviour.

Unacceptable Behaviour

There are some instances where behaviour is not acceptable because it is unsafe, discriminatory or harmful to others or the environment and in these cases, the steps may not be followed and immediate action is taken with parents, teachers and SLT working together.

Examples of unacceptable behaviour include:

- bullying and harassment (See Anti-bullying Policy)
- swearing and the use of other inappropriate language
- damage to property
- harming others
- persistent refusal to comply with adult direction
- comments that contradict the Equalities Policy

St Stephen's aims to promote inclusion, and suspensions or exclusions will only be considered in extreme cases in line with the updated Department of Education guidance from September 2024.

Preventing Bullying/Cyberbullying

The whole school community is committed to:

- Creating and supporting an inclusive environment, which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognising the potential for children with SEND to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discussing differences between people that could motivate bullying such as different family situations, looked after children, religion, disability, sex, sexuality or appearance-related differences.
- Challenging behaviour and language, including banter, which does not uphold the core school values.
- Utilising RHE, circle time, use of class worry box, extra supervision at playtimes, adult check-in with pupils and parent/carer meetings.
- Working with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively creating safe spaces for vulnerable children and young people.
- Celebrating success and achievements to promote and build a positive school ethos.
- Ensuring anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Providing systemic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
- Within the curriculum, raising awareness about the nature of bullying through whole class lessons on social and emotional needs and behaviour, displays, peer support, the School Council and assemblies, in an attempt to eradicate such behaviour.

Physical Restraint

At St Stephen's CE Primary School we follow the London Borough of Hammersmith and Fulham's guidance on the use and practice of physical restraint. We are fortunate that this is rarely used but conscious to abide by recommendations and good practice.

Behaviour links with/to Special Educational Needs (SEND)

Children with SEND are given special consideration in relation to this policy. Staff are encouraged to liaise with the SENDCo to explore reasonable adjustments that may need to be made e.g. reduced outdoor play if over stimulated by playground noise, movement, and use of social story to clarify expectations. It should be recognised that repeated patterns and types of behaviour can relate to:

- Specific learning differences
- Difficulties with social interaction and social communication
- Emotional wellbeing needs related to in-school circumstances
- Emotional wellbeing needs related to out-of-school circumstances

Concerns relating to repeated behaviours may require consideration of a child being placed on the school's SEND register. Therefore teachers, working with external educational and children's services specialists and professionals where appropriate, need to review a child's progress and achievement in light of this. Teachers need to consider the nature, severity, frequency, duration and generality of the one or many identified behaviours causing concern. Inclusion on the SEN register would be appropriate when/if:

- The school's basic positive and negative behavioural and other support strategies have been implemented.
- The class teacher requires specialist support to continue successful management (i.e. from the school's SENDCo, and/or the local authority's teaching and/or behavioural support, and/or CAMHS.
- It seems likely that other specialist or other expert advice may be necessary in the short/long term to help support and safeguard the child concerned.

Praise and Rewards

At St Stephen's CE Primary School we strongly believe the consistent and regular use of praise and rewards to be a very important feature of our school for embedding our three core values.

Praise

High levels of appropriate praise are especially important when establishing routines and expectations. Intermittent praise is valuable in maintaining them. At St Stephen's, we consider that the giving of praise should be varied and specific and that frequent and consistent praise statements should outnumber corrections. Praise should be specific and use the language of our core values. We also recognise that some children find it hard to accept praise. For these children, staff at St Stephen's persevere with relationship building and introducing praise in gentle, indirect way until a child finds it easier to tolerate.

Staff are also encouraged to praise each other to promote an atmosphere in which all members of the school community give and receive praise.

Reward

- direct praise, both verbal and non-verbal
- stickers and written comments
- house points
- good work certificates for notable behaviour, academic achievements, attendance and punctuality
- house trips
- being commended to the head teacher/SLT
- pupil and/or work referenced or sent to other teachers or classes

At St Stephen's, we use praise and reward to:

- Encourage positive self-esteem and help pupils recognise what they have done well.
- Recognise effort and improvement as well as achievement.
- Reinforce our core values.
- Draw other pupils' attention to appropriate behaviour.
- Give an emphasis to the wanted behaviours rather than to the unwanted.
- Encourage high standards of effort and academic work, as well as behaviour.
- Encourage and show appreciation for contributions in class.
- Enable pupils to learn more effectively through the giving of positive feedback.

Behaviour through the Curriculum

Positive behaviour and attitudes are specifically taught through the Relationships and Health Education (RHE) curriculum.

RHE learning focuses on relationships with one another and positive working environments to help children understand and think about the reasons for good behaviour, for the good of themselves and others.

A wide range of activities are used within the units of work including drama and role play; sorting and ranking activities; circle time and discussion; use of literature, photos, pictures and information technology. In addition, where a child or group has identified social, emotional and behavioural needs, a specific programme of activities may be set up according to the child's needs.

Promoting Behaviour through Additional Responsibilities

Pupils are also involved in developing and maintaining St Stephen's core values. We want all pupils to feel like valuable members of the school community through responsibilities such as:

- Representing their class as members of School Council
- Representing their House Groups as House Captains
- Supporting each other as Playground/Friendship Buddies
- Class Librarians
- Sports Captains

- Buddy Readers
- Exemplary behaviour on all school trips
- Acting as ambassadors with visitors to the school

Training and coaching is offered to participating pupils to help them to feel confident to fulfil their role when appropriate.

Specific Responsibilities

School Senior Leadership Team (SLT)

SLT encourage and facilitate good behaviour by:

- Monitoring the implementation and success of St Stephens' core behavioural values through observation and discussion with their teams.
- Ensuring staff have access to ongoing training in the approaches underpinning this policy.
- Being available to take an active role in responding to behaviour as well as supporting staff to implement the behaviour policy within their classroom.
- Ensuring everyone within the school community has access to this policy and is aware of their responsibilities.
- Reviewing the policy on an annual basis, or in light of new local and/or central government guidance.
- Taking a leading role in establishing and continually improving the school's behaviour policy and codes of conduct, and leading by example alongside having high aspirations for pupils and staff.

Teachers

Teaching staff encourage and facilitate emotional wellbeing and positive behaviour at St Stephen's by:

- Being consistent in implementing the school's behaviour policy and codes of conduct as agreed.
- Providing a broad, balanced, stimulating curriculum to which all children have access, and by catering to individual needs as appropriate.
- To provide opportunities throughout the school day for pupils to express, share and explore feelings that might otherwise lead to challenging behaviour.
- Upholding the ethos of the school through worship, RE and RHE.
- Being good role models, being punctual and well prepared.
- Responding to the needs of pupils sensitively.
- Enabling children to take responsibility for their own learning and actions.
- Having high aspirations for pupils.
- Emphasising and praising positive behaviour and progress.
- Being curious, non-judgemental and fair when dealing with challenging behaviour.
- Supporting children to form positive relationships with peers and adults.
- Being in corridors and in classes as children come in, encouraging children to come in quietly and walk at all times, whilst also providing a warm welcome to help children feel noticed and valued.
- Recognising when pupils are being kind, polite and considerate and celebrating these moments.
- Discussing with pupils how their actions impact upon others by using the stepped boundaries and helping them to reflect on any difficult situations use the restorative questioning.
- Ensuring that any unacceptable behaviour is challenged and recorded and referred as necessary to SLT.

- Keeping parents actively informed about any occasions of challenging and unacceptable behaviour and how this has been explored and responded to.
- Encouraging children to take pride in themselves, their school and their work by being consistent with both praise and discipline on an individual basis.
- Following up and responding to those matters brought to their attention by support staff.
- Ensuring that all children are aware of behavioural and work expectations.
- Sharing strategies with other members of staff.
- Accessing and engaging in supportive discussions with other members of staff following any challenges and taking responsibility for their own emotional wellbeing.

Support staff (including volunteers)

Support staff to encourage and facilitate good behaviour by:

- Reporting unacceptable behaviour to teachers and SLT so that matters can be investigated and followed up.
- Following the guidance set out in this policy.
- Having positive interactions with pupils, praising them consistently and using the appropriate stepped boundaries and agreed school reward systems.
- Reminding children to show respect and consideration towards each other.
- Modelling positive behaviour choices.
- Having sensitivity to any physical or sensory needs children may have, to minimise escalation of dysregulation.

Pupils

Pupils take responsibility for their own attitudes and behaviour by:

- Respecting the daily timetable.
- Observing and trying their best to follow St Stephens' core values of Be Safe, Be Ready, Be Respectful.
- Taking developmentally-appropriate levels of responsibility for their environment and their own learning.
- Accepting responsibility for their own behaviour and accepting help from adults to reflect on what's happened.
- Understanding when to tell an adult about something that has happened.

Parents and Carers

Parent/Carers encourage their children to behave in a responsible way by:

- Positively and actively supporting all staff and children in their endeavours to uphold the Behaviour Policy and Code of Conduct.
- Using approaches and systems that are consistent between home and school.
- Engaging in appropriate and proportionate information sharing between home and school where it may be relevant to how adults understand and support their child.
- Having high aspirations for and taking an active interest in their children's learning and life at school.
- Attending parent/carer meetings whenever possible.
- Encouraging children to follow the rules.

- Modelling good behaviour through their own positive behaviour.

Governors

Governors support the school community in this aspect by:

- Overseeing and monitoring the effectiveness of the school's behaviour policy and ensuring the policy is reviewed annually.
- Supporting all aspects of the policy.
- Monitoring the reporting of serious incidents leading to exclusion (exclusions panel).
- Modelling good behaviour through their own positive behaviour.

Visitors and Guests

Visitors to the school and other guests can help support the school behaviour policy by:

- Reading the visitors leaflet upon arrival which sets out expectations and school systems.
- Reporting any observed behaviour incidents to school staff, so that matters can be investigated and followed up.
- Modelling good behaviour through their own positive behaviour.

Zones of Regulation

Staff at St Stephen's are offered Zones of Regulation training on a regular basis through the Speech and Language Therapy Service.

Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies, which could adversely affect their mental and physical wellbeing. We aim to help children to:

- Recognise when they are in the different zones and learn how to change or stay in the zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different zones, thus developing better empathy.
- Develop an insight into what might make them move into the different zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which zone they are in.
- Develop problem-solving skills and resilience.
- Identify a range of calming strategies that support them (known as their personal 'toolkit').

What are the different Zones?

Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

Green Zone: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated or out of control.

We will teach the children that everyone experiences all of the zones. The Red and Yellow Zones are not 'bad' or 'naughty'. All zones are expected at one time or another.

Policy Monitoring and Review

The implementation of the above policy is monitored on a day-to-day basis by the Head teacher/SLT. The Head teacher provides routine reports to the Governors on the standard of behaviour in school. The Head teacher will, where they feel necessary or when requested, provide Governors with an assessment of the effectiveness of the school's behaviour and anti-bullying policies. The above policy will be reviewed regularly by staff and governors' representatives.

Success criteria:

This policy will be judged effective if:

- St Stephen's CE Primary School is seen and known to be a happy and successful school where children feel secure, safe and able to learn to the best of their ability.
- Fixed term or permanent exclusions are rare.

This policy has been shared and discussed with various members of the school community including whole staff (teaching and non-teaching), school Educational Psychologist, school counsellor/therapists, parents of PLAC, parents of pupils with SEND, School Council pupil representatives and the Governing Body.

APPENDICES

Appendix A - Guidelines for good classroom management:

Classroom Layout

Staff are encouraged to consider the following:

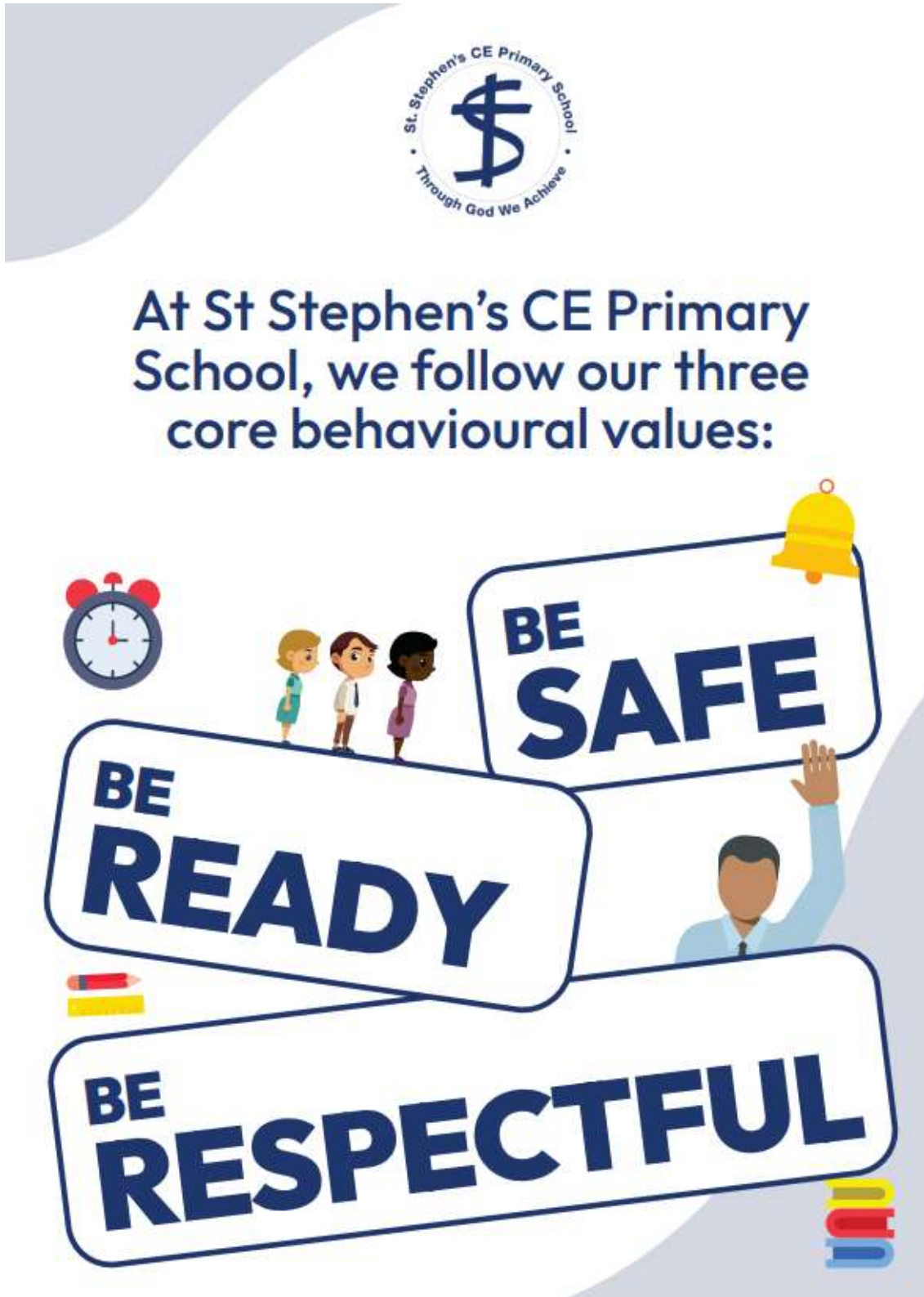
- Arrangement of children's tables, particularly in relation to the interactive whiteboard.
- Use of classroom space, including carpet area.
- Location of resources and equipment.
- Use of wall space, ceiling and display.
- Location of teacher desk, storage and teacher/assistant's administrative area.
- Organisation of provision for personal belongings of children.

Curriculum Considerations

Staff are encouraged to consider the following questions:

- Is the teacher working within the curriculum guidelines for the school?
- Is the content of work meaningful, relevant and interesting for all children?
- Is there a matching of curriculum activities and tasks to the attainment level of each child in the class?
- How are groups organised?
- Are a number of curriculum areas in action at any one time?
- Is there a balance of activities - whole group, small group, teacher talk, intra-group or group and teacher discussion, independent work, practical work?
- How appropriate is curriculum organisation and delivery?
- Is there a balance of questioning techniques?
- Is there appropriate feedback to children about their work?
- What techniques of pupil assessment and monitoring are used?
- Is there planned encouragement of independent working and learning habits?
- What are the reward systems for work and effort?
- What provision is made for children with Special Educational Needs, for those with English as an Additional Language and for the most able?

Appendix B – Poster which is displayed around school.



REFERENCES

Our St Stephen's core values follow the pedagogy of behavioural expert Paul Dix, in particular his book 'When the Adults Change, Everything Changes: Seismic shifts in school behaviour'. Please see his website for more information: <https://www.whentheadultschange.com/>