## ST PETER'S CE PRIMARY & NURSERY SCHOOL

***St Peter's is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.***

# BEHAVIOUR POLICY

Spring 2019

This policy should be read in conjunction with St Peter's Anti-Bullying / Lunchtime / Crisis Intervention Policies.

Rationale

Good behaviour and consistent discipline are key foundations of a good school. Where behaviour is good, teachers can teach and children can learn. Where discipline is positively structured, visible and fair, and high standards of behaviour are expected and supported, children feel safe, happy and valued. This policy is designed to promote good behaviour by stating what is expected and outlining systems which are followed at St Peter's to reward good behaviour and reform unacceptable behaviour as necessary. We define good behaviour as the observance of our school rule (To respect and care for ourselves, others and our environment) and values.

Aims and Principles

St Peter's CE Primary & Nursery School has a strong, Christian ethos, with intrinsic values based upon mutual respect, consideration and care for every member of the school community.

All staff and volunteers in school model positive behaviour; have high expectations of children's behaviour and deal with behaviour fairly and consistently. We expect children to take increasing responsibility for their actions and be caring, considerate and respectful towards others.

St Peter's has a positive approach to behaviour management; effort is recognised and valued and children are supported and encouraged in their efforts to behave and achieve well. We promote polite, respectful behaviour and encourage children to think carefully about how their actions affect others. Children are taught conflict resolution strategies to support them in developing strong, healthy relationships in order to enable them to become positive, responsible citizens of the future.

**Children's responsibilities are to:**

- Make memories
- Take pride in their school:
    - the people in it;
    - the learning environment;
    - the achievements of all.
- Think positively
- Be polite and friendly
- Include everyone
- Voice opinions respectfully
- Think before they speak
- Embrace challenges
- Enjoy effort and value learning

**Staff responsibilities are to:**

- Be good role models for children to follow
- Be kind, caring and fair in dealings with others
- Make learning fun and challenging
- Promote, and model, School, Christian and British values
- Encourage children to have high expectations of themselves
- Support children to achieve their potential

- Promote respect for all people
- Allow all children to shine
- Work in partnership with Parents and Carers

**Parents' responsibilities are to:**

- Make children aware of appropriate behaviour in all situations
- Encourage independence and self-discipline
- Show an interest in all that their child does in school
- Foster good relationships with the school
- Support the school in the implementation of this policy
- Be aware of the school rules and expectations

**We actively encourage good behaviour by:**

- treating children fairly, with respect and understanding
- having high expectations of children
- enforcing school and class rules consistently
  - having a clear system of rewards
  - rewarding good behaviour as well as good standards in attitude and work
  - giving responsibilities and privileges within and beyond the classroom
  - praising examples at the time they are seen

**Rewards**

At St Peter's we reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. Our positive approach is designed to promote good behaviour, rather than merely deter anti-social behaviour. A child's efforts to behave well are part of his/her overall attitude to school. Recognition of this by adults can give a boost to a child's self-esteem. Rewards are given for examples of commendable behaviour by the whole class in order to encourage team spirit and improve morale, and also to individuals for their good behaviour, effort and achievement.

All children in the school are put into one of four houses: **Shakespeare, Potter, Dickens, Morpurgo.** Each week children collect house points for their house, which are given as a reward for kindness, good effort, behaviour and achievements (in that order). At the end of each week the points are totalled and the winning house is announced and presented with the house cup at the weekly 'Celebration Assembly'. At the end of each half term the house with the most points wins a house reward.
Children's individual achievements are also recognised at the weekly 'Celebration Assembly' and a 'Star of the Week' is chosen for each class; these children are then entered into a raffle which is drawn at a special 'Gold Assembly' at the end of each half term.

## SCHOOL REWARDS

**Praise and encouragement**





**House Points –culminating in a half termly reward chosen by House Captains**

**Referral to the Assistant Headteacher**

**Referral to the Headteacher**



**Star of the Week Award**

**Postcard sent home**



# Gold Book

Despite the emphasis on positive behaviour management to encourage children to choose to behave well, sanctions are occasionally required to deter or address unacceptable behaviour. We follow a restorative justice approach which encourages children to take responsibility for their actions, and the impact they have on others, and reflect on their choice of behaviour, making amends wherever possible.
The following steps are shared with children and displayed in classrooms to encourage children to make the right choices and help them to understand the consequences of inappropriate behaviour.

## SCHOOL SANCTIONS

### Verbal Reminder



### Loss of privileges:

### Parental involvement

### Referral to the Team Leader

### Referral to the Headteacher

**Extreme Behaviour**
The principles of **Crisis Intervention** (see Crisis Intervention Policy for more details) are used to avert extreme incidents. However, in the event of violent, offensive or dangerous behaviour a Senior Leader should be notified immediately. Should a child exhibit such extreme behaviour that they need to be removed from the classroom, the class teacher should ask for the support of one of the Senior Leaders. Restrictive physical interventions will occur only where a child is hurting himself/herself or others, or is in danger of doing so, and cannot be persuaded to desist through dialogue alone.

Extreme behaviour includes:

- Persistent and/or deliberate hurting of other children
- Inappropriate sexual behaviour
- Verbal / physical abuse to adults
- Racist remarks or behaviour
- Persistent defiance to adults, both verbally and non-verbally
- Theft or deliberate damage to property belonging to school or others

**Staged approach for dealing with unacceptable behaviour**
At St Peter's we operate a staged approach to behaviour modification.
Everyone is responsible for their own behaviour and is supported and encouraged to make the right choices and behave appropriately. It is expected that most children will manage this independently but some may need additional support to develop strategies for managing their feelings, e.g. anger management support from a Learning Mentor. Time out / hippo time may also be used on occasion to encourage quiet reflection.

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| **Stage 1** | Minor incidents, e.g. time wasting, not doing homework or being unkind, are resolved through discussion, either 1:1 with the class teacher / teaching assistant / learning mentor or through whole class circle time. Any consequent loss of free time is managed by the class teacher. |
| **Stage 2** | Repeated /more serious incidents of inappropriate behaviour, e.g. rudeness or disrupting the learning of other children, are managed by the class teacher who will impose an appropriate sanction. They will also inform the parents that their child is causing some concern, is being monitored closely and may require additional adult support and encouragement at home to help modify their behaviour. |

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| **Stage 3** | Where no improvement is made or in the event of a serious matter, e.g. hurting another child or defiance, the child is referred to the appropriate Team Leader and a written record is made of the incident(s). Parents are informed and a meeting, involving the parent, class teacher, Team Leader (as appropriate) and the child, is held to agree targets to help the child to rectify their behaviour.<br>The class teacher will be responsible for monitoring these targets and parents may be asked to make weekly contact with the class teacher to review progress towards them. During the period of monitoring, privileges may be reorganised or withdrawn.<br>A review meeting involving the child, parent, class teacher and Team Leader (as appropriate) will be arranged and the child's progress towards the targets will be discussed. If necessary, there may be a further period of recording with a review date fixed.<br>Where the targets have been fully met and the pupil has made significant progress, their behaviour will be monitored by the class teacher. Regular but less frequent contact will be maintained with the parent – e.g. by way of the home-school link book. |
| **Stage 4** | More serious behaviour concerns, e.g. bullying, aggressive or extremely disruptive behaviour, are passed onto the Headteacher immediately and discussed with parents as a matter of urgency. Privileges are withdrawn and targets for improvement agreed, with immediate behaviour modification expected. Targets will be reviewed after a short period of time.<br>Where little or no improvement is made, or in the event of a repeat of a serious incident, further agencies may be contacted by the SENDCO/DSL, e.g. Educational Psychologist, Behaviour Support Team, School Nurse, Doctor or Social Services. |
| **Stage 5** | If after all the previous stages have been followed, a child continues to choose to behave inappropriately, the Headteacher can exclude the child either temporarily or permanently.<br>Exclusion is a last resort but instances of very serious behaviour, e.g. verbal or physical abuse or threats to any member of staff, assault on another pupil, which results in outside medical attention being sought, repeated violent acts, serious vandalism to school property or repeated disruption resulting in prolonged interruption to other children's work, will result in exclusion.<br>• If the incidents occur at lunchtime the child may be excluded from the premises at lunchtime. His/her parent will be asked to collect and return them at the appropriate times.<br>• In the event of violent, sexually abusive or racially motivated attacks on another member of the school or serious damage to property, the previously defined stages will be bypassed. The child responsible may face temporary or permanent exclusion from the school. (Incidents of hate crime are logged and reported to Shropshire Education Authority)<br>• The Headteacher is responsible for making a decision regarding exclusion.<br>• The Headteacher will inform parents of the decision to exclude their child and for how long verbally and in writing, asking for support. The class teacher will be kept informed throughout.<br>• The Headteacher will inform the Governing Body of any exclusions or transfers to other schools.<br>• Following a temporary exclusion from school, a child will be re-admitted on condition that monitoring demonstrates that targets set are being met. This means that the child's class teacher will be asked to complete a daily report (and the lunchtime supervisors at lunchtime). At the end of each day /week this report will be shared with the Headteacher for approval. |

**Bullying**

St Peter's definition of bullying is: **sustained behaviours by an individual or a group that deliberately hurts others, causing emotional or physical harm.**

Bullying is a serious form of unacceptable behaviour and St Peter's does not tolerate bullying of any kind.
If it is discovered that an act of bullying or intimidation has taken place, action is taken immediately to stop any further occurrences of such behaviour. Children are asked to tell an adult if they see any form of bullying, either physical or verbal, taking place or feel threatened in any way. All reported instances are treated seriously and time is given to finding out the truth. In addition to the sanctions mentioned previously, parents are invited to come to the school to discuss the situation with the teacher and/or Headteacher.

Teachers work hard to ensure that disagreements are resolved, and that both sides have their opinions aired.
All instances of bullying are recorded.

While it is very difficult to eradicate bullying, everything possible is done to ensure that children feel safe at school The term 'bullying' is often wrongly used for one-off, minor disputes when it is rather repeated physical,

emotional or verbal abuse. The subject therefore forms part of our ongoing PSHE curriculum so that children understand what bullying is, can recognise it if it happens to them and know how to deal with it.

**Lunchtime Behaviour and Rules**

Lunchtime Supervisors also adopt a positive approach to behaviour and give out rewards such as praise and responsibilities to encourage children to behave and play well together at lunchtime. As at all other times, children are expected to treat others with respect, act safely and share their concerns. Lunchtime Supervisors do valuable work at a very busy time of the school day; they apply the rules fairly and monitor the playground carefully to enable them to identify potential problems before they develop. Lunchtime Supervisors should always be approached when disagreements need a calming influence. Playground Pals also support their peers by helping to resolve conflicts amicably.

If children's behaviour falls below the level expected they are required to stay with a Lunchtime Supervisor or sit on a bench while they calm down, reflect on what they have done and think about its consequences. If their behaviour lapse is serious they will be removed from the playground and supervised internally by a senior teacher, for the remainder of lunchtime. Persistent offending may result in the child being sent home for lunch for a period of time (see Stage 5). Lunchtime Supervisors keep a record of incidents that occur at lunchtimes in the lunchtime behaviour book and share information with class teachers on a daily basis.

**Hierarchy of Lunchtime Sanctions**:

- **Verbal warning**
- **Stand with the Lunchtime Supervisor until calm and able to explain / apologise for their behaviour**
- **Sent into school to a Senior Teacher**
- **Sent home for lunch**

Lunchtime Supervisors encourage children to play co-operatively and often play games with them to support this. Equipment is available for small group games and, when the field is dry, larger group games are played such as football and Kick-it cricket with mixed aged children taking part. On wet days children remain in their classrooms with quiet games, jigsaws, books, construction equipment or a DVD.

**Developing the Partnership**

Standards of behaviour are the joint responsibility of staff and parents. The partnership with parents is therefore vital and children need to understand that home and school are working together in their best interests.
Rules, rewards and sanctions are shared with parents and children on entry to school and an agreement is signed to say that they agree to support their child(ren) in abiding by them. Parents are kept informed of behaviour and achievements which are praiseworthy, as well as those which are causing concern.
All families are asked to adhere to our school and PE uniforms. It gives the school a sense of unity and working together towards one goal, and improves the behaviour of the children.

**Parental Exclusion**

Parental aggression towards staff or children is completely unacceptable and will not be tolerated.
Exclusion from the school site may result and, if a parent verbally or physically assaults a member of staff, the police will be informed.

**Policy written by:** Becky Hughes Spring 2019

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