

**St. Peter's C of E Primary School, Heysham**  
**Behaviour Policy 2017**

**Mission Statement**

Our children will enjoy learning and gaining new knowledge and understanding whilst working together in a caring Christian community. They will be supported, nurtured and cared for which will help them make excellent progress and achieve to the very best of their ability. They will have high expectations and aspirations, be confident when working independently as well as able to work creatively and collaboratively as part of a team. They will celebrate victories and be unafraid of, and learn from, adversity. They will respect one another, be happy and hardworking and relish and rise to challenges that lie before them.

**1. Statement of principles on behaviour**

The following principles have been agreed by the Governing Body to inform and direct the Behaviour Policy. Through the Behaviour Policy, the school will promote and teach our school's Christian values we learn from the example of Jesus Christ:-

- ❑ Friendship
- ❑ Courage
- ❑ Creativity
- ❑ Respect and Reverence
- ❑ Responsibility
- ❑ Trust
- ❑ Truthfulness

Such values in turn promote not only the Christian ethos and aims of St. Peter's C. of E. Primary School, but assist in the preparation of the children for the responsibilities and duties of adult life. When dealing with behaviour the nature of the behaviour, age of the child and individual circumstances will be considered.

Our Behaviour Policy promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of others' faiths and beliefs. It is positive, in that it enhances self-esteem, truth and good relationships and emphasises rewards rather than simply sanctioning negative behaviours, however sanctions will be made where necessary. Rules are kept to a minimum and expressed in positive terms when possible. Sanctions, which are humiliating or demeaning, are never used.

The Behaviour Policy is clearly understood and modelled by all members of the school community – pupils, parents, governors, teaching and non-teaching staff. The Behaviour Policy will offer support systems for staff who, in turn, have a responsibility to set a good example to children and to contribute to the support systems if they are to succeed.

All stakeholders are consulted on our school's behaviour policy. Governors are part of the pupil discipline committee. Staff uphold the policy and guidelines, following the teachings of Jesus.

Parents should be involved in all aspects of a child's development and will be notified at an early stage if a child is having behavioural difficulties. Good behaviour as well as bad should also be drawn to the attention of parents e.g. parents' evenings, homework diaries and discussions on the playground. The Behaviour Policy should include reference to dealing with bullying, racial harassment, attendance problems and exclusion.

This policy includes information on:

1. The home-school agreement
2. The school rules
3. Screening and searching pupils

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4. The power to use reasonable force
5. The power to discipline beyond the school gates
6. Pastoral care for staff accused of misconduct
7. When multi-agency assessment should be considered for pupils who display continuously disruptive behaviour
8. Behaviour for Learning

## **2. Context**

Our behaviour policy links with many other policies e.g. health & safety policy, safeguarding policy, attendance policy, teaching & learning policy, home-school agreement. Reference also needs to be given to the single equalities policy and anti-bullying policy.

## **3. Classroom Management**

Accurate planning to personalise learning will ensure a consistent approach, seating plans, ways of encouraging appropriate behaviours for optimum learning to take place and ways to engage pupils and maintain pace in lessons. Expectations will be established by the class teacher, in consultation with the children, at the beginning of the year to ensure children are clear about expectations of working noise, movement round class, use and storage of equipment, independent working procedures etc. as well as consequences of inappropriate behaviour.

## **4. Rules and Purpose**

### **a.) General**

At St. Peter's we believe that good behaviour and discipline are essential to an orderly working atmosphere where effective teaching and learning can take place. The purpose of our Behaviour Policy is:-

- ❑ To develop a shared understanding and a consistent approach which follows Gospel teachings supporting the aims and values of the school;
- ❑ To create a positive and orderly atmosphere which supports teaching and learning;
- ❑ To support staff providing a whole-school, effective system to foster good behaviour and provide measures for dealing with problem behaviour;
- ❑ To create a safe, secure environment for children and staff through the promotion of expectations, roles, rights and responsibilities.
- ❑ To prevent bullying
- ❑ To uphold fundamental British Values

<b>Staff</b>	To support the Behaviour Policy. To be safe. To be treated fairly and with respect. To teach without unnecessary interruption. To be listened to and supported by senior/other staff when dealing with challenging behaviour.	To contribute to and implement the school's Behaviour Policy. To follow the school rules. To set high standards of work and behaviour. To be a good role model. To develop good class management skills. To keep appropriate records/logs. To work in partnership with parents.
<b>Pupils</b>	To be safe. To be treated fairly and with respect. To learn without unnecessary interruption. To be listened to. To have appropriate work set.	To follow the school rules. To treat everyone with respect. To let others get on with their work. To increasingly take responsibility for their own behaviour. To help with managing classroom/school.
<b>Parents</b>	To be informed about their child's behaviour when appropriate. For families to receive appropriate and sensitive support.	To support the school's Behaviour Policy/Home-School Agreement. To promote good behaviour in school and support any decisions made and

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		<p>targets set.</p> <p>To be positive regarding the school on the school's social media site.</p> <p>Inform school of changes in circumstances.</p> <p>To treat all school staff with respect.</p>
<b>Governors</b>	To receive information from the Headteacher about standards of behaviour and about pupil exclusions when necessary.	<p>To set principles for, approve and review the Behaviour Policy.</p> <p>To be supportive in difficult circumstances, for example exclusion of a child.</p>

### **b.) Busy Bees (code of conduct)**

There are rules:

1. Be tidy
2. Be hardworking
3. Be friendly and polite
4. Be caring
5. Be able to listen
6. Be honest and trustworthy

Discussion with children will take place in Worship and classes to ensure children understand and take ownership of the rules. Consequences of breaking the rules are established with the children.

The school rules are displayed around school and in each classroom as a constant reminder; e.g. misbehaviour can be interrupted by asking the child which rule is being broken, requiring the child to think and respond rather than just stop misbehaving - thus encouraging self-discipline.

### **c.) Lunchtimes**

It is the aim of St. Peter's C. of E. Primary School, to ensure that its standards of behaviour remain high during the lunchtime period and that the relationship between the Welfare Staff and the pupils is based on respect. Welfare Staff have and will continue to receive training (including the school's behaviour policy) to guide their actions. Children are awarded school lunchtime house points by the lunchtime staff. These points are added onto the termly house point totals.

### **5. Managing Behaviour**

A Handbook for staff providing detailed advice and systems for managing behaviour has been produced in order to promote a consistent approach across the whole school. This will be reviewed when necessary. The Handbook has been made available to all staff. For manageability, a summary is provided for visitors in school, including supply teachers and students on placements.

### **6. Encouraging Good Behaviour and Rewards**

When acknowledging good behaviour, the nature of the behaviour, age of the child and individual circumstances will always need to be considered.

At St. Peter's we believe that we can develop and maintain high standards of behaviour in our pupils through a positive, Christian, whole school approach. A range of rewards are offered including stickers, certificates and showing off their work.

All staff have agreed to

- Lead, support and encourage children to develop and maintain high standards of behaviour
- Positively encourage desired behaviours
- Systematically acknowledge good behaviour, minimising attention to bad behaviour
- Encourage self-discipline in children
- Enhance children's self-esteem
- Praise the children

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- Be mutually supportive in managing children's behaviour

This is consistent for all children throughout the school. Children are praised for displaying good behaviour. As a result of this they are given positions of trust around school.

## **7. Dealing with misbehaviour and sanctions**

When dealing with misbehaviour, the nature of the behaviour, the age of the child and individual circumstances are always considered.

It is acknowledged that unacceptable behaviour does sometimes occur at St. Peter's. We believe that it is important for children to understand that there are consequences following their behaviour and that sanctions will be fairly applied for unacceptable behaviour.

Pupils may have support in a number of ways to help them with their behaviour. This may include being referred to the School's Learning Mentor if they so wish, or by speaking to a member of staff they trust (Kidsafe).

To ensure a fair and consistent system that also gives staff confidence in dealing with a range of misbehaviours, three levels of seriousness and their consequences have been agreed.

<b>Level 1: Trivial Behaviours</b>	Mildly disruptive behaviours E.g. wasting time, being noisy	These are dealt with by class teacher/teaching assistant using a range of strategies with minimal interaction to remind or refocus child onto task.
<b>Level 2: Moderately Serious Behaviours</b>	<b>Repeated</b> trivial behaviours or more serious, disruptive behaviours E.g. refusing to comply, calling out	These would normally be dealt with by the class teacher but require firmer reminders or application of consequences E.g. move places, Time Out, completion of 'Think Sheet' Parents informed.
<b>Level 3: Very Serious Behaviours</b>	Very serious behaviours E.g. verbal abuse to adults, fighting, bullying	This requires the involvement of parents & Headteacher with defined stages to inform pupils and their parents of the increasing seriousness of the behaviour. The final stage could be exclusion.

## **8. Exclusions**

Sometimes an internal exclusion is used to get a child back on track with learning and behaviour without the severity of an external inclusion. Parents are informed and teachers plan for the named child who will be taught away from his or her class under the supervision of a Teaching Assistant/ other member of staff. This may be a half day or a full day depending on the child and behaviour exhibited.

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the pupil discipline committee about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel. Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

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## **9. Discipline beyond the school gate**

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits (section 89(5) of the Education and Inspectors Act 2006).
- Teachers can also discipline pupils for misbehaviour outside school. All criminal behaviour should be reported to the police. Any non-criminal misbehaviour and bullying which occurs anywhere off the school premises, by a pupil of the school, and which is witnessed by a member of teaching staff must be reported to the Headteacher. This applies to misbehaviour that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.
- The Headteacher extends the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

## **10. Bullying**

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.' Please refer to our anti-bullying policy for further information.

## **11. Searching pupils and the confiscation of inappropriate items**

- Items not allowed in school are published in the school prospectus and if found will be confiscated.
- Members of the teaching staff are legally allowed to confiscate items from pupils, retain or dispose of a pupil's property as a punishment. All confiscated goods are to be given to the Headteacher. They will decide whether the item will be disposed of or given back to the child or parent / guardian. This depends on the item confiscated.
- Teaching staff can search a pupil for any item banned under the school rules, if the pupil agrees.
- The Headteacher and SLT have the statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. These items include knives or weapons, alcohol, illegal drugs and stolen items. If they suspect knives or weapons, this must only be carried out by SLT.
- When searching a pupil, the member of staff has to be the same sex as the pupil wherever possible and this has to be witnessed and documented.

## **12. Reasonable Force**

This is only ever used as a last resort.

- All members of school staff have a legal power to use reasonable force. In school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to professional judgement.
- Staff will physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

## **13. School support systems and pupils with Special Educational Needs**

Children may not respond to our general Behaviour Policy because they have particular difficulties – learning, social, physical, and emotional.

Concerns about particular pupils will be discussed with the Headteacher and SENCo and a Behaviour Plan drawn up in accordance with the SEN Policy.

The Behaviour Plan should be shared with parents and pupils, and may require the support of outside agencies:

- Educational Psychologist to develop strategies for emotional/behavioural problems
- School Nurse who can have useful home contacts and medical information.
- A specialist teacher to advise on Behaviour Plans and support pupils.

Children that display continuously disruptive behaviour will be referred to the Local PRU, Stepping Stones, for Outreach support. In the past we have found this extremely beneficial to the child with strategies on how to cope.

#### **14. Racial Harassment**

All incidents relating to Racial Harassment will be taken very seriously. It will be made clear to pupils that such practices are unacceptable and will not be tolerated. All incidents will be recorded in accordance with LA procedures (For more information please refer to the school's Single Equality Policy).

#### **15. Sexual and homophobic**

These are not accepted in our school and will be dealt with under this policy or in correspondence with other relevant policies (e.g. e-safety). They will be dealt with age appropriately.

#### **15. Attendance**

Good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school and parents will be reminded of their responsibilities for attendance and punctuality when necessary.

#### **16. Monitoring, Evaluation and Review**

Whilst we will monitor, evaluate and review our Behaviour Policy when necessary, we constantly monitor, evaluate and review the standard of behaviour in and around school to ensure that it remains high. This may involve introducing new strategies to manage behaviour along with additional reward systems. The current behaviour policy is displayed on the school's website.

Signed on behalf of the governors

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Date

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