

# St.Peter's C.E. Primary School



## Behaviour Policy

Updated: September 2022

To be reviewed: September 2023

*This policy was approved by the Headteacher on 5th September 2022*



*Hope, Honesty, Compassion*

## **St. Peter's CE Primary School Behaviour policy**

### **Our School Values**

St. Peter's is a school which believes that every child should be happy and should achieve. Our key Christian values are, 'Hope, Honesty and Compassion' and our branch values are 'Community, Love and Respect'. These values are embedded throughout our teaching and learning curriculum alongside our three school rules which are:-

- **Ready**, e.g. ready to learn by having the correct equipment; ready to learn by showing good listening
- **Respectful**, e.g. being polite to staff and being mindful of the feelings of others
- **Safe**, e.g. using equipment responsibly or walking around school

Our policy is based around the principles of motivation for making the right choices. We believe that our behaviour policy should not just be a set of rules but more a code of conduct where good behaviour is expected; we expect our children to go above and beyond every day and have high expectations of them.

Positive behaviour is highlighted and rewarded and poor behaviour is identified and modified through clear guidance, support and where necessary sanctions. It is recognised that the application of rewards and sanctions must have regard to the individual situation and individual pupil, and that the school is expected to exercise discretion in their use.

### **Consistency**

Consistency is an important part of our policy and is applied throughout school in the following ways:

- Use of the 'silent hand' to get the children's attention (staff member silently raises hand; all children stop what they're doing and silently raise their hand)
- Speaking to the children kindly, e.g. meet and greet the children in a warm and friendly manner
- Remaining calm when dealing with misbehaviour, e.g. trying not to take a child's misbehaviour personally
- Dealing with all misbehaviour that is seen, e.g. when walking around school
- Being positive, e.g. making sure that there is an emphasis on the good behaviour of the majority rather than the misbehaviour of a minority
- Modelling the behaviour staff wish to see
- Promoting positive behaviour in the classroom by praising and drawing attention to children making the right choices

### **Good relationships between staff and parents**

Managing children's behaviour is more effective when staff and parents work together and reporting positive feedback to parents is a key aspect of how we celebrate excellent behaviour at St. Peter's. We send texts; post praise postcards home and use Facebook to showcase children going 'above and beyond' in terms of our behaviour rules and Christian values.

The relationships between staff and parents need to be based on mutual respect. This means that staff listen to parents' concerns and take appropriate action to address those concerns. Equally, parents behave respectfully to staff, even if the parent is upset. In extreme circumstances, the governors have the power to ban an aggressive parent from the school premises.

### **Promoting positive behaviour within the curriculum**

The school provides high quality personal and social education so the children understand the impact of negative behaviour on others, through the PSHE/RSE curriculum and daily assemblies. Religious Education provides further opportunities for the children to learn about 'right and wrong'. The school follows the 'Heartsmart' programme as the basis for teaching Personal, Social and Health Education (PSHE) and RSE (Relationships, Sex Education).

At St.Peter's, one of our primary aims is to develop a culture where every child feels safe and valued. Through our Heartsmart program, collective worship and day-to-day teaching, we are consistently reinforcing the message that children should not accept behaviour from anyone that makes them feel unsafe or uncomfortable (whether this is directed at themselves or someone else). We teach children what these behaviours may look like at an age-appropriate level and discuss trusted adults that children can turn to if they feel they are being mistreated by another child or adult.

We have a weekly behaviour focus in school and have specific children within classes to monitor this. For example: we use our manners; we use kind words; we are calm and quiet inside.

### **Restorative approaches**

We hold sessions for children who have a disagreement with other children that they can't resolve themselves. The aim of the meeting is for children to have a forum where they can both speak openly about the situation and discuss the impact their behaviour has had on another child and/or themselves. Questions covered in restorative meetings include:

- What happened?
- What were you thinking at the time?
- How did this make people feel?
- Who has been affected?
- What should we/you do to put things right?
- How can we do things differently in the future?

It is crucial during these meetings that all children, including witnesses, have their time to talk without being interrupted.

### **Rewards**

A child, group of children, or class (Reception to Year 6) may earn a whole class reward (dojo point) for displaying positive behaviour linked to our school rules: Ready, Respectful, Safe.

Individual dojos are automatically totalled daily and weekly and the child with the most in the class at the end of the week receives a certificate during the Friday celebration assembly.

As a school, we set targets each half-term with the aim of beating the previous half-term total. If the whole school manages to reach the total at the end of the term, each class in school will receive a treat at the end of the half-term, e.g. a scooter day or bouncy castle.

Other weekly rewards include: texts and phone calls home, praise on Facebook and certificates given out in assembly include: 'Reader of the Week' and a 'Values' award for children displaying any of our school values or rules. 'Lunchtime Champion' awards linked to our school rules are given out to children over lunchtime and collected in a class box. One is picked at random each half-term and a prize is awarded.

At the end of every full term, class teachers choose three 'Always Amazing' children from the class who have been making consistently excellent choices throughout the term. E.g: homework is always completed on time, work is always completed to a high standard and they consistently behave as an excellent role model for others in terms of their behaviour. These children will get a treat at the end of the term with a member of the senior leadership team.

**Different types of behaviour**

Consequences are given for poor behaviour depending on whether they are low or high level.

Examples of low-level behaviour	Examples of high-level behaviour
<ul style="list-style-type: none"> <li>● calling out</li> <li>● not completing as much work as capable of</li> <li>● talking when someone else is talking</li> </ul>	<ul style="list-style-type: none"> <li>● swearing</li> <li>● refusal to complete work</li> <li>● preventing other children from being able to work</li> <li>● physical aggression</li> <li>● insulting language (inc. homophobic etc)</li> <li>● damage to school property</li> <li>● refusal to go to/stay in the designated place in school the child should be in</li> <li>● other unsafe behaviour (e.g. climbing over school gates/absconding)</li> <li>● Repeated non-completion of homework</li> </ul>

**Consequences**

Behaviour	Consequence
Low-level	5 minutes missed breaktime or lunchtime
High level misbehaviour	<p>If necessary, the child will be removed from class until they are calm and ready to return. The child will miss 15 minutes at breaktime/lunchtime, but this could be increased if the incident is more serious. A member of staff will inform the child's parent if their child receives a detention for high level misbehaviour.</p> <p>Where there are repeated incidents of high-level misbehaviour, or where a child's behaviour is particularly extreme, the Headteacher may take the decision to suspend the child. This means the child is sent home for a fixed period of time. The Headteacher will contact parents in the event of a suspension and provide them with the relevant documentation.</p> <p>Where a child has received a number of suspensions, or if there is a particularly significant individual incident or incidents, the Headteacher may take the decision to permanently exclude the child, or seek a move for the child to alternative specialist provision.</p> <p>Permanent exclusion means the child would no longer be permitted to attend the school. In the event of a permanent exclusion, the Headteacher will meet with parents to explain the process in full.</p> <p>The decision to permanently exclude a child will only be taken:</p> <ul style="list-style-type: none"> <li>● in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.</li> </ul>

### **School clubs**

We expect a high standard of behaviour from our children at all times, including at school clubs, such as after school sports clubs. We reserve the right to remove a child from a club if they behave in an unsafe or disrespectful manner. In most cases, the child will be given one warning and their parents informed, before they are removed from the club. However, in the event of a very serious incident, the child may be removed without prior warning.

### **The role of parents**

Throughout the school, where we have concerns about a child's behaviour, we work closely with parents to address the issues raised. Parents must actively support the school by ensuring regular and prompt attendance is maintained; insisting upon high standards of uniform, behaviour and discipline; making sure their child completes all homework to a high standard; responding in a positive way to all communications from the school.

### **Investigating incidents**

The children should be given the opportunity to say if they think they have been treated unfairly, e.g. if other children did something wrong as well and have not been sanctioned.

### **Reasonable adjustments for children with SEND/where further support is needed**

The following additional actions will be considered:

- A referral to the council's Inclusion team, where the child's needs will be discussed and recommendations made to further support.
- The completion of an Early Help Plan (if the family needs support from other agencies). This could include a referral to the local 'Team Around the school' which is a team of professionals who provide advice on how best to support a family. These are voluntary processes which require the consent of the parent or carer.
- A pastoral intervention (e.g. to improve the child's self-esteem, develop friendships etc.)
- Reflective conversations with the child about their feelings and behaviour
- The child may be placed on an individual timetable
- Use of de-escalation strategies

### **Behaviour in Early Years**

In EYFS, the behaviour expectations are based very much on following good examples and positive reinforcement. Both Nursery and Reception classes have a jar of joy in which children can add pom poms into the jar for following the school rules and values. To aid with transition into Key Stage 1, Reception move onto the whole school dojo system when appropriate.

In both Nursery and Reception, 'behaviour' is very much part of daily discussions and PHSE/Collective Worship lessons. Children are also given verbal warnings if their actions are unacceptable or causing concern:

- 1: The child is reminded of our school/class rules.
- 2: The child is given the chance to think again about the choices they are making and act accordingly.
- 3 - Time Out is given away from the other children for 1 minute per year of their age (eg. 5 minutes for a 5 year old).

### **The use of reasonable force**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. For example, reasonable force may be used to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit, or to prevent a pupil from attacking another pupil. The school follows the advice on 'Use of reasonable force' provided by the Department for Education.

### **Searching and confiscation**

School staff can search a pupil for any item if the pupil agrees. This could involve asking the pupil to turn out his/her pockets, or the teacher looking in the pupil's bag or desk tray.

Headteachers and staff authorised by them have a statutory power to search pupils without consent where they have reasonable grounds that the pupil may have a prohibited item (which includes stolen items, alcohol and fireworks). The Headteacher has given authorisation to members of the School's Leadership Team, who will follow the advice on 'Searching, Screening and Confiscation' published by the Department of Education.

The school has the power to confiscate any item it considers harmful or detrimental to school discipline. Confiscated items will be passed to the school office. Pupils and/or parents should go to the school office at the end of the school day to collect confiscated items. Prohibited items may not be returned.

### **Anti-Bullying**

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.

#### **Objectives**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- Children should feel safe to tell someone if they are being bullied.

#### **What is bullying?**

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. This could include name calling, making threats, hitting, ignoring somebody, spreading rumours, abusing somebody online or via text message.

#### **Prejudice bullying**

The following types of bullying are motivated by a prejudice against groups of people:

- Transphobic: people who are transgender
- Homophobic/Biphobic: people who are lesbian, gay or bisexual
- Disability
- Racist

#### **Technological/Cyber Bullying**

Users need to be 16 to use WhatsApp. Nearly all other social media services require users to be at least 13 years of age to access and use their services. This includes Facebook, Snapchat, Twitter, Instagram, Musically and Skype.

The best way that parents can prevent online bullying is to follow the age restrictions stipulated by social media services.

#### **Anti-bullying education**

A variety of methods are used to support children in preventing and understanding the consequences of bullying, for instance through Collective Worship, Anti-bullying week and E-Safety lessons.

### **How a pupil can report bullying**

If a child feels that they are being bullied then there are several options that they are encouraged to choose from:

- Tell a friend
- Tell one of their '5 trusted adults' e.g. member of staff, parent or adult at home

### **How a parent/carer can report bullying**

Parents can report their concerns to any member of staff. However, parents may wish to report their concern to:

1. The child's class teacher or a teaching assistant who works in your child's class. There is always a member of staff from your child's class on the door leading to your child's class in the mornings and at the end of the school day.
2. Contacting the school office, either by phone, in person or by email: [stpeters@bury.gov.uk](mailto:stpeters@bury.gov.uk)

### **Further advice for parents**

Parents should not attempt to deal with the problem directly by speaking to the child whom they think may be behaving inappropriately towards their child or by speaking to their parents (including via social media). Nor should parents encourage their child to respond to the bullying with similar behaviour themselves, e.g. by hurting the perpetrator or calling them names.

By bringing the issue to the attention of the school, parents can be assured that dealing with the matter themselves is not necessary.

If a parent is dissatisfied with the way an incident or incidents are handled, they should follow the school complaints procedure.

### **How will reports of bullying be investigated and recorded**

The alleged bullying will be investigated by the class teacher or a senior member of staff.

The member of staff investigating will record any evidence of bullying that they have found.

### **What action will be taken regarding the perpetrator if evidence of bullying is found**

If evidence of bullying is found, the school behaviour policy will be followed.

### **What action would be considered to support the victim of bullying**

This depends on the needs of the victim. Often, the victim will work with a member of staff to build up their peer group so that they can be supported by other children. Staff may also undertake activities to improve the child's self-esteem and/or assertiveness in dealing with difficult situations, for instance through a pastoral group intervention.

The school will take all reasonable steps to communicate with parents of the victim. However, it should be noted that the school is unable to inform the parents of the victim the details of the action it has taken to address the actions of the perpetrator. This is for confidentiality reasons, although the behaviour policy provides parents with information on what action may be taken.

### **What action would be considered to improve the behaviour of the perpetrator**

As well as the consequences detailed in the school behaviour policy, the school will investigate the reasons for the perpetrator's bullying behaviour and take steps to address those reasons.