



# **St Peter's C of E Primary School**

*Growing together in Knowledge, Wisdom and Faith*

## **( Behaviour Policy )**

Person Responsible for this Policy	<b>Headteacher</b>
Governor Responsible for this Policy	<b>Full Governing Body</b>
Team Responsible for this Policy	<b>Equality, SEN and Pupil Welfare</b>
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St Peter's Church of England Primary School aims to provide a happy, secure and Christian learning environment in which every child can achieve academic and personal success. The Governors and Staff of St Peter's Church of England Primary School believe our school policies help us to continuously improve the school and ensure that each child is valued and encouraged. We recognise that all children have potential and through the school polices we aim to create a caring and well-ordered environment in which our school family can learn and develop. Being a Church of England Primary school means we embrace the following Christian Values, which guide all aspects of school life and underpin our school policies.

**Joy**  
**Friendship and Respect**  
**Determination and Courage**  
**Trust and Honesty**  
**Kindness and Forgiveness**

# **Positive Behaviour Management Policy**

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## 1. Policy Statement

St Peter's CEP School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

At the heart of our behaviour policy is ensuring that children are confident in their relationships with peers and staff members. Their behaviour is a reflection of how they are feeling and so positive behaviour is actively modelled, nurtured and encouraged by staff members.

St Peter's Church of England Primary School's aim is to provide a happy, secure and Christian learning environment, which promotes Christian values, in which every child can achieve academic and personal success. The school's Christian Values of joy; friendship and respect; determination and courage; trust and honesty; kindness and forgiveness are used on a daily basis both to encourage and promote good behaviour as well as to give a common language to help pupils and staff to reflect and discuss behaviour incidents. These are integral to the high levels of positive behaviour demonstrated by the pupils at St Peter's.

## 2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning and for life
- To ensure that all learners are treated fairly and shown respect
- To promote positive relationships
- To support and nurture learners to improve behaviour choices, when necessary.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To ensure that excellent behaviour is a minimum expectation for all.

This policy sets out the expectations of pupils' behaviour at all points during the school day and the rewards and sanctions that will be used to promote good behaviour. It is essential that a consistent approach is used by all school staff to manage behaviour and this policy is therefore regularly reviewed and revisited with regular training provided to all staff involved with its implementation. The policy has been written in consultation with all staff and pupils across the school.

## 3. A consistent approach

A truly sustainable consistent approach comes in the determination of every member of staff to implement a system that will benefit the children and staff. Through consistency, every interaction on behaviour will allow learners to see they are treated as valued individuals. In turn, children will respect and value their peers and teachers similarly.

All staff will

- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.

- Use a visible recognition mechanism throughout every lesson – positive praise and use of the positive behaviour display.
- Use positive notes and positive phone calls to provide feedback to parents/carers
- Be calm and give children time to respond to the choices in behaviour you have offered.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are making poor behaviour choices.
- Maintain the class behaviour log – this will log behaviour incidents as well as praise.

The Senior Leadership Team will

- Meet and greet learners at the beginning of the day
- Be a visible presence to encourage appropriate conduct
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

#### **4. Rules and Expectations**

##### **St Peter's Golden Rules**

At St Peter's, we have 5 golden rules that are at the heart of everything we do. They link with our Christian Values and help us to be the best version of ourselves. Classes will also design 'Class Charters' based around the behaviour expectations below.

- 1) Be kind
- 2) Be respectful
- 3) Be honest
- 4) Treat others as you would like to be treated
- 5) Try your best

##### **Behaviour expectations**

###### **General**

- We look after our school building and all equipment.
- We are kind and considerate in our words and actions.

###### **Classroom**

Each class will agree on a class charter at the beginning of the year, including and reflecting these school rules:

- We put up our hands and wait for our turn to speak.
- We listen actively when other people are speaking.
- We work together cooperatively.

###### **Moving around the school building**

- We always walk calmly; we use 'whisper voices' unless we have been asked to be silent.
- We walk on the left and are sensible on the stairs.
- We hold the doors open to let others through.
- We think of others when moving around the school, for example, by moving aside to let others pass.

## **Hall at lunchtime**

- We have quiet conversations on our table.
- We use our knives and forks to eat sensibly and only talk when our mouth is empty.
- We are tidy and clean our trays.
- We ask permission to go to the toilet.
- In KS1 and KS2 we are silent and listen when the whistle blows. In EYFS we respond when the MDSs clap their hands with copy clapping and then we are silent and listen.
- We listen to **all** adults.

## **Playground**

- We play safely and respect each other's space.
- Only adults and Buddies/playground monitors get equipment out of the shed.
- We talk and sit quietly in the quiet area.
- We ask to go to the toilet and wait outside if there are already two people inside.
- When the whistle blows, we sensibly get off the apparatus, return any equipment to the monitors by the shed and line up quietly.
- We sit down/stand still when eating and drinking.

## **5. Recognition and rewards for effort**

### **Class Behaviour Display**

We recognise and reward learners who go 'over and above'. There are different categories of positive behaviour (within the behaviour display seen in all classrooms) that children can be recognised for. In addition, our staff understand that a quiet word of personal praise can be as effective as a larger, more public display. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated and it is the key to developing positive relationships with all learners.

In class, we operate a system where children are rewarded for the effort they put in to tasks. However, we also give praise to children who display other qualities that we deem important in creating well-rounded, happy children.

The classroom behaviour displays recognise children's effort in the following areas:

- Growth Mindset
- Courtesy
- The termly value
- An area that is specific to the needs of the class such as kindness, forgiveness, teamwork etc.

At the end of each day, staff will use the class behaviour log to record which children were recognised for their positive behaviour. At the end of each week, the child who has had their name on the display the highest number of times will receive a certificate.

### **Golden Time**

Classes can earn Golden Time as a whole class. There is a maximum of 20 minutes that can be earned as a class. This reward is given once a week on a Friday afternoon.

## House Points

House points are given out using the following 'tariff' as guidance:

- 1 HP = small gesture e.g. holding open a door for others*
- 5 HP = good piece of work / effort in a group*
- 10 HP = Very special effort or work*

**Star of the Week:** Two children each week will be named as Star of the Week. They will be celebrated in assembly for effort on a piece of work that week, or a value they have shown.

**Weekly behaviour award:** Every week, in every class, the child that has moved to the highest number of areas on the behaviour display will be celebrated in assembly.

**End of term celebrations:** At the end of each long term, the three children who have been moved on to the positive behaviour display the highest number of times that term will be given an award in assembly.

## 6. Sanctions

At St Peter's, we value positive praise and believe that this is the route to improving behaviour. We praise the behaviour we want to see in order to encourage others to follow suit. However, we will not tolerate any form of bullying or behaviour that causes disruption, upset or injury to others. Poor behaviour will be challenged, but children will not be publicly shamed because of their behaviour choice. Children will be spoken to on an individual level and supported with ways to improve behaviour in the future. Staff will be supported with the use of positive scripts, that have been proven to improve behaviour. The exception to this private discussion may be where a child's actions are dangerous and require immediate intervention.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. All staff are expected to deal with behaviour without delegating, following the procedures in this policy, to ensure that they further develop their relationship with pupils.

We have a clear procedure for sanctions which is followed by all staff.

<b>Low</b>	<b>Medium</b>	<b>High</b>
<i>Steps 1-5 listed below</i>	<i>Steps 3 – 5 below</i>	<i>Steps 4-5 below</i>
<ul style="list-style-type: none"><li>• Not following the class charter or school rules.</li></ul> <p>Any behaviour that reaches step 2 will be logged in the class behaviour book.</p>	<ul style="list-style-type: none"><li>• Deliberately spiteful or unkind behaviour towards another child, e.g. drawing on their work, knocking their possessions over.</li><li>• Deliberately physically harming another child</li></ul> <p>This behaviour will be logged on CPOMS.</p>	<ul style="list-style-type: none"><li>• Swearing</li><li>• Making racist/homophobic comments</li><li>• Stealing</li></ul> <p>This behaviour will be logged on CPOMS</p>

○ Step 1: Verbal reminder.

The child will be spoken to privately about their behaviour choice and encouraged to make the right choice. They will be reminded of their good previous conduct to prove they can make good choices.

○ Step 2: Verbal warning.

If the child continues with the behaviour they had been reminded about, the member of staff will give a verbal warning. They will again be reminded of their prior positive conduct and also informed that if they choose to continue with the behaviour, they will be missing two (KS1) or five (KS2) minutes of break. This will be logged in the class behaviour book.

○ Step 3: Missing 5 minutes of break time

If the child continues with the behaviour they have been reminded about in steps 1 and 2, or there needs to be a consequence for medium level behaviour (see table above), the child will be privately told that they will be missing 2 minutes (KS1) or 5 minutes (KS2) of break. This consequence will be given later in the day, at a time that is convenient to the class teacher. If the behaviour incident occurs in the afternoon, missed minutes of play will be given the next day.

After break/lunch time, the process will begin from step 1 again to give children the opportunity to learn from the sanction and improve their behaviour. Staff will give pupils the opportunity for a fresh start after a sanction and will always be calm and positive in the way they speak with the child.

○ Step 4: Restorative meeting with Deputy Headteacher and Class Teacher.

If a child reaches step 3 for a second time in one day, or medium level behaviour is repeated, the Deputy Headteacher will join the pupil and their class teacher to discuss the behaviour during lunch. In discussion between the Deputy Headteacher and Class Teacher, this may result in the class teacher phoning to speak to the parents/ carers at the end of the day.

○ Step 5: Time with Headteacher.

If the behaviour continues after the discussion with the Deputy Headteacher, the child will spend time out of class with the Headteacher who will inform parents. At the discretion of the Headteacher, the child may then miss playtime or lunchtime or spend time working in the Headteacher's office rather than their classroom as appropriate.

A child may also spend time with the Headteacher for anything in the high-level behaviour category.

If a child is sent to the Headteacher more than once in a term the parents may be invited into school to discuss the behaviour with appropriate staff. A behaviour plan may be drawn up which will outline support that will be put in place by the school and parents to help the child behave appropriately.

## **7. Behaviour scripts**

To ensure consistency, below are some example scripts (taken from the behaviour expert, Paul Dix) that all staff have had training on and will utilise in every behaviour interaction:

*I noticed you... (were talking during the input/ were out of your seat/ are not quite on task / might need some help/ are having trouble getting started).*

*It was the rule about... (putting your hand up / walking quietly) that you have not followed.*

*Do you remember yesterday / last week when you helped me / suggested / completed that fantastic piece of work? That's the (child's name) I'd like to see today.*

*Thank you for listening.*

Teachers will try to keep scripts to about 30 seconds. They shouldn't cause any guilt or shame.

## **8. Child on child abuse**

At St Peter's CEP School, we do not tolerate bullying in any form. This includes cyberbullying, prejudice-based and discriminatory bullying. For further information on how the school aims to prevent all types of bullying, please refer to the school's Anti-Bullying Policy.

All members of staff at St Peter's CEP School recognise that children are capable of abusing their peers. St Peter's CEP School believes that abuse should never be tolerated. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

St Peter's CEP School recognises that child on child abuse can take many forms, including (but not limited to):

- bullying, including [cyberbullying](#), prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence; this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual [sharing of nude and semi nude](#) images and or videos (also known as 'sexting')
- 'Upskirting' which involves taking a picture under someone's clothing without them knowing
- initiation/hazing type violence and rituals.

St Peter's CEP School recognises youth produced sexual imagery (also known as "sexting") as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or Deputy). We will follow the advice as set out in the non-statutory UKCIS guidance: 'Sexting in schools and colleges: responding to incidents and safeguarding young people' and the local KSCMP guidance: "Responding to youth produced sexual imagery".

When responding to concerns relating to child-on-child sexual violence or harassment, school/college will follow guidance outlined in part five of KCSIE 2022 and 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges'.

Staff and leadership are mindful that some child on child abuse issues may be affected by gender, age, ability and culture of those involved.

All allegations of peer-on-peer abuse will be recorded, investigated, and dealt with in line with associated school/college policies, including child protection, anti-bullying and behaviour.

Alleged victims, perpetrators and any other child affected by peer-on-peer abuse will be supported by: providing pastoral support, working with parents/carers, and in cases of sexual assault, informing the police and/or Front Door.



## **9. Use of reasonable force**

Our behaviour policy focuses on praise, ensuring children are celebrated for a myriad of positive behaviours. However, there are times where staff will need to go beyond our listed sanctions and use immediate action and reasonable force to protect children.

The government policy, Use of Reasonable Force (2013), states that the term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is used either to control or restrain. Any force that staff use at St Peter's CEP School must be reasonable in any given circumstance. 'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. This is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

At St Peter's CEP School, staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

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.

### **Schools can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so and are endangering others;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit and puts others at harm;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

If reasonable force is used by a member of staff, they must notify one of the safeguarding leads in the school.

## **10. Support for pupils**

It is important that pupils who regularly behave inappropriately are supported to improve their behaviour in school. Detailed records of behaviour are kept in each class in the behaviour books and analysis of these records is carried out termly by the Deputy Headteacher.

As a result of this analysis, pupils who have regularly caused disruption to learning for themselves and other pupils will have a behaviour plan drawn up. This will be done in collaboration with the class teacher, SENCo, pupil and shared with the parents. It will include strategies that will be used in school and rewards and sanctions which will be agreed with parents in line with this policy. Behaviour plans will be reviewed termly to assess impact and changes will be made where necessary.

Some pupils will need further support to improve their behaviour and to address the underlying reasons for it. In these cases, the school will access support from local colleagues via local LIFT meetings; the specialist teaching service; the educational psychologist and behaviour support via outreach from Broomhill Bank School. Where appropriate, pupils will be offered counselling sessions with our school counsellor, with parents' consent.

### **Behaviour Outside School**

As a school we have high expectations of pupils' behaviour at all times – including outside school hours. Pupils travelling to and from school in the uniform are representing the school in the local community and they are expected to behave accordingly. The behaviour of pupils misbehaving in the vicinity of any part of the school site directly before or after school hours will be dealt with in line with this policy.

### **Links with other school policies**

This policy links with a number of other school policies including:

- Anti-Bullying Policy
- Acceptable Use Policy
- E-Safety
- PSHE
- Safeguarding / Child Protection

## **11. Policy Monitoring and Review**

The behaviour policy will be reviewed annually following consultation with a range of stakeholders.

Signed by:

Chair of Governors: ..... Date:.....

Headteacher: ..... Date:.....