



St Peter's C.E. Primary School

Behaviour Management Policy

September 2021

Our Mission Statement

As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in His awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, their dreams and their aspirations.

Sowing the seeds of tomorrow.

(Matthew 13:1-23)

Introduction

Within a school 'family' some rules are essential; these are primarily to ensure the safety of our children and to help them grow into respectful, loving and forgiving people. The emphasis in the school is to praise positive behaviour, attitude and effort and to increase children's awareness of the need to make a positive contribution to their community.

To be read in conjunction with the Race Equality, Anti-bullying, E-safety, PSHE, Confidentiality, SEN and Child Protection policies.

Aims

- To create a positive climate in which pupil's self-esteem is nurtured and misbehaviour becomes a less attractive way to gain attention.
- To ensure all people in school are valued, respected and safe.
- To promote an orderly environment where effective teaching can take place.
- To ensure that everyone works together to encourage good behaviour.
- Encourage a high level of parental involvement.
- To work closely with other agencies to ensure that children and their families are given appropriate support.
- To provide specialist support for children with complex needs and challenging behaviour.
- To support all members of our school community in their emotional and physical well-being.

Teacher's Powers (Taken from DfE Behaviour and Discipline in Schools 2016)

Teachers have the power to discipline pupils for misbehaviour which occurs in school, and in some circumstances, outside school.

The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants.

Teachers can confiscate pupil's property.

Teachers have the authority to impose after school detention.

The governing body has a duty under section 175 of the Education Act 2006 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Procedure

We encourage the children to choose responsible behaviour.

It is essential that all the adults in school teach positive behaviour through PSHE and circle time and model it for children to see.

At St Peter's this is done by:

1. Developing clear and concise class rules with the children at the beginning of each new school year.
2. Using the teachings of Jesus and Christian values as the root of all expectations in line with our school mission statement.
3. Making expectations for behaviour clear at the beginning of each year and spending some time rehearsing routines using role play. (e.g. walking in the corridors, lining up where appropriate, entering and leaving the classroom, moving from tables to the carpet area etc.)
4. Displaying Golden rules and the 'Good to be Green' chart clearly and prominently in all classes.
5. Following 'Good to be Green' rules consistently across the school.
6. Having a circle time and/or PSHE lesson at least once each week to provide self-esteem enhancing activities and reinforce good behaviour.
7. Teaching problem solving and conflict resolution techniques- Growth mindset.
8. Catching the children being good as often as possible and praising them.
9. Being clear about what behaviour we want, not what we don't want.
10. Making instructions clear.
11. Labelling the behaviour not the child.
12. Encouraging the children soon after any correction is used.
13. Correcting behaviours in a positive, polite and friendly way.
14. Providing adults and children with ways to communicate their feelings and emotions e.g. emotional check in/worry boxes in all classrooms.
15. Encouraging the children to be the best that they can be.

Rewards

High standards of behaviour and self-discipline are always expected at St Peter's and rewarded by:

- Praise and encouragement
- Praising 'Good to be Green' children each week
- Merit Certificates for excellent work
- The Golden book for excellent behaviour
- Raising awareness by drawing attention to high standards of behaviour
- Good classroom organisation and management
- Children being given classroom responsibilities
- Valuing each others contributions
- Extra playtime for 'Class of the week'
- Celebrating good work by showing the Head teacher
- Head teacher's award
- 'Good to be green' treats and annual reward

Effective praise

- Be specific
- Show enthusiasm with smiles and eye contact
- Praise appropriately
- Praise immediately
- Keep praise separate from commands or criticisms – (not - That's great, but...)
- Catch the child being good – don't wait for 'perfect' behaviour.

Dealing with inappropriate behaviour

If a child does not follow the class rules the following procedure will take place.

- One verbal warning
- If child continues to not follow the class rules then they will be given a stop 'n' think card.
- If child continues to not follow the class rules then they will be given a yellow warning card.
- If child continues to not follow the class rules then they will be given a consequence card by the teacher or a red card by the HT, dependent on the behaviour.

Certain behaviours may be given a straight red card at the Headteacher's discretion.

If a child in the juniors receives more than 4 yellow warning cards in a week, they will be given a red card by the HT.

Every day is a new start and all children start the day on green.

Red Cards

A child on a red card will be sent by the class teacher to the Head teacher (or in their absence the deputy/assistant head teacher) where they will have to explain their behaviour.

- 1st red card (in 1 term) Miss a day of playtime
- 2nd red card Miss 2 days of playtime.
- 3rd red card Miss 3 days of playtime. Class teacher will contact parents verbally to discuss behaviour. This may also result in the daily use of a behaviour chart to be shared with parents.
- 4th red card Miss 4 days of playtime. Class teacher will arrange an appointment with the parent to come into school to discuss their child's behaviour.
- 5th red card Head teacher to contact parents to discuss strategies going forward to improve behaviour, set out consequences and rewards for specific behaviours.

Whilst a child is missing a playtime, they are to either stand by the wall during the playtimes or stay in class accompanied by a member of staff.

All red card incidents will be recorded on CPOMs and in the behaviour log in the HT office. Parents will be informed every time a child is put on a red card. During the period of the red card children will not be allowed to represent the school in any sporting or competitive activities.

Fighting (including play fighting), swearing and/or threatening behaviour and bullying offences are given 5 days of missed playtimes. If this behaviour is repeated at any time during those 5 days, the Headteacher, following discussion with the Chair of Governors, may exclude that pupil for one day. The parent/guardian will be informed in person and in writing of any exclusion.

Children may be asked to complete school based community service such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti as their punishment during lunchtimes.

On completion the red card consequence, children will be given time to reflect upon their behaviour by completing 6 questions about the incident. This will either be completed by themselves or with an adult (for younger children) to give them the opportunity to learn from their mistakes. (See appendix 1.)

If a child receives more than 5 red cards in a term, then:

- Referral may be made to outside agencies.
- Other necessary procedures may need to take place, including exclusion.

Special Educational Needs

Children whose behaviour does not improve will move through the Special Educational Needs Code of Practice to SEN support and ROPs (Records of progress) which will identify strategies for action and targets. Parents and pupils will be involved in drawing these up.

At the next stage, the pupil, school and family, the Behaviour Support Team, the Educational Psychology Service or the Educational Welfare Officer will be brought in to discuss strategies for supporting improvement in behaviour.

Some children may have underlying reasons causing challenging behaviour. They will be given support from specialists within school to understand and uncover possible reasons for behaviour and the most appropriate intervention necessary to improve behaviour and well-being.

In the event of complete failure of all the initiatives and strategies, and in the face of continual disruptive and unacceptable behaviour, exclusion, initially for a fixed term, short period will be considered as the final option. The Headteacher will make this decision in line with the guidance on exclusions. All possible options will be investigated to help the child including referral to the St Thomas' Centre (pupil referral unit).

Children with protected characteristics, such as ASD and ADHD, whose behaviours are a symptom of their diagnosis may be given individual, personalised targets and sanctions.

Persistent poor behaviour

Sometimes children find it difficult to follow rules and cause persistent disruption to lessons as a result. When this occurs, the class teacher, SENDCO, parent, child and Headteacher will implement a behaviour plan with clear sanctions for specific behaviours and rewards for good behaviour. This plan may include detentions after school and fixed term exclusions and will involve regular communication between all parties. Failure to show improvements in behaviour may result in the involvement of outside agencies.

It may also be necessary in these situations to remove a child from the classroom in order for the lesson to continue. Children will always be accompanied by an adult.

Major disruption

From time to time isolated incidents of major disruption will occur. This might mean that the stages of the behaviour policy will not be followed and the Senior Leadership team and SENDCO will take action. This might require an exclusion, in which case the Headteacher will follow the policy and procedures on exclusion from the Local Authority.

Following exclusions the support services will be contacted and support requested in accordance with the Special Educational Needs Policy.

Restraint

On very rare occasions children behave in a physical manner which could endanger their own or other people's safety.

Members of staff have the power to use reasonable force (Team Teach) to prevent pupils injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom/school. Following any incident where Team Teach has been applied, both the child and member of staff should record, on CPOMS, any bruising/marks/injuries that have resulted from this.

All incidents of this kind will be recorded and reported to the HT on CPOMS.

Restraint and Covid-19

Physical interventions in the usual school environment are made to protect the child from harming themselves and other people in schools. The key factor to consider in the light of Covid 19 virus, is the safety of the child and the staff. Adjustments to the environment to allow children enough safe space as well as the reduction of academic pressure in the school day may remove much of the need for physical restraint keeping the child and staff members safer from cross-infection. These are general good practice measures at any time for reducing the need for physical restraint. Staff should continue to minimise close contact wherever possible, increase hand-washing and other hygiene measures, clean surfaces more regularly and maintain existing routine use of personal protective equipment.

Use of isolation and seclusion

Following advice from specialist teachers, St Peter's has introduced a 'Peace Room' as a safe place of isolation and withdrawal for children with particular needs. Children will be encouraged to use this space to manage their own emotions and as a calm and reflective space. They will manage their own entry and exit from the room on the majority of occasions. However, senior leaders have the authority to send children as a last resort to keep them and others safe.

If use of the 'Peace Room' is required for Covid-19 isolation purposes, and it's being used, the child will be removed to another safe space in order for the patient to use the room.

All periods of time in the 'Peace Room' will be recorded on CPOMS.

Pupils' conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable. This includes travelling to and from school, when they are wearing school uniform or in some way identifiable as a pupil at the school. This also includes 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.

What if a bullying incident occurs?

All adults working with or on behalf of children have a responsibility to safeguard and promote anti-bullying. This will be done by modelling positive relationships, always taking allegations of bullying seriously and ensuring that any anti-bullying measures are followed.

Key people within school who have responsibilities for anti-bullying are the Headteacher, the senior leadership team and the well-being co-ordinator.

Where there is concern about suspected bullying, either through observation by a member of staff or raised by a pupil, the Headteacher, as Senior Designated Teacher should be informed at once on CPOMS or in person. All allegations will be investigated, including talking to all children involved and the relevant staff members.

Children deemed to have shown bullying behaviour will be referred to specialist mentors within school for intervention to improve their self-esteem and respect for themselves and others.

Confiscation of inappropriate items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

If a member of staff believes that a child has an item in school that is deemed to be dangerous or against school rules, it should be reported to the Headteacher, who has the power to search for that item without consent. This includes mobile phones, stolen items,

dangerous items or any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
Once confiscated, the Headteacher will contact the parent who will be required to attend school to collect the item, or give the authority to destroy the item.

Signed: (Headteacher) **Date:**

Signed: (Chair of Governors) **Date:**



Red-Card Reflection



What happened?	
What did you do?	
How did it feel?	
What could you have done differently?	
What would you do in that situation next time?	
What have you learnt?	