St.Peter's C.E. Primary School

Behaviour Policy

Updated: October 2020

To be reviewed: October 2021

This policy was approved by governor committee on 15th October 2020

1John 3:18 Dear children, let us not love with words or speech but with actions and in truth

St. Peter's CE Primary School
Behaviour policy

Our School values
Our key values are, 'Hope, Honesty and Compassion', and they form the basis of our school rules.

School rules
We have 3 school rules. We expect the children to be:

- Ready
- Respectful
- Safe

Consistency
Consistency is an important part of this policy. Staff will try to be consistent in applying the following:

- 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

Good relationships between staff and parents
Managing children's behaviour is more effective when staff and parents work together. 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.

High quality personal, social and spiritual education
The school provides high quality personal and social education so the children understand the impact of negative behaviour on others, through the PHSE 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).

House groups (currently suspended due to Covid restrictions in school)
Each child (from Years 1 to Year 6) is in one of our 4 house groups, which have been named by their Year 6 captains after films:

The Lion King
The Greatest Showman
Despicable Me
Toy Story

Children sit in their houses for the weekly celebration assembly.

Earning house points (currently suspended due to Covid restrictions in school)
House points can be earned based on our school rules:

- 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

Rewards for receiving house points (currently suspended due to Covid restrictions in school)
House points are added up each week throughout school and the winning house is announced during the weekly Friday celebration assembly.
Children who receive the most house points in each class (1st, 2nd and 3rd), will be given special certificates.
At the end of each term, the house with the most points will be given a 'house treat' on the last day of term.

'Always AMAZING' children! (currently suspended due to Covid restrictions in school)
At the end of every full term, class teachers choose three 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 Mr Wedgeworth, Mrs Whiteside and Mrs Travis.

'Jar of Joy': class reward system
As a reward for good behaviour, staff place an object in the class jar. When the jar is full, the whole class receives a treat. Classes receive a treat approximately every half-term, but of course the exact timing depends on when the jar is full.

Sanctions
We have a system of sanctions for lesson times. At the start of each session, every child begins on '0', regardless of the number they were on at the end of the previous session. There are 3 sessions each day: before morning break, after morning break and after lunch. In the event of poor behaviour, staff will follow the following procedure:

1 = 1st warning
2 = 2nd warning
3 = Lunchtime detention

During break times, lunchtimes and assembly, a member of staff will complete a slip if a child has misbehaved. The class teacher will decide whether a lunchtime detention is appropriate.
Children who are not trying to behave to the highest standards may not be allowed to represent the school in extra-curricular activities, for instance in playing for the school football team.

Children may be removed from before or after school clubs for a given period of time if their behaviour is not of the highest standard whilst in those clubs.

In Nursery, the children are introduced to a 3-step version of the behavioural ladder system, which is fully implemented in Reception and the first half-term of Year 1, in order to aid a smoother transition to Key Stage 1. All of the children begin each day on the 'ready to learn' ring and can be moved to either up the ladder or down, depending on their behaviour. The children can instantly move up the ladder and there is a warning system in place for moving down the ladder. The children are given a warning '1' then a '2' and a '3' if the behaviour continues. If they reach '3', the child has 'time out' away from the rest of the class, which is one minute for each year of their age (e.g. 5 minutes for a 5-year-old).

Throughout the school, staff can send for a member of the School Leadership Team if a child has reached the number '3' and is still being disruptive. Staff should speak to a member of the School Leadership Team if a child is regularly being disruptive and they have already tried a range of strategies outlined below.

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.

The following additional actions will be considered:

- A referral to the local Social, Emotional and Mental Health (SEMH) partnership panel which is comprised of Headteachers from other schools and other relevant professionals. The issues will be discussed and recommendations made to further support the child. Referrals are subject to the consent of the parent or carer.
- 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 behaviour intervention (e.g. to improve the child's self-esteem, develop friendships etc.)
- The child may be placed on an individual timetable

Restorative approaches

In some cases, for example where a friendship between 2 children has broken down, we will use restorative approaches. Questions could 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?

Children who are displaying very challenging behaviour

If a child or adult is in danger of being hurt, or if a member of staff has tried a range of strategies and none of them are working, they are asked to send for a member of the School Leadership Team to provide support. Below are some of the situations that staff may face and some of the strategies that are available to them:

General	• Find out what the child knows about or are good at, and have them share this with the rest of the class • Give them responsibilities, e.g. being a playground buddy, helping those new to the school • Ask them to tutor another pupil with their work • Build the relationship with the pupil, e.g. greet the pupil each day and say a word or two individually to them, listen without giving advice or opinions; show that you understand how the pupil feels ('That must have made you very angry/upset') • When things go wrong, reject the behaviour, not the pupil… 'This is not the behaviour I expect to see from someone as kind and helpful as you' • Don't be afraid to tell the pupil you like them and that what happens to them matters to you… 'You really matter to me and it's important to me that you do well this year' • Teach pupil specific behavioural skills, e.g. how to ask for help, what to do when feeling angry • Make an effort to 'catch the pupil being good' and praise them. Aim for a ratio of four positive comments to one negative and teach the pupil how to reward themselves: 'You have managed to concentrate on your work very well just then: give yourself a pat on the back'

When a child is angry	• Remain as calm as possible, e.g. use a calm voice, avoid giving lots of instructions, try to avoid a confrontation • Try distracting the child, e.g. take the child to do some jobs, give the child a calming activity that they enjoy, e.g. colouring • Give the child time to calm down as soon as it is safe to do so • If the child's anger is directed at you, ask for another member of staff to speak to the child (if possible), as a 'change of face' can be a useful strategy

When a child is refusing to follow an instruction	• Try using a firm tone of voice (avoid shouting) • Try using the 1-2-3 procedure: (1 = 1st warning; 2 = 2nd warning; 3 = fifteen-minute detention). Give the child a choice, e.g. if you don't start your work then you'll be on a 1; if you do start your work then you will feel happy when you've finished • Give the child a minimum of 30 seconds to respond to the choice given • Give clear guidelines: 'I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your writing partner'

When a child has hurt another child or is being unkind to them on a regular basis	• Issue the child with a detention and report the incidents on CPOMS • When the child is calm, ask them how they feel about the child they hurt (is there a 'reason' why they are being unkind to the other child). Listen to the child carefully and avoid interrupting. • Speak to the other children involved to get their input into the situation • Ensure all children are treated fairly, e.g. if a child has hit somebody who has been calling them names then both children need to be spoken to, even though hitting is more serious • Inform both sets of parents • Try to spot patterns in incidents and make arrangements accordingly, e.g. is the child fine in class but not on the playground or at transition times?

When a child is disrupting lessons	• Issue the child with a detention and report the incidents on CPOMS • Check that the work set isn't too difficult • Consider changing your seating plan • Help the child to get started, e.g. write the date & title for the child or scribe some or all of the work for the child • Encourage the child to gain a feeling of satisfaction from having done a good piece of work • Be aware of too much 'teacher talk' • Consider giving the child something to do during teacher input, e.g. colouring • Use the 1-2-3 procedure (see above)

Internal, Fixed-term and Permanent exclusions

The Headteacher is the only member of staff who has the authority to exclude a child. There are three types of exclusion that the Headteacher will consider if he judges a child's misbehaviour to be serious enough:

- Internal exclusion. This is when a child works away from his/her peers. A member of staff will supervise the child doing their work in an office or they may be taught in a different class. We do not make use of 'isolation booths' and when on internal exclusion the child will have plenty of room and be able to see others in the room. Parents will be informed if their child is internally excluded.
- Fixed term exclusion. This is when a child is sent home for a fixed period of time. The Headteacher will contact parents in the event of a fixed term exclusion and provide them with the relevant documentation.
- Permanent exclusion. This is when a child is no longer permitted to attend the school. In the event of a permanent exclusion, the Headteacher will meet with parents to explain the process in full.

The decision to permanently exclude a child will only be taken:

- 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.

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.

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, but they should refer to the guidance from the Department for Education before they do so ('Searching, screening and confiscation: advice for headteachers, school staff and governing bodies', February 2014).

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, Musical.ly 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, Personal Social and Health Education, 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 a member of staff
- Tell a 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

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 (to read the School Behaviour Policy, see the 'Policies' section of the school website: http://www.stpetersprimarybury.co.uk/)

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. This could involve: involvement in a pastoral intervention group; work with the family as part of our 'Early Help' strategy; providing additional support for a child if they have, or may have special educational needs. We will also consider discussing the child's issues at the local SEMH partnership meeting (Social, Emotional and Mental Health partnership), subject to the consent of the parent.