

ST PETER'S CATHOLIC PRIMARY SCHOOL



Behaviour Policy

MISSION STATEMENT:

Learning Together

Loving God

Becoming the best I can

Statement of intent

St Peter's school aims to give children the power to choose responsible behaviour so that they may learn to manage their own behaviour in order to succeed in school and in their future life. We aim to provide a nurturing environment which seeks to promote the development of self-respect and respect for others. Our policy follows Christ's Gospel teaching based upon kindness, compassion, understanding and forgiveness.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The aim of this policy is to ensure a shared understanding, language and approach when talking about and responding to children's observable behaviour. The importance of a consistent approach, that is in accordance with relationship based and attachment aware approaches, is essential for children to feel and be physically and emotionally safe and secure positive outcomes regardless of their starting point or individual needs.

Signed by:

Headteacher

Date:

Chair of governors

Date:

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education Act 1996

Education Act 2002

Equality Act 2010

Educations and Inspections Act 2006

Health Act 2006

The School Information (England) Regulations 2008

DfE (2016) 'Behaviour and discipline in schools'

This policy operates in conjunction with the following school policies:

Anti-Bullying Policy

Special Educational Needs and Disabilities (SEND) Policy

Child Protection and Safeguarding Policy

Exclusion Policy

Physical Restraint and Reasonable Force Policy

Complaints Procedures Policy

Health and Safety Policy

E-Safety Policy

Roles and responsibilities

The governing board has overall responsibility for:

The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school.

Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The head teacher is responsible for:

Establishing the standard of behaviour expected by pupils at the school.

Determining the school rules and any disciplinary sanctions for breaking the rules.

The day-to-day implementation of this policy.

Publishing this policy and making it available to staff, parents and pupils at least once a year.

The mental health lead is responsible for:

Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.

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The SENCO is responsible for:

Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.

All members of staff, volunteers and support staff are responsible for:

Adhering to this policy and ensuring that all pupils do too.

Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

As authorised by the head teacher, punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Aim to be good role models.

Actively support parental involvement in school and remind parents that they have a valuable role to play.

Pupils are responsible for:

Their own behaviour both inside school and out in the wider community.

Parents are responsible for the behaviour of their child(ren) inside and outside of school.

Walsall Local Authority – Walsall Inclusion Services provide training and support to schools to supporting children in relation to their social, emotional, mental health and wellbeing. St Peter's completes a self-evaluation audit for safeguarding and social and emotional health.

We know that our pupils' behaviour is outstanding when;

- Pupils consistently thoughtful behaviour is a significant factor in their successful learning and creates an extremely positive school ethos
- Pupils are highly considerate and very supportive of each other in lessons
- Behaviour for all groups around school is exemplary and pupils encourage others to conduct themselves well.
- There is no evidence of disruptive behaviour.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

Classroom rules

Routines

Praise

Rewards

Classroom rules

Teachers establish classroom rules on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.

The school understands that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Rewards

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again.

St Peter's school uses good to be green strategy to promote good behaviour.

- House points are used as a consistent reward across the school which are converted into points that can be used to purchase a variety of presents at the end of each term
- Written praise e.g. a positive comment on work, report,
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- House points, certificates for academic and non-academic achievement
- Headteacher award on work or as a sticker
- Trophies and Special Awards
- Placing value on achievements e.g. work shown to another class, name in Newsletter, part of Celebration Assembly
- Special responsibilities e.g. being a monitor/house captain
- Child, group or class, singled out as a role model
- Bronze, silver, gold award for pupils staying green all term
- Termly parental consultations

Praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure:

They define the behaviour that is being rewarded.

The praise is given immediately following the desired behaviour.

The way in which the praise is given is varied.

Praise is related to effort, rather than only work produced.

Perseverance and independence are encouraged.

Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.

Praise that is given is always sincere and is never followed with immediate criticism.

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Consequences

Each day starts anew for every child. St Peter's uses "Good to be Green" which is used consistently across the school.

The following can be imposed by the Class Teacher after following Good to be Green strategy

- Withdrawal of privilege relative to misbehaviour
- Playtime detention may be given as a consequence related to "good to be green" cards
- Parents informed and involved in the behaviour management process
- Use of behaviour chart (SLT member informed)
- Time out e.g, another group, another class
- Child to sit by teacher
- Reasoned explanation of why the behaviour is unacceptable, followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.
- Child to assist in rectifying the problem they have caused
- A verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individually
- Developmental written comment on work
- Work to be completed in the child's own time or at home.
- Child sent to another appropriate adult to explain their misbehaviour.
- Referral to Senior Management/Headteacher

Every effort will be made to encourage the child to promote positive behaviour. There may, however, be certain circumstances that would necessitate a fixed term exclusion. This would be implemented in line with Government and local guidance.

Items banned from the school premises

The following items are banned from the school premises:

Fire lighting equipment:

Drugs and smoking equipment:

Weapons and other dangerous implements or substances:

Other items:

Aerosols including deodorant and hair spray

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

The head teacher will always be notified when any item is confiscated

Racism

It remains the responsibility of the head teacher to provide an annual report to governors of all racist incidents in school. It is a requirement that all racist incidents, involving adults or pupils, occurring in school are officially recorded. St Peter's takes the clear view that racism is not tolerated in any form.

Special Educational Needs and individual Behaviour Plans

Some children may experience difficulties with behaviour for a variety of reasons, including social and emotional, which may affect their ability to access the curriculum and impede their learning. It may be necessary to plan appropriate strategies to support learning and development through the production of an Individual Behaviour Plan (IBP). In these cases, pupils will be placed on the special needs register. In some cases, it may be appropriate for the school to apply for an Individual Health Care Plan (EHC). Parents will be fully consulted and informed of procedures and outcomes.

Use of Reasonable Force

Education & Inspections Act 2006 C.40 Part 7 CH1 pt93

In line with the school's Physical Restraint and Reasonable Force Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

A pupil attacks a member of staff or another pupil

A pupil tries to, or does, conduct deliberate damage or vandalism to property

A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects

A pupil is running on a corridor in a way that may cause an accident or injury to themselves or others

A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption

A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit

A pupil is behaving a way that is seriously compromising good order and discipline

A pupil persistently refuses to obey an order to leave the classroom

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Any physical intervention used will be conducted in line with the Physical Restraint and Use of Reasonable Force Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the head teacher and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the head teacher as to what behaviour constitutes for an exclusion.

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner.

Staff can punish pupils for misbehaviour outside of the school premises.

Staff may discipline pupils for misbehaviour off the school premises when the pupil is:

Wearing school uniform.

Travelling to or from school.

Taking part in any school-related activity.

In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

Could negatively affect the reputation of the school.

Could pose a threat to another pupil, a member of staff at the school, or a member of the public.

Could disrupt the orderly running of the school.

Staff training

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction.

Some staff members are trained in the approved methods of physical intervention in line with the school's Physical Restraint and Use of Reasonable Force Policy.

Teachers and support staff will receive regular and ongoing training as part of their development.

Monitoring and review

This policy will be reviewed by the head teacher on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

The next scheduled review date for this policy is September 2022.