



Behaviour Policy

Adopted / Updated: Spring Term 2020 - 2021

Principles

Good behaviour, respect and discipline are key foundations of education. Without an orderly atmosphere, effective teaching and learning cannot take place. St. Peter's C.E. Primary School acknowledges its responsibility to promote the spiritual, cultural, social, moral, mental and physical development of its pupils. The ethos of the school includes a clear vision of the values which matter within the school and the supporting community.

The values which we strive to engender include:

Pride – *tidy work, looking after our equipment, neat uniform, celebrating our achievements*

Effort – *trying our best in everything, engaging in lessons, challenging ourselves, determination*

Teamwork – *including everyone, supporting and listening to others, achieving more together than separately*

Empathy – *putting yourself in others' shoes, accepting others' differences, noticing others' feelings*

Respect – *understanding others' choices and differences, looking after our surroundings, listening*

Spirituality – *Knowing and sharing God's love, being mindful, asking questions, reflecting on our actions and learning from them, do to others as you would have them do to you*

Aims And Expectations

It is our aim:

- That every member of the school community should feel valued and respected. We are a caring Christian community and build our values on mutual respect and trust for all as is demonstrated in the Bible
- That everyone feels happy, safe and secure
- To promote good relationships so that people can work together with the common purpose of supporting each other's learning
- To help children become positive, responsible and increasingly independent members of the school community
- To reward good behaviour as a means of developing an ethos of kindness and co-operation
- To ensure all children including those with SEN and disability are treated fairly and in a consistent way

This policy:

- Is a means of supporting the above aims, not a system of rule enforcement
- Supports the school community in aiming to allow everyone to work together in an effective and considerate way, respecting each other's learning styles, views and beliefs
- Aims to help children grow in a safe and secure environment
- Promotes good behaviour, rather than merely deterring behaviour which falls below the expected standard

We expect:

- Every member of the school community to behave in a considerate way towards each other
- Every member of the school community to respect others' views, beliefs, property, the environment and all living creatures

School Values

Management of pupil behaviour at St. Peter's school is based on the aforementioned school values:

Pride

Effort

Teamwork

Empathy

Respect

Spirituality

Implementation Of The School Values

The Head Teacher and Assistant Head teachers make regular reference to the School Values through whole school Collective Worship. Class teachers reinforce the Values with their pupils in the classroom with copies being prominently displayed in all classrooms and major areas in the school and pupils being praised for positive contributions. When pupils deviate from the behaviours expected of them, their attention is drawn to the appropriate part of the Values.

Rewards

House Teams

From Year 1 onwards, the House Team point system operates throughout the school: all children are allocated to one of the four houses (**Aylward**, **Livingstone**, **Nightingale** and **Scott**) when they start, or join, the school. Team points are awarded for a determined effort in improving their work and learning. This has proved to be an effective motivator within the school. Team spirit is encouraged as children are urged to gain team points to benefit all members of their house. Weekly totals of team points are shared in Friday's Collective Worship and the 'Work Cup' is presented to the winning house.

Values Certificates

One child per class is chosen each week to receive the smiley badge and certificate in F2 and KS1 and one child each week in KS2 to receive the sash and certificate for outstanding effort in following one or more of our School Values.

Management Of Pupil Behaviour

Responsibility for the conduct and manners of pupils is shared amongst all staff members. All staff hold a duty of care for all pupils, and this includes ensuring that all pupils behave in such a way as to reflect the ethos which we foster and maintain in St. Peter's C.E. Primary. Support staff will refer serious behavioural incidents to the pupil's class teacher or team leader.

The Senior Leadership Team and SENDCo play a significant role in supporting class teachers in their management of pupil behaviour and will assist class teachers in the planning and implementation of strategies for dealing with specific incidents. All serious incidents will be recorded by a member of staff as soon as possible after the incident has occurred. All severe or persistently inappropriate behaviours must be reported to the Head Teacher or the Assistant Head Teachers who will decide on appropriate sanctions, dependent on the pupil(s)' personal circumstances.

The Role Of The Class Teacher

It is the responsibility of each teacher to promote the School Values in their class and ensure that their pupils behave in a responsible manner. Teachers at St. Peter's have high expectations of children and strive to ensure that all their pupils work to the best of their ability. It is each teacher's aim that all children are treated with respect and understanding and supported appropriately

according to their needs. Any poor behaviour, in the first instance, is dealt with by the teacher, however, if misbehaviour continues, the class teacher will seek advice from the SLT and then the Head Teacher at which point, a behaviour plan will be formulated: this will involve the pupil and parents. Progress in all areas, social, emotional and academic, is reported to parents termly and through Parents' Evenings, however, if concerns about behaviour or welfare arise, the class teacher may contact parents at any time. The class teacher may also liaise with SENDCO's and outside agencies (with parental permission) as necessary, to support and guide the progress of each child.

Management Of Pupil Behaviour At Break And Lunch-Times

Behaviour at break time is initially the responsibility of the adults on duty, and at lunch time of the Midday Team. As at any other time of day, any staff member witnessing behaviour which falls below the expected standard is expected to take suitable action. If considered necessary, behaviours will be reported to class teachers, senior leaders, Assistant Headteachers or Head Teacher, depending on the nature, severity or persistency.

The Role Of The Head Teacher

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff in the implementation of the policy and by setting the standards of behaviour in the school. The Head Teacher also keeps records of all reported serious incidents of misbehaviour and is responsible for giving fixed-term suspensions to individual children for serious misbehaviour. For repeated or very serious acts of behaviour which falls below the expected standard, the Head Teacher may exclude a child either permanently or temporarily in accordance with Local Authority guidance. Both these actions are only taken after discussion with the school governors in with consideration for individual pupils' circumstances and needs.

Role Of The Governing Body

The governing body plays a key role in influencing the ethos of the school - its general atmosphere and philosophy - promoting its standing within our parish and the local community. The governing body has a general responsibility for directing the conduct of the school. This influence carries with it a responsibility to support the Head Teacher and staff in maintaining high standards of behaviour.

The Head Teacher is responsible for maintaining discipline on a day to day basis, subject to any principles laid down by the governors. Any guidance from the governing body is taken into account by the Head Teacher when formulating school rules. The Head Teacher will also have regard to any guidance which they may offer related to specific issues. Governors have agreed a written statement

of the general principles for the school's behaviour policy: the governors of St. Peter's School have adopted the principles laid down by Wirral LA.

It is a responsibility of the governing body to consider the school's policy on exclusions in the wider context of the policy on pupil behaviour and discipline and to monitor the number of exclusions which take place within the school.

Strategies Used To Promote Positive Behaviour

Teachers strive to create an environment in which pupils conform to the expected standards and where the principles of inclusion are applied wherever possible. This is achieved through:

- Provision of an effective curriculum, appropriately differentiated to challenge, support, stimulate and motivate children
- Holding high, but realistic and attainable, expectations of all pupils, in terms of achievement and behaviour according to our School Values - PETERS
- Adopting a positive and constructive attitude and being explicit about what behaviour is expected of a pupil and what is unacceptable
- Encouraging pupils to feel a sense of responsibility for their own learning and engendering in pupils a capacity for experiencing success
- Assisting pupils in setting personal goals and reflecting on their progress
- Encouraging children to understand classroom management procedures
- Providing clear explanations

Dealing With Inappropriate Behaviour

On occasions when a pupil's behaviour falls below the expected standard, teachers will employ a range of strategies to stop the unwanted behaviour and minimise disruption. The strategies chosen will depend on the nature, severity and persistence of this behaviour. These strategies may range from merely making eye contact with the child (to alert the child to the fact that their behaviour is being noted) to a sanction such as completion of a task during break time.

Sanctions

Sanctions are a formal response to instances where pupils' behaviour falls below the standard expected by the school. When a sanction is given to a pupil, it is always accompanied by a discussion with a member of staff that makes reference to the School Values (PETERS), the behaviour we would expect and how they could choose a different course of action in future similar situations. Sanctions are considered carefully by members of staff who know and understand the children well; children are treated as individuals and sanctions given are appropriate to their own age, stage and needs. These may include:

- Warnings
- Time away from peers
- Losing free time

- Losing other privileges
- Intervention from a senior member of staff
- Meeting with parents
- Pupil Behaviour Support Plan Implemented (Appendix 1)

Supporting Challenging Behaviour

Positive Handling and Restrictive Physical Intervention:

Section 550a of the Education Act 1996 and DFEE circular 10/98 allow teachers and other members of staff at school who are authorised by the Head Teacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage property. This guidance extends to maintaining good order and discipline for both on and off site activities.

Positive Handling should only be used in circumstances where all other strategies which do not employ force have been tried and found unsuccessful or in an emergency situation. Key members of the staff team have been trained to use Team Teach Techniques which are based on a gradual and graded approach using guides, controls and restraints. Staff must ensure that they select and apply a guide, a control or a restraint that is reasonable, proportionate and necessary and in the best interests of the pupil at all times:

- Guides – Used when there is minimal resistance from the pupil.
- Controls –Used when there is moderate resistance from the pupil.
- Restraints – Used when there is rigorous resistance from the pupil.

There is no legal definition of force. The criminal law act (1967) allows any person to use such force as is reasonable to prevent an offence (e.g. physical assault being committed). Reasonable force must be a matter of personal judgement. All teachers have professional 'duty of care' within their jobs which is underwritten in paragraph 58.7 School Teacher Pay and Conditions Document 2009. This framework is designed to enable two or more staff, authorised by the head teacher, to use force as they deem reasonable in order to prevent pupils from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil)
- Engaging in a behaviour which is prejudicial to the maintenance of good order and discipline of the school or among its pupils, whether it is during a teaching session or otherwise.

Examples of this could include:

- Pupils attacking a member of staff or another pupil
- Pupils putting themselves at risk by self-injurious behaviour

- Pupils fighting
- Pupils causing or at risk of causing injury or damage by accident, by rough play or by misuse of dangerous materials, substances or objects
- A pupil running in the corridor or stairway in a way which he/she might cause an accident likely to injure themselves/others
- A pupil puts themselves at risk by absconding from class or trying to leave school
- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in such a way that is seriously disrupting a lesson and education of themselves and others

When an individual child's behaviour persistently affects the learning, social or emotional development of themselves or others, the class teacher completes an SEN Record of Concern and liaises with the SENDCO's, noting strategies employed within normal classroom differentiation and the outcomes of the intervention. Advice from outside agencies - see details below - may be sought (with parental permission) to further support pupils in these cases.

Partnership With Parents

The Secretary of State takes the view that the responsibility of parents extends beyond their legal obligation to ensure their child(ren) receive an efficient education. Parents should also ensure that their children arrive at school on time, have suitable clothing and that they have with them books and equipment needed for their work at school.

At St. Peter's, parental partnership is seen as an integral part of school life. We believe that parents and carers have a vital role, working in partnership with school, to foster good behaviour. The parents of any child who has been spoken to formally by the Head Teacher on 3 occasions, will automatically be invited into school to discuss the situation. However, parents may be invited before the situation has reached this point. Children need parental encouragement and support to participate fully and positively in their day to day school work, as well as in the wider life of the school and in society. For the school behaviour policy to work effectively, we are dependent on parents:

- Understanding and upholding of the values held by the school
- Understanding and promoting the behavioural expectations placed on their children while at school
- Encouraging their children to value education and strive to achieve success to their personal ability level
- Working in partnership with school to help children overcome behavioural difficulties

Informing Parents

A variety of methods are employed at St. Peter's to encourage home school partnership regarding behaviour, to inform parents of behavioural issues and to convey and reinforce the nature of parental responsibility for encouraging appropriate behaviour. General information is conveyed:

- Through the policy documentation which is available on the school website
- By inclusion in the regular newsletters
- Ad hoc informal meetings, between parents and staff, celebrating good behaviour and improvements in behaviour

Specific information related to individual children takes place through twice yearly whole school Parents' Evenings to discuss the individual progress of all pupils. Individual meetings are organised on a "needs led" basis, for staff to liaise with parents on specific issues. Any significant concerns over behaviour are always shared with parents, in the context of a mutual problem solving situation, aimed at meeting the child's social and emotional needs. Teachers are aware of the difficulties and pressures which may exist in families and may affect a child's behaviour in school. Every effort is made to be sensitive and supportive of children who are in this situation.

In some cases a child's behaviour may indicate that the child might be "in need"

(Children Act 1989 Section 17 – those children whose vulnerability is at a stage where their satisfactory level of health or development will not be achieved without the provision of extra services)

In those instances staff are instructed to inform the Head Teacher, who will follow the procedures indicated in the Safeguarding policy document.

Partnership With Outside Agencies

St. Peter's takes full advantage of the range of expertise available to us to support us in management of pupil behaviour.

- Special Education Support Service members including: Educational Psychology Service, School Nurse, Advisory Teacher for Autism & Social Communication (ASC)
- Child and Family Support Service
- Child Health
- Social Services
- Behaviour Support team
- Area Support Team

- Looked After Children Education Service

The SENDCO's at St. Peter's work closely with a range of agencies who advise and support the school in our management of pupil behaviour. Following consultation with parents, outside agencies may intervene by:

- Carrying out observations
- Meeting with the child for discussion or assessment
- Short term direct intervention within the school setting
- Providing general in-service training on management of pupil behaviour
- Offering advice on issues concerning individual pupils
- Suggesting targets and strategies
- Taking part in multi – disciplinary meetings to share information and ideas to assist school and parents in meeting a child's individual needs

Exclusions From School

In rare cases it may be necessary to exclude a child, however this is only ever considered after all other avenues have been explored. At all times, the Local Authority's guidelines are followed. Support will be given to pupils and parents on the child's return to school.

If a child receives 3 fixed term exclusions in 1 year this will lead to a permanent exclusion.

Monitoring

The Head Teacher monitors the effectiveness of the policy on a regular basis. He also reports to the governors on the effectiveness of the policy when requested and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour: the class teacher records minor classroom incidents, the Head Teacher records those incidents where a child is sent to him following an incident of behaviour falling below the expected standard, a record is also kept of any incidents that occur at break or lunchtimes. Midday assistants inform class teachers of any serious incidents and these are recorded by the Midday Team. A pupil with particular difficulties may have a behaviour log, filled in by class teachers, this is done in an effort to find patterns in the behaviour which will help to establish a programme for improving the behaviour.

The Head Teacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure the school policy is administered fairly and consistently.

Review

The governing body will review this policy every three years. They may, however, review the policy earlier than this if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

This policy has been written with reference to:

- Physical Interventions and the Law by Professor Christina Lyons
- Physical Interventions: A Policy Framework
by John Harris, Marion Cornick , Alan Jefferson , Richard Mills

Appendix 1



Pupil Supportive Behaviour Plan

Name:

Date:

Level 0

Behaviour	Help/ Support	Next Step/ Action

Level 1

Behaviour	Help/ Support	Next Step/ Action

Level 2

Behaviour	Help/ Support	Next Step/ Action

Level 3

Behaviour	Help/ Support	Next Step/ Action