

Behaviour Management Policy



This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Committee responsible:	FGB
Member of staff responsible:	Lenia Greenaway
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Respect – Resolve – Aspirations – Well-being

Governors' Statement of Principles

St Peter's School provides a safe environment in which all pupils are supported to achieve their potential, academically, socially and emotionally, and are provided with support to overcome any barriers to learning they may face.

We believe that:

- Children should be taught to behave in a manner that reflects the Christian ethos and values of the school.*
- Teaching children respect for each other, staff and other adults, is at the heart of this Christian ethos.*
- A behaviour policy is vital for the safety and welfare of the whole school community.*
- The school's behaviour policy should be based on the principles of positive behaviour management.*
- Our policy should build on the children's pre-school experience and establish positive home school links and partnerships.*
- A policy will provide a professional approach ensuring fairness and consistency.*

We believe in positive reinforcement and praise. We believe that happy children will learn well. We believe that all children are entitled to reach their potential in a safe, caring and happy environment. We believe that clear boundaries and sanctions enable children to thrive. We recognise that changes in behaviour can be an indicator, reflecting unhappy circumstances. We believe in nurturing children so that they can grow and discover their talents.

We seek to promote British values in our policies and practice here at St Peter's C of E Infant School. Our activities and the way we manage learning and behaviour, clearly reflect British values of Democracy, The Rule of Law, Individual Liberty, and Tolerance & Respect of different faiths and beliefs.

The school is fully inclusive and actively promotes equality of opportunity for all members of the school community irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity. The school will monitor the impact of all its policies and will be alert to disproportionate impact on vulnerable groups.

Aims and objectives:

- To ensure the safety and well-being of all in the school.**
- To establish a high quality of care for all members of the school community leading to attitudes of mutual respect, responsibility, self-esteem and self-discipline.**

- To encourage co-operation, honesty and good manners.
- To promote an atmosphere where children are valued and can express their feelings, needs and concerns.
- To have high expectations of behaviour and self-discipline.
- To develop and implement codes of conduct.
- To encourage children to act appropriately and be accountable for their actions.
- To teach children the skills to enable them to resolve conflicts as peacefully as possible through a process of negotiation.
- To develop consistency of consequences.
- To develop strategies for discouraging the formation of negative behaviour patterns and to avoid disruption to the quality of teaching and learning.
- To use rewards to encourage positive behaviour.
- To expect all adults in school to act as positive role models.
- To promote strong links between home and school.

This policy links to other relevant policies within the school including:

- Allegations against staff
- Anti-bullying
- Attendance
- Child Protection and Safeguarding
- Complaints
- E-Safety
- Equality policy
- Feedback and Marking
- Health and safety
- Home School Agreement
- Physical restraint
- Religious Education and Collective Worship
- Special Educational Needs and Disabilities
- Teaching and Learning

Anti-bullying

St Peter's School is committed to ensuring that all pupils feel safe at school and enjoy their education. A strong stance is taken against all forms of bullying. The school's policy on anti-bullying can be accessed on the school's website or via a hard copy available from the school office.

Children's Rights and Responsibilities

Pupils will play an active part in the writing of school and class rules. These rules are displayed in the classrooms and around the school. In this way they will feel ownership and a shared responsibility for any code of behaviour. By following these rules they:

- Have the right to be part of our school family.
- Have the right to be heard.
- Have the responsibility to listen to others.
- Have the right to express their feelings.

- Have the right to feel safe and secure at school.
- Have the responsibility to play safely when they are outside and move around school carefully.
- Have the right to appropriate equipment in school.
- Will respect and take care of their own things, inside and outdoors.
- Will respect and take care of school property and that which belongs to others, inside and outdoors.
- Have the right to be themselves.
- Have the responsibility to allow others to be themselves.
- Have the right to learn in a happy school.
- Have the responsibility to be polite and use good manners.
- Will work hard and have a positive attitude to learning.
- Will be honest and tell the truth.
- Will provide support for each other and may help others through a peer support system.

School/staff responsibilities:

- To implement the behaviour policy fairly and consistently.
- To provide a warm and caring environment.
- To provide a stimulating environment so that children want to learn and behave appropriately.
- To be aware of cultural differences and reflect this in our curriculum.
- To recognise that the majority of children want to behave well and that it is our job to help them achieve this.
- To recognise each child as a unique individual.
- To ensure high expectations where pupils can reach their full potential.
- To encourage children to talk about their learning if motivation is a problem.
- To use target setting effectively so that children are more responsible for their own learning.
- To understand that making mistakes is a natural part of the learning process.
- To remind children of school rules and codes of conduct regularly.
- To use rules and sanctions fairly and consistently.
- To be prepared to listen and hear everyone's point of view.
- To discuss situations calmly.
- To be good role models.
- To praise good behaviour rather than commenting on negative behaviour.
- To spend time talking with the pupils and share interests when appropriate to create trust.
- To interpret pupils' behaviour, intentions, and motives positively. For example, a pupil's behaviour could be an attempt to solve a problem they are experiencing, not a deliberate act of misbehaviour.
- To create action plans to modify difficult/challenging behaviour with the involvement of parents, Headteacher, teachers, teaching assistants, ELSA, SENDCo and children.
- To employ 'circle time' and other strategies to develop social skills and encourage positive behaviours.

- To monitor the well-being of vulnerable pupils at playtimes and lunchtimes and support all pupils by providing good levels of supervision and activities.
- To encourage care of the school environment.
- To encourage care of equipment.
- To encourage responsibility by giving children special jobs and roles.
- To form good relationships with parents and carers so that children can see that the key adults in their lives share a common aim.

Parents'/Carers' Responsibilities

St Peter's School seeks to always work in partnership with parents/carers and expects them to support the school in creating a safe and calm environment where children can learn. All parents/carers voluntarily sign the home/school agreement when their child starts St Peter's School and in doing so agree to support the school in the implementation of the behaviour policy. Parents will be contacted at any stage if we feel there is a need or if a child's behaviour is of concern.

The responsibilities of parents and carers are:

- to encourage children to behave appropriately.
- to encourage independence and self-discipline.
- to work with the school to develop good communication and to support school policies.
- to be aware of class and school rules.

Governor Responsibilities

The Governing Body is responsible for setting general values that inform the behaviour policy. The Governing Body must consult the Headteacher, school staff, parents and pupils when developing these principles.

Governors have a responsibility to ensure that the behaviour policy is being implemented. Behaviour is monitored through Governor School visits including pupil talk, visiting guest feedback, and Headteacher reports.

Communicating the Behaviour Management policy

The Behaviour Management policy is publicised to all pupils, parents/carers, governors and staff annually through the school's website. The purpose of this is to share our common goals of achieving great behaviour in school.

Staff are provided with Behaviour Guides to ensure consistency in approach. (See Appendix 1)

Promoting positive behaviour through recognition and praise

We understand that the types of rewards affect children's self esteem. Rewards need to be age appropriate, and personalised. Younger children may respond to small, frequent, demonstrative recognition and rewards, (praise, stars, etc), whilst older children may appreciate more privately offered praise and encouragement and less frequent tangible rewards (extra golden time, certificate or trophy, etc).

Rewards should be accompanied by an explanation of why the reward was given so that the pupil recognises their contribution towards achieving the goal. These rewards include:

- verbal feedback
- stickers, stars, smiley faces, Headteacher stickers, Celebration of Great Learning assemblies and certificates
- positive written comments
- names on the kindness tree
- additional roles and responsibilities within school
- House Points

The reward system should include the regular involvement of senior staff and governors, by holding brief discussions with pupils perhaps during Celebration of Great Learning assemblies and by monitoring the curriculum. Records of award receivers should be kept by all staff to ensure equal opportunities of awards.

Sanctions and consequences:

Staff at St Peter's School have the right to regulate pupil behaviour and to impose sanctions when pupils fail to observe school rules. Pupils need to be made aware of the consequences of breaking rules. Minor incidents will be dealt with within the classroom but those of a more serious nature may necessitate the involvement of the Headteacher, senior teacher or parents. Sometimes an outside agency such as STiPs (specialist teachers for inclusive practice) will be consulted. In very extreme cases a period of exclusion could be considered (see below). The sanction used will take account of a pupil's age, personal circumstances and any Special Educational Need or disability.

Consequences should be given consistently and calmly to help pupils learn to behave responsibly. The following consequences are agreed:

- a reminder about appropriate behaviour
- verbal warnings about consequences of behaviour
- removing a child from the source of a problem e.g. move to another table/class
- time out (egg timer may be used)
- losing privileges such as golden time or part of golden time or some play time
- completing a thinking sheet
- writing a letter of apology
- clearing up a mess
- improving work by repeating a piece of work until it meets the required (age appropriate) standards.
- re-phrasing replies etc
- contacting parents
- suspension from classroom for part/whole of day
- confiscation, retention, or disposal of a pupil's property

Zero-tolerance approach to sexual harassment and sexual violence:

St Peter's School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- A verbal warning
- Reflection time in an area of the classroom or playground
- Sending the pupil out of the class
- Missing playtime or lunchtime
- Referring the pupil to a senior member of staff
- Phone calls home to parents
- Agreeing a behaviour contract or response plan that keeps all pupils safe e.g. this may include a member of staff walking a pupil to and from the toilets.
- We may use internal or fixed-term exclusion in response to serious or persistent breaches with regards to sexual harassment and sexual violence.

St Peter's School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report of concern
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Early Help
 - Refer to children's social care – C-Spa
 - Report to the police

Please refer to our child protection and safeguarding policy for more information, available on the school website or via the school office.

Restorative approaches

St Peter's School has developed the use of restorative approaches to deal with behaviour incidents. Restorative approaches, inspired by the philosophy and practices of restorative justice, puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

Exclusion

St Peter's School is committed to using exclusion only as a last resort after all other sanctions have been exhausted. Where exclusion (permanent) or suspension (fixed term) is used the school conforms to the Local Authority (LA) and DfE guidance. If a pupil is suspended for a period of less than 5 days, the school will provide work. It is the parent's responsibility to ensure the pupil completes work and returns it to school. In the event of a permanent exclusion the LA will contact parents with details of day 6 provision. Unacceptable behaviours which cause a fixed term suspension or permanent exclusion to be **considered** include:

- Extreme persistent disruption which prevents other pupils from learning.
- Serious concerns for the welfare and safety of child, staff, or other pupils.
- Physical violence to other pupils, staff, or visitors.
- Persistent bullying of other pupils.
- Serious damage to property and belongings.
- Persistent refusal to follow adult instructions.
- Serious repeat offence.

After School Clubs

All coaches and providers of after school and lunchtime clubs will be given a copy of the school's Behaviour Policy so that the policy is implemented consistently whilst the children are taking part in extracurricular activities. Teachers will monitor children's behaviour in after-school clubs regularly. Pupils may be involved in the drawing up of codes of conduct for after-school clubs.

Support and training for staff, coaches, and parents on managing challenging behaviour and pupils requiring additional support.

The training needs of staff will be reviewed at their annual performance management reviews and through the information gathering for the annual Staff Development Plan. Additional training needs may also be identified and implemented before or when children with Special Educational Needs (SEND) /behaviour difficulties join the school and staff do not feel they have the appropriate skills, knowledge and understanding required to support them. Pupils who require additional support may have an individual behaviour plan. Training will be provided either through an external provider or by using the expertise of outside agencies/outreach workers. The Special Educational Needs Co-ordinator (SENDCo) will also highlight any school training needs at regular meetings. Members of staff can request training at any time by speaking, either to the Headteacher or the SENDCo. Staff will also receive regular training and updates related to restorative approaches and safeguarding children.

The school will advise parents about the range of services that are available for them to access. Teachers will also offer support to lunchtime assistants, as well as coaches and supervisors of after school clubs.

Physical restraint

Physical restraint should be used only in an emergency unless the teacher has attended an extensive training course. In an emergency the school's Physical Intervention Policy should be adhered to.

The Headteacher, SENDCo, teaching staff along with other members of staff at St Peter's C of E Infant School have been trained in 'Positive Touch' techniques.

By law reasonable force may be used to prevent a pupil doing or continuing to do any of the following:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

This applies to both on site and off school premises where the member of staff has lawful control or charge of the pupil. This does not authorise corporal punishment.

Use of force applies to any person who is an authorised member of staff i.e. teaching staff or support staff responsible for a group of pupils.

Examples of situations requiring force include:

- a pupil attack on a member of staff or another pupil
- pupils fighting
- a pupil is committing or on the verge of committing deliberate and serious damage to property
- a pupil is causing or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- a pupil is running in a corridor in a way in which he or she might have or cause an accident likely to injure him or herself or others
- a pupil absconds from a class or school other than at the authorised time
- a pupil refuses to leave a classroom
- a pupil is behaving in a way that seriously disrupts a lesson
- a pupil blocks a door to prevent others from leaving
- a pupil resists attempts to search him or her for a weapon

In all these cases use of force would only be reasonable (and therefore lawful) if the behaviour was sufficiently dangerous or disruptive and could not be dealt with by any other means.

Reasonable force includes:

- leading a pupil by the arm
- shepherding away by placing hand on shoulder

See Positive Intervention Policy

Taking Account of Individual Pupil Needs:-

When reaching a decision about using force in a particular situation, staff will need to take into account relevant factors related to any special educational needs or disabilities of the particular pupil. A record needs to be kept when force has been used by staff; this does not mean trivial incidents involving physical contact between staff and pupils.

Race, Religion and Culture

- application of the behaviour policy does not discriminate against particular racial or cultural groups.
- the impact of the behaviour policy can be monitored for pupils, staff and parents/carers of different racial groups by analysing the school's incident log.
- staff are kept informed about cultural differences in behaviour and implications.
- newly arrived pupils are supported in understanding and following the behaviour policy.
- school uniform and appearance rules will take account of cultural and religious needs by seeking advice and liaising with the parent/carer.

SEND and Vulnerable Pupils

- reasonable adjustments are made in application of the behaviour policy to disabled pupils, as appropriate.
- special educational provision is made for pupils whose behaviour related learning difficulties call for it to be made.
- at risk or vulnerable pupils such as young carers, children who are looked after, children with a child protection plan, should be identified, made known to staff and appropriate adjustments made to the policy for them through recording in IEPs.

Searching pupils

School staff can search pupils with their consent for any item.

The Headteacher and teaching staff have the power to search pupils or their possessions, without consent, where they suspect a pupil has a "prohibited item". Prohibited items are:

- mobiles phones and other mobile devices
- electronic games
- stolen items
- chewing gum
- Money (other than requested amounts for school trips etc.)
- Any article which is likely to cause personal injury or damage to property.
- Medicines (e.g. Calpol sachets etc)

Allegations of abuse against staff

Any allegation of misconduct against a member of staff will be taken seriously and referred to the Local Education Officer or Local Authority Designated Officer and dealt with using the LA procedure. Pastoral support will be offered to any individual against whom an allegation is made, and the matter kept strictly confidential. If the allegation is against the Headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors' Discipline committee for action. Staff are advised to familiarise themselves with the Government Guidance on 'Safer Working Practice' to minimise the risk of allegations being made.

Behaviour out of school

Pupils are expected to uphold the reputation of the school whenever they are out of school. This applies to any school trip or outing, when travelling to or from school, when wearing school uniform or is in some way identifiable as a pupil of St Peter's School. It also applies if the misbehaviour could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or adversely affects the reputation of the school.

Monitoring behaviour

All behaviour incidents are recorded on a set pro forma and then if significant entered on the School Information Management System. A monthly report would then be produced. The Headteacher analyses data on behaviour reports to identify trends and review the progress made by individual pupils against their targets. Information is shared regularly at staff and governors' meetings. Data may also be used as evidence for referrals and to ensure that the school meets its statutory duties with regard to the Equalities policy. The Headteacher and SENDCo also monitor the impact of intervention groups used to improve behaviour, for example, social skills groups. The school ensures that there is confidentiality within its monitoring and reporting.

Monitoring and Reviewing the Behaviour policy

The Governors and Headteacher will monitor the implementation of this policy annually and make changes in consultation with other members of staff or when government legislation changes.

The policy will be reviewed formally every year in consultation with staff, governors, pupils, and parents/carers.

Further information is given to parents/carers in the form of an accessible document 'St Peter's School - a guide for parents' when their child starts school.

All staff are given a copy of this policy as part of their induction along with the school's staff 'Code of Conduct' document.

Legislative Links

[Education Act 2011](#)

[School Standards and Framework Act 1998](#)

[Education and Inspections Act 2006](#)

[School Information \(England\) Regulations 2012](#)

[Equality Act 2010](#)

[The Education \(Independent School Standards\) \(Amended\) \(England\) Regulations 2015](#)

[Schools \(Specification and Disposal of Articles\) Regulations 2012](#)

[The School Behaviour \(Determination and Publicising of Measures in Academies\) Regulations 2012](#)

Appendix 1

Behaviour coding

Behaviour for Learning.		
	<p>Level 1 Informal</p> <p>For example: Verbal warning, school rules reminder, change of seating</p>	
	<p>Level 2 Formal</p> <p>For example: If Level 1 has not worked a school rule reminder is given, a verbal warning and possible exit from the class. Record in Behaviour Log.</p>	
	<p>Level 3 Serious</p> <p>For example: The serious matter will be recorded in the Behaviour Log. A phone call home will be made by the teacher, the pupil will be referred to a senior leader and they will be expected to reconcile with the adult who issued the Level 3.</p>	
	<p>Level 4 Very Serious</p> <p>For very serious deviations from our school values the pupil will be sent to the Headteacher, and she will take appropriate action after consulting with the adult who issued the Level 4 consequence.</p>	