



# St Peter's Eaton Sq. C of E primary

## Behaviour Policy

*Together, we will realise the potential God has given us*

<b>Approved by:</b>	Governing Body	<b>Date:</b> September 2022
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### Contents

Aims and values .....	3
The Responsibility of Staff .....	3
The Responsibility of the Head .....	3
The Responsibility of Parents.....	3
The Responsibility of Pupils .....	4
Rewards for Positive Behaviours .....	4
Procedures for dealing with inappropriate behaviour.....	4
The St Peter's way.....	4
The St Peter's steps, a graduated approach .....	5

## **Aim & Values**

The aim of this policy is to ensure that our school has a positive atmosphere, where each member of the community feels valued and safe. There is a joint approach and shared responsibility between the parent, pupils and the school.

St Peter's School is a place where every person has the right to be themselves and to be included in a safe and happy environment. At St Peter's we are committed to inclusive principles and recognise that, with SEND pupils, there may need to be adjustments made to the rewards and graduated approach to sanctions. For example, some pupils may have a individual star chart to reward targeted behaviours; some pupils may need an extra 'warning' before being moved during the lesson/losing playtime.

At St Peter's we promote positive behaviour in our pupils and create an environment in which it can flourish. We value the importance of building up relationships between staff and pupils and the importance of treating everyone with respect. We also promote preventative behavioural strategies where possible using our zones of regulation framework.

## **The Responsibility of Staff**

- To treat each member of the school community equally regardless of race, creed, gender or sexual orientation.
- To respect each individual.
- Build relationships with pupils.
- To encourage positive attitudes to learning and behaviour.
- To provide a balanced curriculum and ensure that appropriate differentiation/scaffolding strategies have been employed to cater for children's differing learning needs.
- To ensure that lessons are interesting and stimulating.
- To ensure that the classroom and school as a whole is a safe learning environment and positive place in which to work.
- To encourage parental involvement in each child's educational progress throughout the school.
- To praise good conduct.
- Implement the zones of regulation approach.
- Implement Emotional coaching approach.

n.b. *Staff* refers to all adults working in school.

## **The Responsibility of the Head**

- To model good practice.
- To establish clear aims and high expectation.
- To provide support wherever necessary.

## **The Responsibility of Parents**

- To support the school by promoting the Code of Conduct.
- To ensure that each child attends school daily, ready for learning (i.e. well rested and fed) and arrives and is collected punctually.
- To encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements.
- To speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour.
- To set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- To ensure that contact details are up to date, for use in an emergency.

## **The Responsibility of Pupils**

- To follow the school's code of conduct (St Peter's Way)
- To accept responsibility and consequences of their actions and to reflect on what positive alternative choices they could have taken.

## **Rewards for Positive Behaviours**

Our positive approach to behaviour reinforcement means giving praise to those children who are well behaved, polite, hardworking and following our Code of Conduct. Praise can take many forms, including:

- Verbal praise
- Positive reinforcement from staff
- Outstanding behaviour award and top table treat
- Writer/Reader/Keen learner of the Week
- Being sent to share good work with another class or adult
- Being sent to share good work with the Head
- Informing parents
- House points and Dojo points
- Whole class treat
- Group/row treat
- Stickers
- Numbots and TT Rockstar Champs – shown in newsletter

## **Procedures for dealing with inappropriate behaviour**

The vast majority of our children behave well and respond to our system of positive behaviour reinforcement. However, some pupils do not always keep to our Code of Conduct. This is not acceptable and a range of sanctions and consequences are necessary.

Staff will judge the seriousness of an incident and apply sanctions accordingly.

Children may sometimes need to be reminded of our Code of Conduct, but if misbehaviour persists the following may be applied. Depending on the nature of the misbehaviour, the level of response will be determined. There is no need for each stage of action to be considered.

## **The St Peter's way**

All members of the school community have a right to learn and work in a safe, happy and positive environment. We expect all adults and pupils to follow The St Peter's way, which forms the school **Code of Conduct**.

**We are keen learners.**

**We are polite.**

**We are kind.**

**We are safe.**

Pupils learn best when they and others follow the Code of Conduct. We celebrate positive behaviour in all our interactions with each other and especially at Celebration assemblies.

## **The St Peter's Steps, a graduated approach**

If a pupil's behaviour is below expectations, we may need to support him/her by following a stepped approach.

- Small increments in this stepped approach work best.
- Remain calm and avoid raising your voice.
- Explain your expectations for good behaviour.
- Follow the steps. You are the first line of sanction except in serious cases when support may be needed
- Never go back on a sanction once given. So consider carefully.
- Remember we disapprove of the act not the child.

### **Step One**

Positive Behaviour encouragement at this Step is likely to follow current class and playground procedures.

Behaviour management is most successful when an incident is dealt with immediately and by the adult at hand – class teacher or playground supervisor.

1. Reminder of expected behaviour – private (a look, gesture or quiet word)
2. Warning – name called/written down
3. Talk- with class teacher or playground supervisor (follow emotional coaching steps when appropriate). Try out a zone of regulation strategy where appropriate.
4. Moved to an empty table to complete work and or missing 5 minutes of play

If the behaviour does not improve issue a Yellow Sanction

### **Step Two - Yellow Sanctions**

- Record these sanctions on CPOMS.
- Name, date and very brief description of the behaviour.
- Playground incidents should be reported to the class teacher and recorded as above.
- Follow the Emotional Coaching steps where appropriate.

#### **During a lesson**

1. Tell the pupil that you are giving them a Yellow Sanction.
2. Remind them of the behaviour expectations.
3. Send to phrase leader or parallel with work and a post it note (up to 10 mins).
4. Check on the pupil's behaviour with that teacher later.

#### **In playground only**

1. Tell the pupil that you are giving them a Yellow Sanction.
2. Remind them of the behaviour expectations.
3. Time out on bench (up to 10 mins)

**3 Yellow in a week = Red Sanction**

Reasons for Yellow sanctions include;

- Consistently not following instructions
- Unkind words or actions
- Inappropriate or deliberately rough play
- Dangerous or damaging use of others' property, including school property

### **Step Three - Red Sanctions**

**Red Sanction**

3 Red in a term  
= Head Teacher  
sanction

- Record these sanctions on CPOMS. As with Yellow step.

#### **During a lesson or elsewhere in the school, including the playground**

1. Sent to the Deputy Head or member of SLT (with work if during a lesson)

2. Not returned to class or playground for at least the rest of the lesson or playtime

**Red Sanction consequences:**

1. Loss of all playtime the following day
2. Incident recorded on CPOMS
3. Letter home

2 Red within a term = SLT meeting with parents/carers.

3 Red in a term = an internal exclusion (whole day), SLT meeting with parents and Outside agency support sought.

3+ Red in a term = Head meets with parents and further sanctions are considered

**Red cards issued for;**

- Fighting and serious threats of physical violence
- Threatening language, including extreme swearing
- Complete defiance and/or disobedience of adult instructions
- Behaviour and/or language where the intention is deemed to be racist, homophobic or prejudicial
- Bullying behaviour/language - bullying is persistent behaviour and not an isolated incident
- Extreme damage to property, including school property

**Step Four**

**Head Teacher Sanction**

**Internal Exclusion**

1. Sent to another class with work.
2. Expected to work independently.
3. Attends lunch with that class.
4. Spends playtime in Head's/Deputy's office.
5. Expected to complete this sanction following school Code of Conduct. Failure to do so may lead to further sanctions, including external fixed term exclusion.

School Governors and Local Authority may be informed that the child is at risk of an external exclusion.

If the behaviour still persists, before a fixed term exclusion is considered, all additional measures recommended in the *"Responsibilities of the Governing Body in reviewing exclusions"* will be considered. Concurrently, the LA (Local Authority) will be notified in writing. A request for further assistance from the LA, in accordance with the legal guidance, will be made, in order to prevent an exclusion being made. At this point the Chair of Governors and the Chair of the Governors' Disciplinary Committee will be made aware of the situation.

**Exclusion**

In the case of extreme behaviour, the Head or Deputy in the Head's absence, may decide to exclude a child for a fixed time (up to 15 days) or permanently. This is an extreme step and the Chair of Governors and Education Welfare Officer will be informed immediately. This action may be taken when:

- There is an extreme breach of the Code of Conduct
- A very serious incident occurs causing a child or adult to be badly hurt
- A child hits, threatens or uses inappropriate language towards a member of staff
- Over a period of days or weeks, a child's behaviour has been such that he or she is seriously interfering with other children's learning or has to be repeatedly removed from the classroom and supervised by the Head

- Parents of an excluded child have the right to appeal to the Disciplinary Committee of the Governors of the school against the decision to exclude

#### **Emotional Coaching Steps:**

1. Become aware of the emotion in \_\_\_\_\_; communicate your acceptance of the emotion, e.g. "I can see your sad because your frowning" or "I can see you're frightened...I know it's hard".
2. Validate and verbally label the emotion being felt, emotion e.g. "It's ok to feel upset, I would feel sad too if I felt no one wanted to play with me".
3. Set limits (only if needed): communicate that all emotions and feelings are acceptable, but some behaviours are not. Refer to safety and wanting to keep \_\_\_\_\_ safe, refrain from "why did you ?" questions and instead ask "what has happened to make you feel this way?"
4. Solve problems; work with the \_\_\_\_\_ to consider what he can do when he feels strong emotions next time – "What might help next time you feel like this?", or "I can help you think of a different way to cope", etc.

The EP service has produced an online webinar, called "Helping Children to understand and manage their feelings" – this is a 25-minute video to help parents and teachers learn how to use an Emotion Coaching approach with students. It can be found at the following link:

<https://www.youtube.com/watch?v=WTfGHwFTTT4&feature=youtu.be>