



# 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 2021
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## **Aims of the Policy**

The aim of this policy is to ensure that our school has a positive atmosphere, where each member of the community feels valued and in which 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. Everyone at our school is equal and will be treated with respect.

At St Peter's we promote positive behaviour in our pupils and create an environment in which it can flourish.

## **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.
- To encourage positive attitudes to learning and behaviour.
- To provide a balanced curriculum and to ensure that each child has the opportunity to work at his or her own level of learning.
- 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.

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 classteacher 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
- 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
- Entry in the Book of Praise
- Stickers
- Writer/Star 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
- Class recognition of achievement
- Whole class treat

## 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.

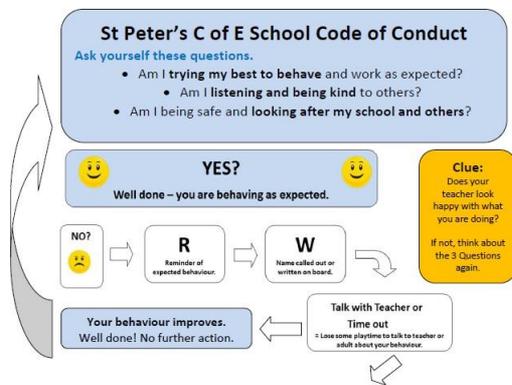
## The St Peter's steps, a graduated approach

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 – public (name called)
3. Talk- Class Teacher or playground supervisor sanction (up to 5 mins loss of playtime)
4. During a lesson – moved to an empty table to complete work

If the behaviour does not improve issue a Yellow Sanction

### Step Two - Yellow Sanctions



- Record these sanctions in a class record.
- Name, date and very brief description of the behaviour.
- Playground incidents should be reported to the class teacher and recorded as above.
- Note and inform a member of SLT if there is a pattern or recurrence of poor behaviour.

### **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 a parallel or older class 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** – see details of playground procedure below

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 in a class record. As with Yellow step.
- They will also be recorded in the School Behaviour Log.

### **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 in Behaviour Log

3. Letter home

2 Red within a term = Deputy or Asst Head meeting with parents/carers.

3 Red in a term = an internal exclusion (whole day), Deputy Head 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

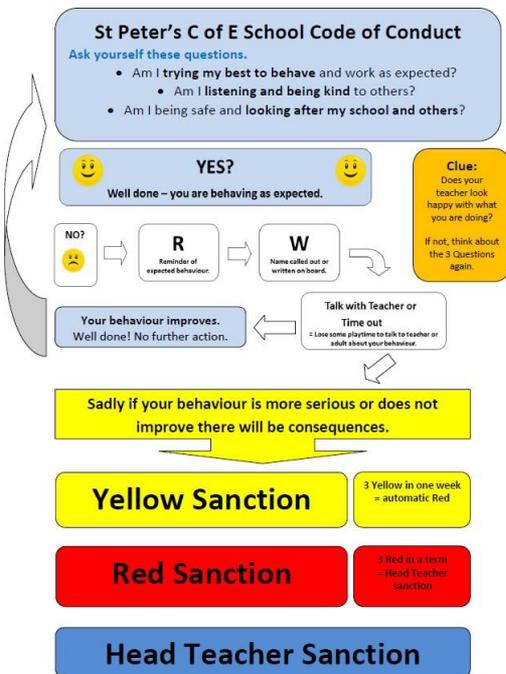
### **Step Four**

#### **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 Head's offices or an SLT classroom.
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.



## BEHAVIOUR PROCEDURE STEPS In the playground

### Step One

1. **Reminder** of expected behaviour – private reminder (a look, gesture or quiet word)
2. **Warning** – public warning & reminder of expected behaviour (call the child by name)
3. **Talk** about the expected behaviour and give **time out on bench** (up to 5 mins max.)

This should be enough or you could repeat this low level sanction if needed. If the behaviour really does not improve give a **Yellow Sanction**.

### Step Two Yellow Sanction

1. Remind the child of the behaviour expectations & tell him/her that you are giving them a Yellow Sanction.
2. **Time out on bench** (up to 10 mins max.)
3. Record in Playground Behaviour record – date, name, very brief description of behaviour, sanction and your initial. (ie 150316/Boris/constantly failing to follow instructions/8 mins/MR)
4. Tell the class teacher of the incident when class is collected.

Reasons for Yellow sanctions include:

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

### Step Three For more serious incidents

- Sit the child on the bench.
- Ask the school office to contact an Assistant Head or Senior teacher.
- Record incident in Behaviour record (ie 150316/Boris/fighting/SLT called/MR)

Incidents may include:

- Fighting and serious threats of physical violence
- Threatening language, including extreme swearing
- Complete defiance, rudeness 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

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