

# St Peter's School Behaviour Policy



Exemplary behaviour is a non-negotiable at St Peter's School. The school adopt a whole school approach that will manage behavior so that the pupils can learn in an orderly, calm, safe and supportive environment where the children want to attend and will thrive.

The aim of this policy is to encourage exemplary behaviour and respect for others;

- ensure an acceptable standard of behaviour of all pupils.
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education.
- ensure that the pupils understand and apply the school values that are taught through worship, PSE and RE lessons.

**Leadership and management** –are responsibility for implementing measures to secure acceptable standards of behaviour. The school will ensure the school's approach to behaviour meets, and exceeds the following national minimum expectation:

- the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly, to help create a calm and safe environment;
- school leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy and agreed routines;
- measures are in place and both general and targeted interventions are used to improve pupils' behaviour and support is provided to all pupils to help them meet behaviour standards.

## **Teaching staff**

- Staff have an important role in developing a calm, positive, structured and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- Staff will teach and model expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help and support when needed. They will also constantly challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- All staff will communicate the school norms, routines, values and standards both explicitly through teaching behaviour and in interaction with pupils.
- Staff will consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

## **Staff training**

This will be carried out annually with all staff and as part of the induction of new staff when they join the 10 school.

## **Pupils**

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil will be made aware of the school behaviour policies, standards, expectations, and consequence processes. Every pupil will be supported to achieve the behaviour standards.

## **Supporting pupils following a sanction**

Following a sanction, in order to support pupils to meet the behaviour expectations of the school, strategies will be considered to help pupils to understand how to improve their behaviour.

These might include:

- a targeted discussion with the pupil;
- a phone call with parents;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the Designated Safeguarding Lead or a deputy;

These interventions are part of a wider approach that involves the wellbeing and mental health of the pupil.

## **Parents**

The role of parents is crucial in helping schools develop and maintain good behaviour.

To support the school, parents will have the policy available on the school's website.

Parents have an important role in supporting the school's policy and reinforcing it at home.

St Peter's will build and maintain positive relationships with parents, for example by making parents aware when their children are exceeding, meeting, or missing behavioural expectations. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

## **Behaviour expectations and pupils with Special Educational Needs and Disability (SEND)**

The school's culture is such that it consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

St Peter's behaviour cultures create a calm, orderly environments which benefits pupils with SEND, enabling them to learn and to feel confident asking for help and support. Some behaviours are more likely to arise from types of SEN or disabilities, however the school owe duties (for example, over safety) not just to the individual pupil, but also to the other pupils and to staff. The school looks at the antecedents of individual children and aims to provide support to minimise risk of disruptive behaviours. The school has a duty of care for all members of the school community and sanctions will be put in place where safety of learning is compromised.

This policy should be read alongside the school's- Child Protection Policy, Keeping Children Safe In Education, Exclusions policy and the Staff Code of Conduct.

## **Behaviour Procedures**

At St Peter's School the safety of our children is our primary concern. For this reason we insist upon exemplary behaviour. It is the responsibility of all staff to enforce the behaviour policy of the school. The behaviour of the children reflects upon the school, for this reason we will deal with incidents outside of school, where the children, can be identified as our pupils in the same way we would if the incident had occurred in school.

## **Behaviour outside of school premises and online**

Teachers have the power to sanction pupils for misbehaving outside of the school premises to such an extent as is reasonable.

school will do in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils. Conduct outside the school premises and online conduct that teachers might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

## **Rewards**

### **House Points**

In KS2 children are awarded house points when they have done well at a piece of work, tried hard or been polite

### **Head Teachers awards**

These are awarded by the class teachers when a child has done an exceptional piece of work, been exceptionally well behaved, tried really hard or really improved at something. The child is sent to the head teachers office where they show their work and are given a head teachers award sticker. They then stand up in a Friday assembly and show their excellent work or explain why they have an award. If a child gets 5 head teachers awards in a term then they get a gold head teachers award. The parents will then be contacted to say how pleased we are with their child.

### **Value Leaves**

When a child displays one of the following Gospel values- politeness, thoughtfulness, honesty, respect or forgiveness then their name is put onto the appropriate coloured leaf and displayed for that term on the display in the hall.

### **Stickers**

These are used in the same way house points are used in KS2.

#### **Termly Rewards**

Each term pupils who have consistently up held the school values or have made accelerated progress will have a letter of commendation sent home. One child per class will also be chosen for a star award each term. This will be awarded to any child who has stood out for outstanding behaviour and attitude to learning.

### **Contacting Parents**

If a class teacher is particularly pleased with a child they will contact the parent to let them know. The head teacher will also write to the parents of pupils who we are particularly pleased with.

### **Low level disruption**

In each classroom there is a 'three strike' system. All children start on green and will be rewarded for staying on green all week. The children's initials will be placed on the board if the teacher feels they are not doing as they should. Firstly they will get a verbal warning, and then if the child persists with

the behaviour. their initials will be written in the amber section. If it is repeated they will be moved to red. If a child moves onto red they will automatically miss their break time in the hall. This way the children get a warning that their behaviour is not acceptable before a consequence. If a child gets two red cards in a half term then their parents will be called by the class teacher to discuss their behaviour. The head teacher will also be notified and will write to the parents. If a child receives three red cards in a half term then they will be internally excluded from their class for half a day. If the behaviour persists then the parents will be contacted and the child will be excluded for half a day. Examples of low level behaviour- talking when asked not to, disrupting others, uniform infringements, not moving around the school sensibly, talking in assembly, not enough effort etc.

Examples of disruption:

- Running / talking in the line when going in and out of class to break time or assembly.
- Continuing working when asked to stop
- Chatting / being noisy when asked to be quiet.
- Slow working (not matching their ability)
- Fiddling with whiteboards etc.
- Poor presentation / quality of work
- Calling out
- Not following agreed class rules

### **Homework**

Homework is set weekly. The children are expected to do it. The children will be given one warning if they do not hand in their homework and then if this is repeated the class teacher will contact the child's parents. The children will complete the homework they have missed during break or lunch times.

### **Serious Behaviour issues**

These are defined as

- Any child who is rude to an adult in or around the school.
- Any act of violence
- Any swearing
- Any allegations of bullying including cyber bullying.
- Inappropriate behaviour towards other children including peer on peer abuse.
- Racist or homophobic comments

The child will be sent straight to the head teacher where a thorough investigation into the incident will take place. The child will then be spoken to at length about the incident and why their behaviour is not appropriate.

### **Consequences**

- The child's parents will be informed as will the parents of any child who has been the victim.
- Miss one week's break time if it is an isolated incident in which time they will be outside the head's office. They will have to reflect on what they have done and we will look at ways to stop it happening again
- Exclusion at lunch time- if the incident is deemed to be serious or repeated.
- Exclusion for up to three days- if the incident is deemed to be very serious or the child keeps repeating the offence despite counselling.

- Permanent exclusion if the incident is deemed serious enough, in line with the schools exclusion policy.

## **Behaviour procedures summary**

### **1. Low level disruption –traffic light system**

**GREEN**- ALL children start each day on GREEN(put laminated names on the green circle)

**VERBAL WARNING** – on the first incidence give the pupil a verbal warning, reinforce positive expectation and explain the next step will be moving to yellow.

**YELLOW** – if the behaviour persists move to yellow.

**RED** - If children move to RED they automatically lose their play time. Send pupils to the hall at the next play time. 2 red's a half term means parents called in- 3 mean child is excluded from their class for an afternoon. 4 red's and the child is excluded from school for an afternoon

**GOLD** - children who show excellent work, behaviour can be moved onto gold during the day.

### **2. - Serious behavioural issues**

Any incidences of the following should be directed straight to Mr Gunn or a member of senior leadership team:

- Swearing
- Racist/homophobic incidents
- Fighting
- Hurting others
- Rudeness to members of staff
- Spreading rumours / gossip
- Name calling
- Bullying