



St Peter's Church of England (Aided) Primary School Behaviour Policy

The Governing Body of St Peter's Church of England (Aided) Primary School adopted this policy on .

Signed: _____ (Chair of Governors)

Signed: _____ (Head Teacher)

Review every 3 years

Principles.

St Peter's Church of England (A) Primary School is committed to providing a safe, respectful and disciplined learning environment for all children and staff, where children have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. This policy outlines our system for facilitating positive behaviours, preventing problem behaviour and recognising and rewarding positive behaviour choices. Through this strategy clear and consistent expectations are plain to all community members.

Aims.

1. Ensure all adults are positive role models for our children by:
 - *Model appropriate behaviour and language*
 - *having a planned consistent approach*
 - *treating children and each other with respect*
 - *being consistent, calm and fair at all times*
 - *Using a resolution approach*
2. Ensure all children and adults are clear about what behaviour is expected.
3. Continually and consistently support children and adults in achieving behaviour of the highest standards.
4. Provide a socially inclusive, friendly and secure place where children feel happy and settled in order to maximise learning.
5. Continually review and develop positive behaviour in partnership with all adults and children.

We believe the benefits to our pupils will be:

1. Behaving more calmly & purposefully
2. Becoming more self-aware
3. Gain ability to concentrate & reflect on own behaviour
4. Be more considerate to others
5. Take greater responsibility for their own behaviour & realising that they have choices
6. Improve listening skills
7. Improve self-confidence & self-esteem
8. Be able to relate to others more effectively

We are positive about all our children; we try to show this in the way we speak to them and guide them. We are constantly looking for valid reasons to praise children for their achievements - this is how children grow personally, socially and academically. We encourage children to be aware of their achievements and abilities; making children feel positive about themselves is fundamental to good behaviour.

It was agreed that St Peter's Church of England School we will adopt the following Christian Values and explicitly teach them through Whole school Acts of Collective Worship and in PSHE lessons.

Values	
Forgiveness	Compassion
Thankfulness	Respect
Trust	Friendship
Justice	Hope

Rewards

We have a whole school approach to support our behaviour policy. These include rewards for:

1. **Learning behaviour:** *Co-operation, enjoyment, risk taking, concentration, curiosity, imagination, perseverance, resilience*
2. **Conduct behaviour:** *respect for staff, peers, property; verbally & physically peaceable*
3. **Emotional behaviour:** *happy, confident, emotionally stable, responsible, empathetic, socially aware.*
4. **Christian Values: St Peter values**

We take a staged approach to positive 'green' behaviours:

- All children begin each day on green and we encourage all children to aim to end the day on green ("It's good to be green")
- When pupils are observed demonstrating 1-4 (above) they are rewarded with specific praise, stickers and/or team points from an adult e.g. *well done, I can see you are(stating the specific value 1 -6 or specific learning, conduct or emotional behaviour witnessed)*

Individuals are rewarded for 'green' behaviour with:

- **Stickers:** staff use their professional judgment to give a sticker to children who demonstrate good learning behaviour, conduct behaviour, emotional behaviour or the School Values.
- **Good to be Green Points:** Collected and celebrated at Sharing Assemblies
- **Celebration assembly:** pupils are identified by staff for demonstrating our School Values and good conduct. Every child will receive at least one nomination and certificate during the year.

- **100% Good to be Green certificates:** for 100% Good to be green each term. First term bronze certificate, second silver and all 3 terms remaining in green “gold” certificate. Each certificate is linked to a reward in school.
Bronze = a free film club ticket, Silver = a trip to the part and Gold = a special event booked.
- **Caught being green tickets:** Lunchtime staff will nominate children choosing to play games & demonstrate Values or conduct behaviour each week, outside. Pupils will be invited to share a special event by the headteacher/deputy.

Classes are rewarded with:

- **Class treat:** classes collect class animal points, shared in celebration assembly. They also collect points of their animal chart. Each class may negotiate a small reward with the class teacher should they collect 15 points in KS1 and 20 points in ks2.
- **Best Class “ Good to be Green” certificates:** awarded to the class during our celebration assembly with the best % each term for the most individual certificates.

Consequences

We try to operate as few consequences as possible, but there are times when this is necessary. These responses are designed to guide pupils into making more responsible choices, with the support from school and home and, minimise the impact of inappropriate behaviour on the education of other children.

We have a whole school approach to support our behaviour policy. These include consequences for:

Yellow behaviours:

- Inappropriate **learning behaviours**
- Inappropriate **conduct behaviours**
- Inappropriate **emotional behaviours**
- Lack of application of our School Values

Red behaviours:

- **Deliberate physical aggression (P):** fighting, slapping, punching, scratching, kicking, nipping, choking, spitting and other threatening behaviours towards others/ property
- **Bullying:** persistent, deliberate and over time
- **Verbal aggression (V)**
or
- **Persistent low level ‘yellow’ behaviours (see above)**

In school, we deal with unacceptable behaviour by taking a staged approach. However, there may be occasions when it is deemed necessary to jump straight to a later stage if the incident is considered more serious.

Positive behaviour approach

Stage 0: Good to be green: start on green by setting out behavioural expectations and praising those doing the right thing; look for positives to help pupils stay on green.

Stage 1: Reminder (for low level yellow behaviours)

Pupils are reminded of the value / behaviour they should be implementing by offering supportive responses:

'I am reminding you that you need to(choose correct behaviour).'

When they make a positive choice we say **'thank you'**.

Stage 2: Verbal warning: (for medium level yellow behaviours)

Pupils are given a warning that, despite a reminder, they have not made a positive choice. This is done discretely where possible.

'You chose not to..... (correct behaviour).

You will now have your name moves onto yellow.

Time out may be used. You need to sit and think about making the right choice.'

or

we say **'thank you'** if they make a positive choice

Every opportunity will be given for a child to then demonstrate they are making positive (green) choices after this point so they return to 'green'.

Pupils will display a yellow warning card on the " Good to be green" class chart. The warning gives the child the opportunity to reflect, consider and review their behaviour

Stage 3: Consequence (for high level red behaviours)

If a pupil repeats the same negative orange behaviours or displays red behaviours a red consequence card will be displayed on the class chart.

'You have chosen not to... (repeated yellow behaviour or red behaviour).

Your name will be moved onto red and there will be a consequence

(a lunchtime or playtime detention – the same day where possible)

You need to sit and think about making the right choice'

When pupils are calm, staff will remind them of the choice they needed to have made. The adult will then invite him/her to rejoin the group. Every opportunity will be given for a child to then demonstrate they are making positive choices so they can have their name removed from red and back to green.

Staff will notify parents/carers at the end of the school day if someone has moved to red for:

- **Deliberate physical aggression (P):** fighting, slapping, punching, scratching, kicking, nipping, choking, spitting and other threatening behaviours towards people or property
- **Bullying :** persistent, deliberate and over time
- **Verbal aggression (V)**

Stage 4: Behaviour chart

If the child moves to red (or who has 3 or more yellow in a week) the headteacher (or senior staff in their absence) will be notified. The teacher will notify parents of this red, complete a Desirable behaviour Chart and arrange a meeting to discuss this with parents.. Pupils will then be put on a behaviour chart for 5 days, with a specific target, to be reviewed daily with parents and child. If 80%+ of the time the target has been achieved (32/40 sessions) then the chart will be stopped and pupil monitored the next week. The target may need to be broken into smaller steps if the success rate was significantly less than 80% and the Positive Behaviour Chart continued. If a child does not achieve 80% after two weeks, the Headteacher/DHT will be informed and continue to monitor charts and discuss with parents.

Stage 5: Outside agency support

It may be necessary to address continually negative behaviours by seeking additional advice and support. This may include, with the support of the school's Special Educational Needs Co-ordinator (SENCo), accessing CAF / counselling, Early Intervention Service, CAMHS / Primary Mental Health team, Oakfield Special School or Educational Psychologist.

In some instances it may be necessary to implement an **Individual behaviour Plan** that means these children are dealt with in this individual way (different from the whole school approach). If this is deemed necessary, it should firstly be drawn up, to include the use of Team Teach techniques and an identified area as a place of safety and calm. The individual Plan will be shared with parents. They must sign it before it is implemented. Any staff involved with the pupils **MUST** have undertaken Team Teach training and have agreed with the Head teacher that they will follow and implement their training and school policy.

Stage 6: Fixed term exclusion

Exclusion for a set number of days or during a lunchtime may be given for red behaviours, in line with the **Exclusion Policy**. The LA's guidance will be followed should this arise.

Stage 7: Permanent exclusion

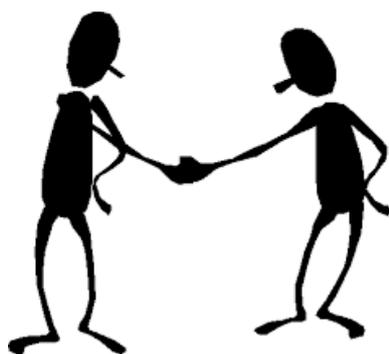
If other stages have proven unsuccessful, it may be necessary to exclude a child permanently from school, in line with the LA policy.

<i>Pupil Behaviours</i>		<i>Staff interventions</i>
ALL CALM Pupils on task and behaving appropriately.	0	Normal teacher/pupil interaction - positive reinforcement of desired behavior.
Low level behaviours e.g. <ul style="list-style-type: none"> •Out of seat •Interruptions •Calling out •Answering back •Refusal to follow routines / behavioural expectations 	1	Supportive responses (calm & clear) "I am reminding you... you need to (behaviour)" Give 2 clear choices - join in with the activity Or - time out in class, move to a different seat.
Medium level behaviours e.g. <ul style="list-style-type: none"> •Interruptions despite warnings •Answering back •Continual refusal to follow routines 	2	Limit setting responses Respond calmly and clearly Use the following: "You chose not to.....(behaviour). You are having your name moved to yellow". <ul style="list-style-type: none"> •Use time out if required • Yellow warning card •Missing part of a breaktime or lunchtime •Write letter of apology
High level behaviours e.g. <ul style="list-style-type: none"> •Hurting self or others e.g. biting, kicking, hitting, throwing equipment (towards pupils or staff) •Causing significant damage to property •Stealing •Swearing •Likely to cause harm to self or others 	3	High level responses "You chose not to.....(behaviour) so you are need to have a red consequence card". PROFESSIONAL JUDGEMENT: use physical intervention? N.B. Reasonable force may be used by staff if they have undergone up to date Team Teach training AND if a child is, or about to: - do an injury to self/others - engage in behaviour prejudicial to good order and discipline - commit a criminal offence

Appendix A

If more than one child is involved in an incident, the adult involved should listen to both/all sides of the problem, enabling each child to give his/her account with no interruptions. The **resolution approach** should be applied where appropriate to support the children in practising how to resolve difficulties.

We also want to teach our children, with adult support, to develop some resolution strategies.



'Resolution approach'

Each child involved is given the opportunity to have a turn to explain their story (version) from the beginning. Then:

For pupils who have / feel wronged:

1. *How did you feel when (pupil) did that?*
2. *What would you like them (pupil) to stop doing?*
3. *What would you like them to do instead?*

For pupils who have done the wrong thing:

4. *What will you stop doing?*
5. *What friendly things can you do instead?*