



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 year.

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.
- **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 twice a year.
- **100% Good to be Green certificates:** for 100% Good to be green will be given at the end of each year.

- **Individual good to be green point totals-** 100 = bronze certificate, 200 = second silver and 300 = Gold. Each certificate is linked to a reward in school.
Bronze = ICT time Silver = Art and craft session and Gold = Cooking
450+ or good to be green all year = Ice cream van visit.
- **Caught being green tickets:** Lunchtime staff will give out green raffle tickets for good to be green behaviour they see. 2 children will receive a lunchtime certificate for excellent conduct that week.

Classes are rewarded with:

- **Class treat:** classes 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.

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' straight away.

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 yellow 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 receives 2 or more red cards (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 positive 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 will implement weekly meetings with parents and a pastoral plan until behaviour improves.

If a child receives 2 or more red cards for physical aggression in a week then the Headteacher/DHT will be informed. Weekly parent meetings will be commenced and additional sanctions will be put into place (special playground arrangements, no sports or trips) until behaviour improves.

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), or/and Designated Teacher responsible for 'Looked After Children (LAC) and Post Looked After Children (PLAC) accessing CAF / counselling, Early Intervention Service, CAMHS / Primary Mental Health team, Virtual School, social workers, Oakfield Special School or Educational Psychologist.

In some instances it may be necessary to implement an **Individual Positive 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 school recognises that LAC and PLAC are particularly vulnerable to exclusions. Where a LAC/PLAC is at risk of exclusion, the school will try every practicable means to maintain the child in school. Consultation with social workers, the Virtual School and other relevant parties will be important in identifying strategies to minimise the risk of exclusion.

The LA's guidance will be followed should this arise.

Stage 7: Permanent exclusion

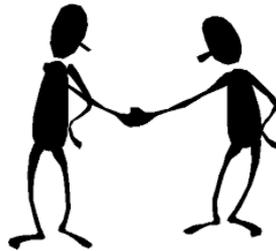
If other stages have proven unsuccessful, it may be necessary to exclude a child permanently from school, in line with the LA policy.

<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?*

Behaviour Policy 2020

Covid-19 Addendum

At St Peter's Primary School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in St Peter's Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These adjustments are set out below:

Arrivals, Departures and Moving round the school.

Children will enter school through their designated entrance keeping a 2m distance from any other individual. There will be signs and markers to support children with social distancing.

At their designated home time, children will leave the building from their designated exit. Movement around the school will be limited. When the children leave their pod classroom to go outside for break, lunch or outdoor learning, they will follow the markers on the floor to ensure they stay 2m from peers and adults. Children will follow an adult from their pod on their designated route.

Handwashing and Hygiene

Children will be expected to follow all handwashing and hygiene routines while in school. Children will wash hands/use antibacterial gel before entering school, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below) and parents will be informed.

Social Distancing

Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field at all times. All years will have their own table spaced 2m apart. When children enter their pod, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats. Should a child refuse to follow social distancing measures, disciplinary procedures and sanctions will be used (see below).

We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Toilets

Each pod will have dedicated toilets to use. These will be sign posted. Children will be encouraged to use the toilets one at a time (2/3 pupils in reception toilets). When a child has finished in the toilet they must wash their hands.

Break and Lunch times

Children will have a designated place to play during break and lunch times. They will have their own equipment that will be cleaned after use.

Children will be expected to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times.

Lunch will be eaten in their pods. Children will eat at their table or in their own space. They will not get out of their seats. Children will have packed lunches or a school lunch which will be brought to them in their pod.

Rewards

The Good to be Green system will continue, teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will **not** be permitted.

9 point plan

The behavior plan that all teachers follow within school, has been amended. Time out is no longer an option due to staff capacity and safety measures in place for Covid-19. The plan is shown below:

- 1. Verbal reminder eg stop tapping, thankyou.**
- 2. Verbal reprimand-stop tapping or you are choosing to lose some of your playtime.**
- 3. Withdrawal of privilege (loss of: some playtime, a treat)**
- 4. Loss of all playtime**

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their pods or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- 5. Referral to Headteacher**
- 6. Parents/Carers called to collect child from school immediately**
- 7. Immediate swap from onsite education offer to online/virtual education offer**
- 8. Fixed term exclusion**
- 9. Permanent exclusion**

Positive Handling & Restraint

There can be times when a pupil's behaviour requires staff physical support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously

damaged. This can require the use of physical interventions. At St Peter's we use Team teach to do this.

In the case of a child being at risk, putting others at risk or damaging property the child's parents or carers will be called and asked to pick up their child immediately. The situation will then be reviewed by the Headteacher and a decision of whether the onsite education offer will be withdrawn in favour of the online/virtual offer if this is deemed safer for all pupils and staff.

Where a child may need very close contact it is imperative that parents know that the use of PPE where appropriate WILL be used to help avoid cross contamination or any potential virus spread.

Pupil's working from home.

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via email, or any other platform will be taken very seriously and could result in a referral to the police. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.