



St Peter & St Paul School

This policy is relevant to the whole school including EYFS

Behaviour Management Policy

INTRODUCTION

St Peter & St Paul School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities. St Peter & St Paul School rejects the use of corporal punishment.

St Peter & St Paul School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his/her place in the modern world.

CODE OF CONDUCT

St Peter & St Paul School's community of Trustees, staff, parents and pupils have a shared responsibility and adhere to an established routine and code of conduct, rather than to a list of rules. St Peter & St Paul School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect at St Peter & St Paul School, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-Bullying Policy is on our website. The school is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, homophobia, special educational needs, disability or learning difficulty, or the fact that a child is adopted or is a carer.

St Peter & St Paul School takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs/disabilities.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's Attendance Policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

St Peter & St Paul School reserves the right to take disciplinary action against pupils who are found to have made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including suspension/ exclusion.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at St Peter & St Paul School undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study. They will be bound by the School's Terms and Conditions.

We are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded.

In the event of any behaviour management issue the school will liaise closely with parents and, if relevant, other support agencies including include local relevant agencies if applicable.

Unexplained Absences

We will always telephone parents on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is usually the Trustees' policy not to allow holiday to be taken during term unless in exceptional circumstances.

INVOLVEMENT OF PUPILS

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly.

We work closely with all pupils as they transition through the school, from the day they start at the school to the day they leave. Our transition management plan is included in our transition policy.

EXPECTATIONS AND SHARED RESPONSIBILITY

We operate a positive behaviour management system, and work hard to ensure the children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be. We aim to teach the children at St Peter & St Paul School how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in

having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places, with or on behalf of the school.

Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children.

All adults who work at St Peter and St Paul School have a responsibility for behaviour. They need to support our 'positive ethos' culture and ensure that they treat children with respect and kindness. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers. Each class teacher is responsible for not only the children within their class, but if any member of staff come across inappropriate behaviour being displayed by children who are not in their class, they are at liberty to address the inappropriate behaviour, using the guidance contained in this policy or refer the matter to the child's class teacher. All supply teachers are expected to fully adhere to the guidance of this policy.

Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistent expectations.

Guidance on the use of positive behaviour management is included as appendix 6 to this policy.

SCHOOL COUNCIL

The purpose of the School Council is to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school.

Each year group, from Year 1 to Year 6, elects two class members to represent them on the council. This representative is presented with a badge to show that they are on the school council. The communication from each year group, via their representative, leads to discussions which reflect group feelings and opinions. Meetings are held monthly and minutes are distributed to year groups for reflection and discussion.

The School Council are responsible for making decisions about certain aspects of school life which affect all pupils - e.g. School Snack. Having contributed to the decision making process through their representative, each pupil has some degree of possession of the outcome. The discussions, feedback and decision making contribute to pupils own awareness of the need for individual and group discipline. This in turn contributes to improving behaviour, helps to prevent bullying and encourages trust, caring and teamwork.

SCHOOL RULES

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are:

RULES

SCHOOL CHARTER

St Peter & St Paul is our school and we all want it to be a happy place in which to work and play. To do this we realise that everyone has a part to play.

Aims

We should be proud of our school and community and we must all try hard to promote and maintain good attitudes, behaviour and presentation.

The Rules

Everyone in school will try to.....

Rule 1

Behave responsibly towards all members of our school community, their property and the school.

Rule 2

Be courteous, polite and helpful to everyone.

Rule 3

Be smart, punctual and properly equipped for all activities.

Rule 4

Wait, quietly and sensibly, for lessons and at lunchtimes.

Rule 5

Act with consideration and good manners towards everyone; parents, visitors, staff and other children.

N.B. The Foundation Stage use Golden Rules created by the children each year. During the summer term in the Reception Year, the rules above are introduced and discussed with pupils in order for them to gain ownership of the rules.

REWARDS

Our aim is to reward and encourage good behaviour. Hence we would wish to stress the importance of rewards rather than reprimands. One over-riding principle must be that when giving rewards or reprimands they must be seen, by the whole school community, to be fair and appropriate when looked at in the context of the offence and the age of the pupil concerned.

There are many forms of reward within the school. Some rewards are listed below but it is important to realise that it is quite impossible to list all the rewards that can be gained because they are tailored to each child's needs.

- Work Merits - given for good work; it is the policy of the school to reward the individual who produces the best work as well as the individuals who produce good work when judged against

their own abilities and standards. These merits count towards a further reward that is generally a certificate as well as towards a Speech Day Cup.

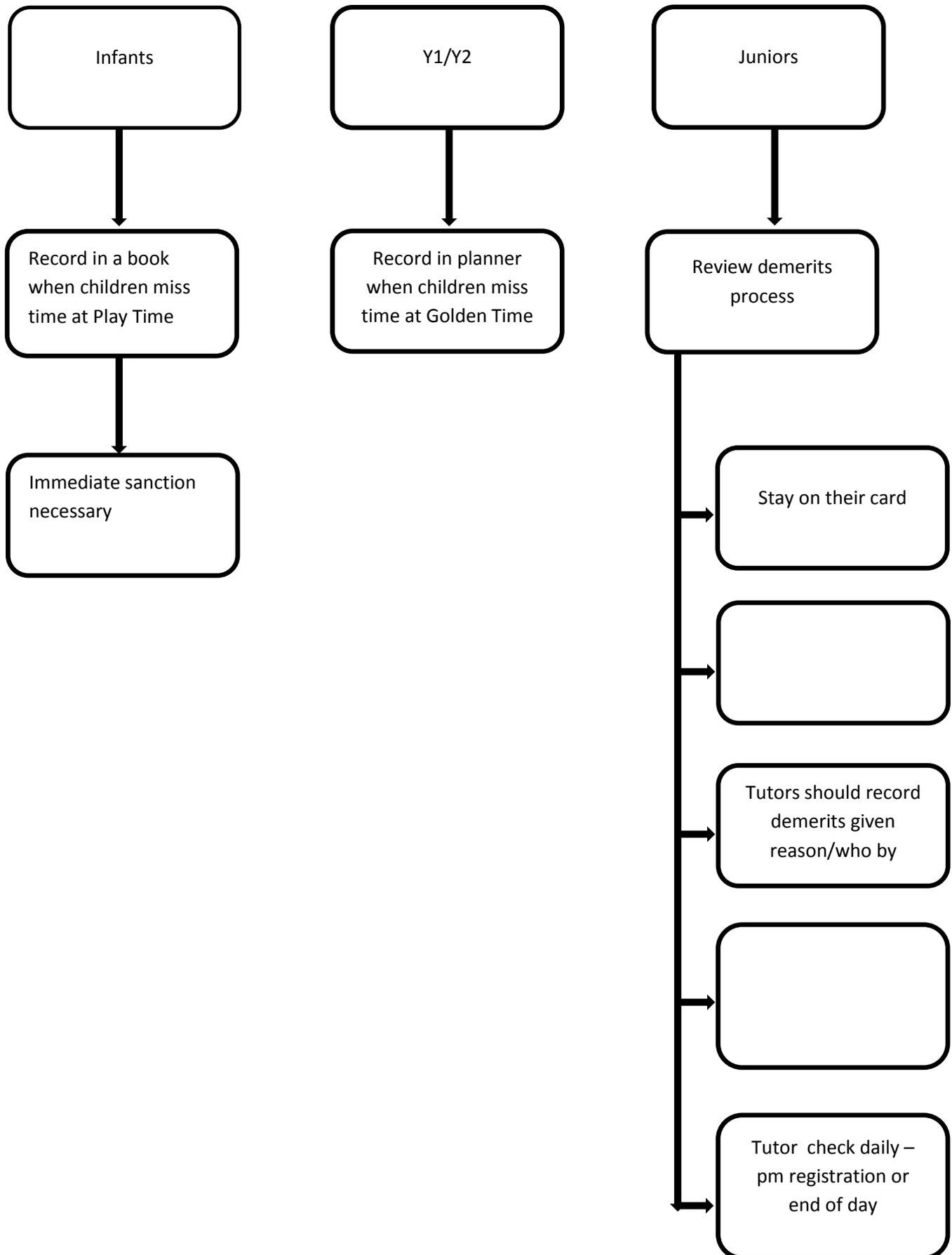
- Behaviour Merits ~ given when a child has been helpful or has displayed good behaviour on a particular occasion. As with Work Merits, Behaviour Merits count towards a further reward that is generally a certificate.
- Assembly Commendation ~ The Headmaster commends pupils in a school assembly if they have achieved anything for which a member of staff feels they should be congratulated. These can range from performing a musical piece well in assembly, winning or playing well in a school match, having the courage to do something or for a good piece of work. The Headmaster, the Curriculum Coordinator and other members of staff also do this in the Foundation Stage.
- Displays of Work ~ good work of any sort is regularly displayed in rooms and corridors. Technology and Art are displayed in prominent positions outside their specialist areas to encourage the creator as well as the viewer. Considerable effort is made to display work by all pupils, not just the best.
- Awards ~ Pupils are actively encouraged to attempt as wide a variety of awards as possible both in and out of school.
- Verbal Praise ~ Very common as a word of praise to a pupil in front of other people including the pupil's parents and peers can be very beneficial in encouraging the pupil to aspire to greater things.
- Foundation Stage Awards ~ The previous five awards are used. In addition there is a system of stars that results in certificates being awarded in school assembly by The Headmaster. Good work is shown to other members of staff and/or parents and to The Headmaster, who visits the department on a regular basis to see pupils' work and to chat.

REPRIMANDS

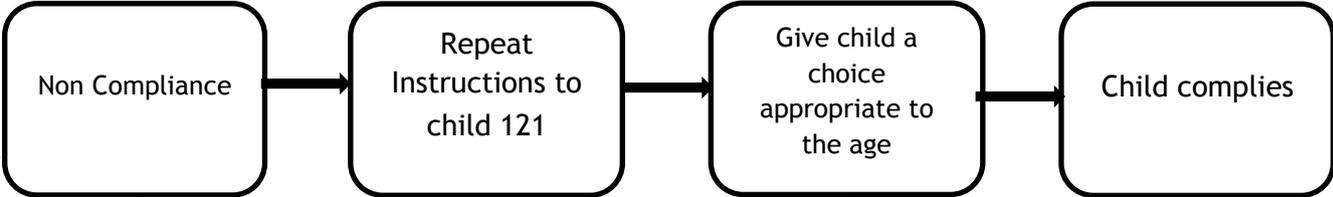
Sanctions help us to set boundaries and to manage challenging behaviour. Copies of the School Rules are set out above and on the school's website and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Headmaster undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our school. Examples of sanctions are outlined in the schools' discipline and exclusion policy.

Demerits Record



Non – Compliance



Step 1
Clear verbal warning
Repeat instruction
Say behaviour is not acceptable

Step 2
2nd warning - name on the board

Step 3
3rd warning - give child a choice
Behaviour continues
Lose 1 x Demerit / 5 mins off Golden Time

Step 4
Demerit or Golden Coin removal
1 Demerit = 15 mins

Step 5
3 x Demerits = Tutor Detention
Refer to Head - Log incident

Step 6 - Repeat Cycle
3 x Demerits
Pupil goes "on report "
(Parents involved - sign daily)

Step 7
Headmaster meets with parents / carers
Determine next action
Refer for additional support

Issue of Demerit
Loss of Play Time/Golden Time
Note : time out for demerits
1 = 15 mins
2 = 30 mins
3 = 45 mins
30 mins at lunchtime

Verbal Abuse

Verbal Abuse

Give Verbal Warning

Refer to School rules
explain it is unacceptable

If it continues then
child is removed from
classroom for "Time
Out"

Follow Demerit route

Child is spoken to by
SMT or Headmaster

Monitor and Record
incident

Physical Abuse
Child to Child

Child to Child
Get child to talk about
what has happened

Apologize / Say Sorry
and It won't happen
again

Verbal Warning

Demerit route

Physical Abuse
Child to Adult

Get another staff
member immediately

Log conversation

Remove /restrain if
necessary

Inform parents
Monitor & Record

Incidents will be recorded using the following forms:

Behaviour Incident Log (see appendix 1)

Bullying Record (see appendix 2)

Racist Recording Form (racist abuse) (see appendix 3)

Incident Log (see appendix 4)

Record of Parental Contact (see appendix 5)

The above records will be discussed half termly at senior management meetings to discuss trends and patterns to support the culture and development of a safe and caring school for all individuals to succeed at.

SERIOUS MISBEHAVIOUR

The school's policy on Discipline and Exclusions is set out on the school's website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Headmaster can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions are included in the Discipline and Exclusions policy.

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with a disability at a disadvantage compared to children who are not disabled.

St Peter & St Paul School has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

PHYSICAL RESTRAINT

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*

- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the school"*
- *"Any other person whom the head teacher has authorised to have control or charge of pupils"*

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance "Restraint," that include:

- *"The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"*
- *"The chances of achieving the desired result by other means"*
- *"The relative risks associated with physical intervention compared with using other strategies"*

Every member of staff will inform the Headmaster immediately after s/he has needed to restrain a pupil physically. The school also has a confidential register within which the school includes the pupil's name and year group, the nature and date of the offence and the sanction imposed. The school will keep this register on a central file so that any patterns may be identified by the school. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a regime for managing their child's behaviour. Parents of children who are in the school's EYFS setting will be informed of the incident on the same day or as soon as is reasonably practicable.

TEACHING AND LEARNING

St Peter & St Paul School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

COMMUNICATION

We recognise that efficient communication mechanisms are vital in achieving good behaviour. There are systems in place to ensure that clear and consistent messages are given when dealing with behaviour issues.

staff ↔ staff (staff meetings, year group meetings, SEN reviews, TA meetings, class teachers and senior managers).

school ↔ child (school and class council, SEN reviews, PSHE circle times)

school ↔ home (reports, parents' evenings, SEN reviews, letters, questionnaires, weekly news e-mail)

school ↔ outside bodies (agencies, pre-school, secondary school)

COMPLAINTS

We hope that you will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's Complaints Procedures and which have been drafted to meet the specific requirements for EYFS pupils as described in the following paragraph are on our website. Alternatively a copy is available from our school office or will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for at least three years after your child has left our school.

Policy last reviewed	September 2015
Next Review	September 2016
Review initiated by	Headmaster

Appendix 1 - Behaviour incident Log

Name _____ Date _____

Behaviour Incident Log KS1

Where did the incident take place? Please tick

classroom,

playground,

hall,

field

out on a trip (swimming baths)

When did the incident take place? Please tick

playtime,

dinnertime,

before school

after school

during lessons

assembly

after school clubs

What did you do that was wrong?

Name _____

Date _____

Behaviour Incident Log KS2

Who was involved?

Where did the incident take place?

When did the incident take place?(playtime, dinnertime, before/after school)

What happened in the incident?

Why did the incident take place?

What will you do tomorrow that will be different?

(Child to complete with SLT)

Appendix 2 - Bullying Record

Name of Pupil _____ Yr _____

Bullying incident details		
Number of these incidents that involved racism		
Number of incidents that were homophobic		
Total number of perpetrators involved in bullying:	Boys	
	Girls	
Total number of victims:	Boys	
	Girls	
Number of incidents that took place in these	Classroom	
	Corridors	

Appendix 3 - Recording Form (Racist)

Date of Incident	
Time	
Location	
Name of Person Reporting Incident	
Name of Perpetrator	
Name of Victim	
Type of Incident <ul style="list-style-type: none">• Grafitti• Incitement• Name Calling• Physical Abuse• Ridiculing• Threatening• Written Abuse• Other	

APPENDIX 4 -WEEKLY INCIDENT LOG

Term: _____ Week: _____ Dates: _____

Attendance								
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School

Merits									
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School

Behaviour Incidents									
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School
Swearing									
Damaging Property									
Absconding									
Bullying									
Racism									
Violence - peer									
Violence - adult									
Continual Refusal									
Physical restraint									

Restraint Records								
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School

	Exclusions								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School
Informal/ Internal									
Fixed/ Permanent									
Lunchtime									

Parental Complaints								
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School

Comments/Themes or Patterns:

Appendix 5 - Record of Parental contact

Parent /Carer Contact Form

Pupil Name		Year Group	
Date of contact		Time	
Name of parent/carer			
Members present			
Contact initiated by: parent/ carer/ staff /child (other) please specify			
Contact method by : telephone/letter/email/face to face/verbal message			
Nature of contact: academic concern/emotional concern/behavioural concern/ Complaint-(please use complaint proforma) CP issue-refer to Head teacher			

Main subject of meeting

Agreed points of action

Follow actions

Appendix 6 - Strategies for promoting positive behaviour

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later.

Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child, as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle, so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be nonverbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Three positives before a negative

This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say.

Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well, than when they behave badly

. Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise,

how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Redirect children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... “You seem cross, did something happen?” Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven ‘underground’.

Maintain frequent contact

Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact

Pre-empt disruptive behaviour

If a child is off-task, the importance tactic is to return their attention to the task before they actually become disruptive. Be aware of yourself When dealing with disruptive incidents, consider the following:

- Your position in class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact

Do they all communicate your confidence and authority?

Do they tend to reduce the temperature or raise it?

Catch them being good

This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement.