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## **Behaviour Policy**

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## **1.0 Rationale**

At St Peter & St Paul School we place great importance on promoting the values of mutual respect, self-discipline and social responsibility, which equip pupils to strive to achieve a high standard of behaviour. Discipline is considered to be a collective responsibility of staff, parents/guardians, pupils and trustees. It is achieved primarily through good relationships within our school community. We seek to promote 'positive behaviour' patterns and encourage all staff to deliver this through good role modelling, effective relationships and by judging each situation on its individual merits. St Peter & St Paul completely rejects the use of corporal punishment and has a zero-tolerance approach to bullying.

This policy complies with the DfE document entitled 'Preventing and Tackling Bullying'

## **2.0 Aims and Expectations**

(Where parent is referred to, this also includes legal guardians)

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and follows our Guiding Star Values of:

- Be Caring
- Be Brave
- Be Thankful
- Be Respectful
- Aiming High

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good behaviour and relationships, so that we can work together with the common purpose of helping everyone to learn together in a safe and happy environment.

The school expects every member of the school community to behave in a considerate way towards others. Staff will treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed primarily to promote good behaviour, rather than merely deter anti-social behaviour.



### **3.0 Roles and Responsibilities**

All staff, pupils, parents and visitors are expected to promote positive behaviour.

#### **3.1 The Role of the Headteacher**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to the Education Committee and Board of Trustees on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher ensures that the school keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for issuing fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may, after informing the Board of Trustees, permanently exclude a child.

The Headteacher also:

- supports all members of staff
- is made aware of any behaviour that is causing serious concern
- formally contacts parents in serious cases of unacceptable behaviour

#### **3.2 SLT (Senior Leadership Team)**

The SLT work with class teachers, primarily within their key stage responsibilities with behaviour issues and they liaise with the Headteacher and parents.

#### **3.3 The Role of the Class Teacher and Specialist Teachers**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and promotes good behaviour consistently. The teacher treats all children in their class with respect and understanding.

The class teacher keeps records of significant incidents, including on the school Management Information System (iSAM's). In the first instance, the class teacher deals with incidents themselves in accordance with policy. However, if poor behaviour continues, the class teacher seeks help and advice from the SLT and Headteacher.

The SENDCo (after consultation with the class teacher, parents and SLT) may liaise with external agencies, as necessary, to support the behaviour of a child.

The class teacher reports to parents about the progress of each child in their class, in line with the behaviour policy.

The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.



### 3.4 The Role of all SPSP Staff

It is the duty of every member of staff at St Peter & St Paul School to:

- consistently apply and reinforce rules in and around school and be aware of the use of appropriate sanctions.
- support each other and communicate all issues of concern with colleagues – including non- teaching staff.
- lead by example by always speaking respectfully to children and to each other.
- be aware of pupils' individual situations where appropriate.
- directly teach the behaviour expected through discussion, circle time, English, PSHCE, RE and other appropriate curriculum and extra-curricular opportunities.

#### **Promoting**

A school ethos of encouragement and praise is central to the promotion of high standards of behaviour; rewards are an integral means of achieving this. We believe that rewarding students makes them feel valued, builds confidence and motivates them to achieve. In addition, rewarding good behaviour enables students to realise that desirable behaviour, self-discipline and responsibility to self and others is highly valued in our community. We recognise the importance of recognition, praising and rewarding our students in a way that is meaningful to the individual. We seek to use methods that students are motivated by and that inspire the students to achieve. We will reward regularly and consistently. We will ensure that, regardless of ability and age, all students across the school will be able to benefit from the rewards process. It is consistently applied through classes, year groups, Key Stages and from teacher to teacher.

Rewards must be given fairly as a means of acknowledging effort, achievement and actions that meet our vision, mission and aims. Teachers use a range of strategies to do this, including stickers, stamps and praise, in addition to the class behaviour chart and House Points. Rewards will be given for the following:

- Meeting, upholding or exceeding any of our five Guiding Star Principles
- sustained effort
- attainment
- good and improving behaviour
- progress
- caring for others and the environment
- participation
- demonstrating good organisation consistently
- positive attitudes/enthusiasm
- additional responsibilities
- being a good ambassador or role model for the school
- outstanding achievement

The school recognises the importance of sharing students' successes with peers, parents and members of our community.



## **4.0 Promoting Positive Behaviour**

The Guiding Star of Values are shared with the pupils, in an age-appropriate way, by all staff members and through Guiding Star themed assemblies. Skills and strategies that pupils can use to help achieve the Guiding Star goals are covered in PSHEE and during form time, using the Jigsaw PSHEE programme where appropriate. This reinforces the benefits for all by acting with our core values both inside and outside of school.

There are numerous opportunities for the children at SPSP to take responsibility, both in the classroom and around the school. These opportunities develop and become more numerous as the children become older and more able to exhibit the attributes needed to fulfil these roles. The School Council gives the children an opportunity to voice their ideas and feel part of the decision making, and therefore feel more emotionally invested in their school.

To assist with the ongoing delivery and consistency of the Behaviour Policy, staff will attend regular staff meetings and briefings, where information about pupil well-being, behaviour and progress is shared. Whole school and individual pupil concerns are discussed, and good practice is shared. Where there is a heightened concern about a pupil, the details of this and how this pupil can be best supported are discussed in staff meetings and any actions / processes entered onto the school management information system (iSAMS) to ensure that all staff who come into contact with pupil(s) have the specialist, specific information needed. This is updated regularly. When needed, additional support can be sought from any member of the SLT and relevant INSET will be provided.

It is acknowledged that vulnerable children have additional difficulties and therefore need to be treated with extra sensitivity and understanding when dealing with any behavioural issues.

It is our aim and desire to work collaboratively with parents when dealing with pupil behaviour. Parents are informed of our pupil behaviour expectations – this information is provided via the website, parental emails, the newsletter and at our 'Welcome Evening' (new year information evening) as a minimum. Class teachers communicate directly with the parents of children in their class via email, phone calls or face to face meetings.

All school staff will:

- Talk about and show the behaviour we wish to see, re-enforcing the principles of the Guiding Star of Values
- Encourage the children to be responsible for their good behaviour
- Point out and praise examples of good behaviour they see and, if appropriate, commend the behaviour to parents

How we encourage:

- Through staff acting as positive role models
- High expectations of the children, which are consistent and clearly communicated
- Reinforcement of situations when the Guiding Star properties are upheld
- Focus on the good things that the children do
- A whole school approach to the reinforcement of positive behaviour
- The development of positive, professional relationships with each child by members of staff
- Use of a range of scenarios to help children understand how different outcomes could be reached and the different strategies that could be used
- Encouraging children to praise their peers through a variety of forums
- Contact with parents when positive things are achieved.



## **5.0 Rewards and Sanctions**

A fundamental aspect of achieving these outcomes is the consistent use of the school's rewards and sanctions protocol by all members of the school community. It is our aim to foster positive attitudes to learning and behaviour and to respect and care for those around us. It is important that our whole school approach is underpinned by good teaching and consistent pastoral support. In practice this includes:

- Regular and clear explanations of expectations
- Endeavouring to react in a calm and consistent manner
- An emphasis on the positive
- Rewarding hard work and good behaviour.

### **5.1 Encouraging Positive Behaviour – Rewards**

The most important reward for a pupil is praise. To become an active, motivated learner pupils need to know that their efforts and achievements are recognised and valued.

Praise and encouragement are used to develop resilience. In order to teach pupils the importance of good behaviour, a variety of rewards are used throughout the School. They include the following:

- complimentary remarks to the child and parents
- individual praise and encouragement
- stickers and stamps on work
- written comments on work
- an email or note home to parents
- house points
- demonstration of work to the Headteacher.

In addition to the above, individual teachers can operate individual in-class reward system to suit their teaching environment. The issuing of rewards should be immediate or as close to the event as possible.

Particular effort and commendable behaviour in line with the School's Guiding Star of Values will be recognised in assemblies. Sporting achievements and achievements out of school hours will be recognised in assemblies. Headteacher's awards for excellent effort will be awarded at Parents' Assemblies, as well as Prep & Pre-Prep awards in music, sport, art & MFL. Annual awards will be given at Speech Day at the end of each school year.

### **5.2 Sanctions for Unacceptable Behaviour**

Sanctions for unacceptable behaviour are managed in the first instance by the member of staff on duty or teaching at the time. Staff have professional autonomy and will use age- appropriate classroom management techniques/strategies to give children the best possible chance of meeting our expectations. Many strategies used are positive, such as praising good behaviour. Members of the Senior Leadership Team are responsible for the behaviour management in the school and will work with all staff to ensure consistency and fairness of approach. Behavioural expectations and sanctions are age and stage appropriate.

Sanctions may include, keeping children in at play time and lunch time, or removal of the pupil by a member of SLT to a place of internal exclusion. If a child loses their playtime for any reason, they should either be sent to the member of staff on duty and remain with them or stay under supervision in the conservatory or dining hall. Please refer to the referral system (appendix 1) for



more details. It may be appropriate to invite the parent(s) in to discuss on-going poor behaviour.

Any serious incidents that happen should be recorded on the management information system and reported to the Headteacher / Senior Leadership Team.

The School does not tolerate bullying of any kind. If it is discovered that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything possible to ensure that all pupils who attend this School free from fear (please see Anti-Bullying Policy).

## **6.0 Exclusion**

When the intervention strategies do not work, or where there is an extreme isolated situation that threatens the safety of anybody within the school community, including the child themselves, exclusion will be considered. This is the responsibility of the Headteacher and will be tiered ranging from part day exclusion through to permanent exclusion.

### **6.1 Internal Exclusion**

A pupil may be removed from their normal timetable for a period of time, or the rest of the day, and they will be given work to do under supervision and kept separate from their peers. Parents will be informed, and they will be asked to collect them from school, or they will remain under staff supervision until they are collected at the end of the day.

### **6.2 One Day Exclusion**

Parents will be asked to collect their child as soon as possible (the child will remain in internal exclusion until collected). The child will then remain at home the next full day. They may return to school the following day, subject to a satisfactory meeting with the Headteacher and parents.

### **6.3 Longer Term Exclusion**

This requires a pupil to be suspended for more than a day. A letter will be sent from the Headteacher to the parents outlining the investigation and the length of the suspension within 24 hours. Parents will have a right of appeal against the detail or length of suspension. The appeal must be made in writing (or email) to the Headteacher within 48 hours of the start of the suspension. The pupil will stay away from the school during the period of appeal. Return to school will begin with a satisfactory meeting with the parents and the child.

### **6.4 Permanent Exclusion**

Any further serious incidents of unacceptable behaviour may result in a withdrawal or expulsion. In some instances, it maybe decided that it would be in the best interests of the child if they are withdrawn from the school. Following this decision, the Headteacher would write to the parents outlining the details of the incident(s) and stating, for the record, that the parents had withdrawn the pupil from the school.

If it is decided to permanently exclude a child from the school, the Headteacher will discuss this decision with a member of the Standards' Committee, before informing the parents of this decision. This will be supported by a letter from the Headteacher. The parents have a right of appeal and should follow the school's complaints procedure.

## **7.0 Physical Restraint**



All forms of corporal punishment are unlawful, and the use of unwarranted physical force is likely to constitute a criminal offence. The use of physical intervention should be avoided if possible. In the unlikely event of this happening, the physical contact must be reasonable and proportionate to prevent the pupil from causing physical harm to themselves, another child or member of staff.

The key procedures are:

- The child should be removed from the situation as soon as possible and taken to a member of the SLT or the Head Teacher who will take immediate action to involve parents.
- If it is not safe to move the child, then other children in the vicinity should be removed, and a senior member of staff should be called to attend the situation.
- An incident report will be written and the school will then work with staff and parents to devise an appropriate action plan to meet that child's needs. This may, eventually, include the involvement of other outside agencies.

## **8.0 Coaching for Improvement in Behaviour**

Appropriate behaviour and response to different behaviours are taught throughout the School in various contexts such as in PSHEE (curriculum lessons or through the Life Skills programme), circle time, assemblies and spontaneously if there is a situation that requires it. The school recognises when there may be pupils who will need to be taught particular strategies to manage their behaviour.

## **9.0 Pastoral Support**

The School recognises that pupils' behaviour can be affected by different situations that arise in their lives and is equipped to provide additional pastoral support, if considered necessary. This additional pastoral support is provided by the members of SLT and may take the form of sharing and talking about the individual pupil's concerns/issues. In addition, staff will hold regular 1:1 meetings with children where concerns/issues can be addressed, discussed and action plans created. Notes of such discussions will be added to iSAMS and to the weekly staff meeting submission notes.

## **10.0 Dealing with Incidents of Bullying and Racism**

Racism and bullying are not tolerated at SPSP. When satisfied that a racist incident or an incident of bullying has occurred, it is dealt as a serious incident, following the Serious Incident Protocol (5.1). Please refer to the Anti-bullying Policy and the Equal Opportunities Policy for full guidance.

## **11.0 Record Keeping and Monitoring**

Class Teachers and Duty staff at lunch and play times should keep a record of poor behaviour on iSAMS using the drop down box "playground behaviour. Any incident of rudeness, harm to another person or their property, or deliberate defiance should be dated and recorded. A member of SLT should be informed. Where appropriate, the parents will be invited to discuss the matter and their child may be monitored by a 'Behaviour Book' or placed on appropriate report if necessary, when appropriate targets will be set for the child.

## **12.0 The Role of Parents**





The School expects pupils' behaviour out of school to be an extension of expectations in School. We work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

If the School has to use reasonable sanctions for a pupil's inappropriate behaviour, parents should support the actions of the School. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of SLT. If these discussions cannot resolve the problem, then they should contact the Headteacher and then the Chair of the Board of Trustees.

### **13.0 Involvement of Trustees**

The Board of Trustees wishes to be fully involved in the maintenance of good behaviour and order and to reward success. To this end, therefore, trustees are regularly informed, by the Headteacher, about pupils who have either consistently broken the school's Behaviour Code or have displayed exemplary behaviour.

### **14.0 Monitor and Review Process**

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher and SLT. They will undertake an annual formal review of this policy or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

### **15.0 Linked Policies**

Anti-Bullying Policy, Complaints Policy, Child Protection and Safeguarding Policy



## **Appendix i – The Referral System**

The following is the procedure to be followed:

1. The class/duty teacher to deal with any immediate problems
2. The incident will be referred to the class teacher, who will investigate the incident, take any statements and make notes on iSAMS. Depending on the seriousness, a member of SLT should be informed. The incident should be discussed with parents.
3. Serious, repetitive poor behaviour should be referred to a member of SLT and the parents will be informed. A suitable sanction will be discussed with parents. This could include putting a child on report, but in the event of significant repeated, poor behaviour, the Headteacher may choose to suspend the child from school for a fixed period of time.
4. In the event of a serious concern about the behaviour of the child, the school may recommend the child is referred to an outside professional for assessment.
5. In cases where all the school's sanctions have failed to significantly change a pupil's behaviour or where an isolated incident is so serious, a pupil may be permanently excluded. This ultimate sanction is rarely exercised and only concerns pupils who are deemed to be a serious risk to the safety and/or education of others.



## **Appendix ii - Policy on Giving of House Points/ Minus Points**

As teachers, we should be looking to reward children for good work, effort, doing the right thing, & improvement of any kind. In short, we should actively look for reasons to reward.

This is not to say that we should not sanction, but we should not look to sanction.

SPSP allows us to award House Points and Minus Points throughout the school. The awarding of either House Points or Minus Points should always be linked to the Guiding Star of Values. Where a minus point is awarded, an explanation should be given. This will be approved by a member of SLT. Parents should always be contacted and informed verbally before the minus point is awarded.



### **Appendix iii - Physical Restraint**

As a school, we use a positive approach to all behavioural issues, however in the event of risk to safety to the child, other children, staff or property then 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 headteacher has authorised to have control or charge of pupils.

Staff should call for assistance in the event of needing to restrain a child.

Every member of staff will inform the Headteacher immediately after he/she has needed to restrain a pupil physically.

The school 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 way forward for managing that individual pupil's behaviour.