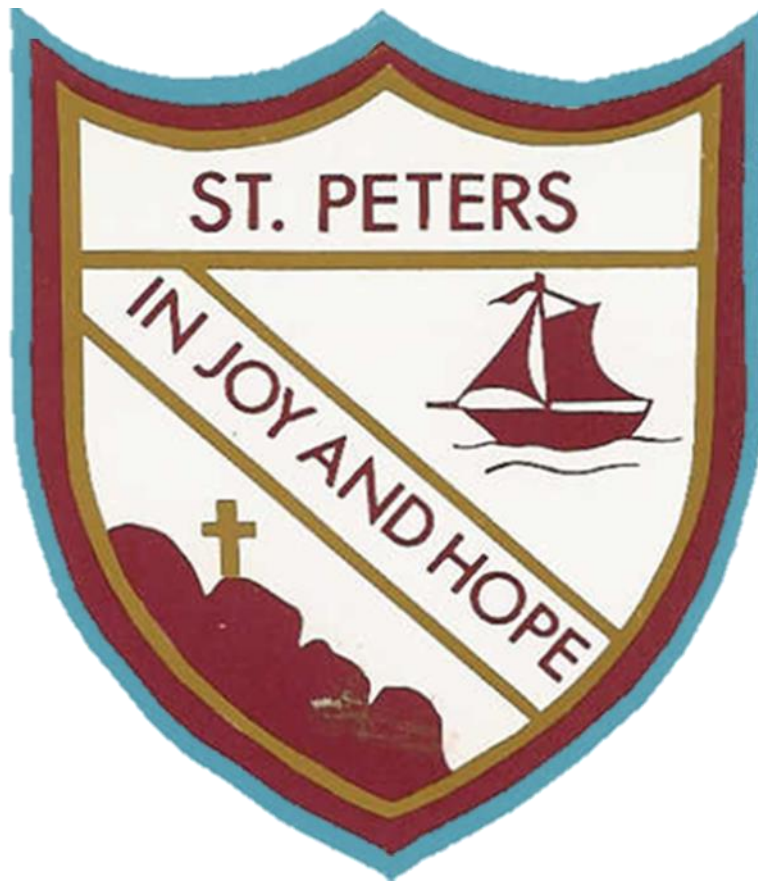


St Peter's Catholic Primary School



Behaviour Policy

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Statement of intent

At St Peter's Catholic Primary School we believe that relationships and behaviour are integral to our happy, healthy and safe learning community. It is a primary aim of our school that every member of the school community is valued, respected and treated fairly. In order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Addressing challenging behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

1. Key roles and responsibilities

Governing Body

- 1.1. The governing body has overall responsibility for the implementation of this policy and the procedures of St Peter's Catholic Primary School.
- 1.2. The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.

Staff

- 1.4. The headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.6. Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implement this policy.

Families

- 1.7. Parents/carers work collaboratively with school to promote and model appropriate behaviour.

Pupils

- 1.8. Pupils are responsible for their own behaviour both inside school and out in the wider community.
- 1.9. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to a member of our teaching staff.

2. Definitions

- 2.1. For the purpose of this policy, the school defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:
 - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
 - Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
 - Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
 - Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
 - Refusing to comply with disciplinary sanctions
 - Theft
 - Swearing, racist remarks or threatening language

- Fighting or aggression
- Spitting and biting

2.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of any pupils including, but not limited to:

- Shouting in class
- Deliberate noise making
- Talking when others are speaking
- Intentional swinging on chairs
- Running during transitions
- Inappropriate body language or gestures
- Throwing items either in the classroom or on the playground
- Refusal to complete work
- Rudeness including but not limited to answering back
- Telling lies
- Not following school rules
- Graffiti
- Damage to school property including exercise books and stationary

2.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach and context.

3. Training of staff

- 3.1. At the school we recognise that early intervention can prevent challenging behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.
- 3.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 3.3. Teachers and support staff will receive regular and ongoing training as part of their development.

4. Pupil expectations

4.1. Pupils and parents/carers will be expected to follow our school’s Home School Agreement and School Rules which requires pupils to:

- Be Respectful
- Be Responsible
- Be Resilient
- Be Ready to Learn

4.2. The school will ensure that pupils follow our Home School Agreement and School Rules by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on benches, chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.
- Work as a team treating others with kindness and respect.

5. Smoking and drugs

- 5.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 5.2. Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils.
- 5.3. Pupils are not permitted to bring smoking materials or nicotine products to school.
- 5.4. In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.

6. Rewarding good behaviour

- 6.1. The school recognises that pupils should be rewarded for their display of good behaviour.
- 6.2. The school will use a range of rewards, some of which include:
 - Verbal praise
 - Dojos
 - Stickers
 - House Points
 - Teacher Awards
 - Celebration Assemblies
 - Certificates
 - Ambassador awards
 - Weekly raffles

7. Unacceptable behaviour

- 7.1. Unacceptable behaviour will not be tolerated at the school.
- 7.2. Breaking school rules will lead to sanctions and disciplinary action

8. Sanctions

- 8.1. There is no corporal punishment at the school. See Policy upon Use of Reasonable Force
- 8.2. At St Peter's Catholic Primary School we recognise that at primary level pupils may not understand why their behaviour is inappropriate, and therefore the behaviour may be unintentional.
- 8.3. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent reoccurrence
- 8.4. Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

- 8.5. The school will use a number of different sanctions, depending on the behaviour displayed by the pupil, including the following:
- Providing a verbal warning
 - Losing part of playtime/lunchtime through supervised detention
 - Using time-outs
 - Removing the pupil to another classroom
 - Reporting the behaviour to the head teacher
 - Phoning or sending a letter home to parents/carers
 - Speaking to parents/carers at the end of the school day
 - Placing the pupil on written report for monitoring of behaviour
 - Contacting external agencies such as social services
 - Excluding the pupil
- 8.6. Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the head teacher
- 8.7. The head teacher will keep a record of reported incidents.
- 8.8. The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.
- 8.9. Following an allegation of serious unacceptable behaviour, the pupil will be away from class whilst an investigation takes place.
- 8.10. If, following an investigation, the allegation is found to be true; the head teacher will issue the appropriate disciplinary action.
- 8.11. Exclusion

On extremely rare occasions, a pupil's behaviour may necessitate exclusion from school. This could be for a fixed term or, depending upon the severity of the behaviour, upon a permanent basis

A number of behaviours could result in exclusion from school. These include:

- Intimidating or violent behaviour against a pupil or staff member
- Should any member of staff or pupil feel their life is threatened or at risk
- Ongoing prejudicing of good order
- Significant damage to school property
- Repeated failure to follow academic instruction
- Failure to complete a behavioural sanction, e.g. an internal exclusion
- Repeated and persistent breaches of the schools behavioural policy. Even if the offence that has immediately led to the exclusion would not have normally constituted a serious enough breach on its own a child can still be excluded if it is part of wider pattern of behaviour.

9. Items which should not be brought into school

- 9.1. Fire lighting equipment:
- 9.2. Drugs and smoking equipment:
- 9.3. Weapons and other dangerous implements or substances:
- 9.4. Other items:
 - Chewing gum
 - Offensive materials (i.e. pornographic, homophobic, racist, etc.)
 - Aerosols including deodorant and hair spray
 - Any other toys which are deemed hazardous.

10. Searching

- 10.1. Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks etc.
- 10.2. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the head teacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.
- 10.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 10.4. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 10.5. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 10.6. Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.
- 10.7. Any staff member, except for security staff, may refuse to conduct a search.
- 10.8. Following a search, the head teacher will contact the parents/carers to advise them of the procedures which were undertaken.

11. Confiscation

- 11.1. A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item
- 11.2. If the pupil has possession of illegal items, the police will be called for the removal of the item(s).
- 11.3. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

12. Outside school and the wider community

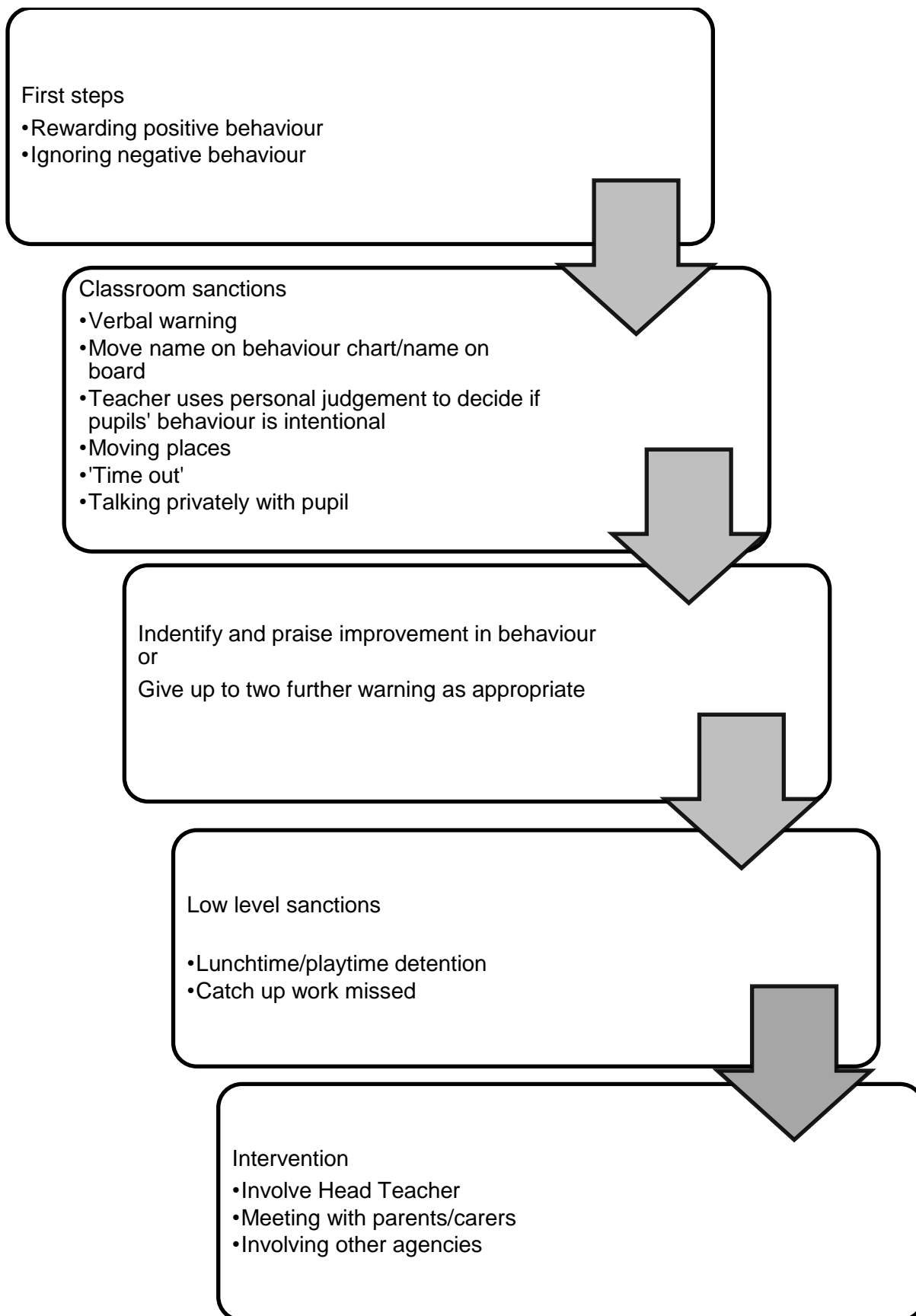
12.1. Pupils at the school must agree to represent the school in a positive manner.

12.2. Complaints from members of the public about challenging behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Policy.

13. Monitoring and review

13.1. This policy will be reviewed by the head teacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

Appendix 1 – Managing in-class incidents flowchart



Appendix 2 – Reward form



**St Peter's Catholic
Primary School.**

**Positive Behaviour
Form**



Name:

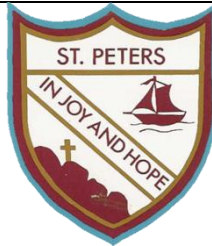
Year group:

Date:

Issuing teacher:

Reason/s:

Appendix 3 Incident Reporting Form



INCIDENT REPORTING FORM

Name of Child

Date and time of incident

Name of Staff member

Please provide details of the incident including any triggers and de-escalation techniques used.

Please provide details of any witnesses to the incident

Who was this reported to?

Action taken

Appendix 4. Detention **Slip**



Detention Slip

Child’s Name_____ Date_____

Reason for detention: bad language damage to property repeated name calling defiant behaviour violence

Other (please state) _____

Name of Adult: _____

Detailed information for detention

Appendix 5: The Language of Choice – 3 Steps to Success

Step 1 - Statement of reality (tell them what you see)

Eric, you're climbing over the fence.

Never ask a child **why** they are doing what they are doing.

It is confrontational and you don't actually need to know why they are doing it – they just need to **stop** it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them **take-up time** to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 - Describe the behaviour you want to see, ending the statement with a thank you

Keith, you need to collect the ball by using the gate – thank you.

Rather than starting or ending your statement with **please**, use a **thank you** instead. A thank you carries more of an **expectation** that they will do as you have asked them to do.

Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive reactions.

Appendix 6 – Home School Agreement

HOME SCHOOL AGREEMENT

School will:

- Encourage children to do their best at all times
- Encourage children to take care of their surroundings and others around them.
- Inform parents of the children's progress at regular meetings.
- Make information available to parents about what is being taught to their child each term.

Teacher's Signature

Family will:

- Make sure your child arrives at school on time – to be on the playground or in the school building by 8:55.
- Make sure your child attends regularly and that the Attendance Policy is followed.
- Attend Parent's evenings.
- Follow the Health, Safety and Hygiene code of Practice.
- Ensure your child wears the correct uniform.

Parent/Carers Signature

Children will:

- Be Respectful
- Be Responsible
- Be Resilient
- Be Ready to Learn

Child's Signature