

# St. Peter's C of E Primary & Nursery School



## Behaviour Policy

This policy was formulated to meet the requirements of the Equality Act 2010 and the Keeping Children Safe in Education document 2022.

Updated: January 2023

Ratified at FGB: March 2023

Next review: January 2024

This policy is to read in conjunction with the school's Safe Touch and Physical Intervention policy and the Anti-Bullying Policy.

'Unlocking the gates to a lifelong love of learning and faithfulness'

### **St. Peter's Vision Statement:**

At St Peter's C of E Primary School, the growth and development of children and adults is central to everything we do. As a church school, we aim to serve and take care of our community by providing an education that inspires every child to be the best they can be. This is within a framework that is rooted in distinctive Christian beliefs and values whilst embracing diversity, respecting other faiths and worshipping together. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences we offer to all our school community.

We are a TAKE CARE school.

Everyone will take care of themselves - practicing mindfulness and being mindful of their own well being

Everyone will take care of others in their speech and actions. They will be mindful of others.

Everyone will take care of the school - its fabric and reputation.

Everyone will take care of the community through their actions.

Everyone will take care of the wider world through acts of charity.

### **Our 'Beyond Expectation' attitudes:**



Be kind

Be positive

Be respectful

Be forgiving

Be courageous

Be trustworthy

Be yourself!

These Christian values underpin all that we do in school so that our children may live out the Vision of the school.

### **EQUALITY, DIVERSITY AND INCLUSION STATEMENTS**

In fulfilling our legal obligations we will be guided by seven core statements:

**Statement 1:** All learners are of equal value.

**Statement 2:** We recognise, welcome and respect diversity.

**Statement 3:** We foster positive attitudes and relationships, and a shared sense of belonging.

**Statement 4:** We observe good equalities practice, including staff recruitment, retention and development.

**Statement 5:** We aim to reduce and remove existing inequalities and barriers.

**Statement 6:** We consult and involve widely

**Statement 7:** We strive to ensure that society will benefit.

The nominated Governor with the responsibility for Behaviour is Luke Evans in his role as the Safeguarding link governor.

### **Expected conduct of children**

Our approach to behaviour management is always fair and consistent. The children have been actively involved in the development of the school's 'Take Care' statement and 'Beyond Expectation' attitudes that form the basis of our expectations for behavior in school. All children are aware of what is expected of them and understand that sanctions may be applied if behavior is deemed to be inappropriate.

'Unlocking the gates to a lifelong love of learning and faithfulness'

There are no specific class or school 'rules'.

Examples of Good behaviour include:

- Using positive language
- Using good manners – saying 'please' and 'thank you'
- Being willing to accept decisions made by staff
- Showing respect to others
- Working sensibly and quietly
- Walking around school in a sensible and quiet manner
- Lining up quietly both inside school and in the playground
- Solving disagreements amicably
- Holding doors for others
- Taking turns to speak
- Being willing to walk around people engaged in conversation
- Apologising for late arrival
- Showing good table manners in the dining hall

*This is not an exhaustive list.*

### **Strategies for promoting good behaviour**

- Verbal praise
- Positive comments in books
- Feedback to parents
- Telling other staff so the child can receive extra praise
- Positive referral to headteacher

*This is not an exhaustive list.*

We do not reward 'good' behaviour with stickers or certificates. The reward for the child is knowing that they are behaving well.

Low level disruption or other inappropriate or unacceptable behaviours are dealt with by the class teacher or assistant teacher. Most incidents are remedied with a quiet word or asking the question 'are you doing the right thing?'

More serious incidents may require a stronger response.

### **Examples of poor behaviour**

- Using bad language
- Lying
- Name calling or talking about people unkindly behind their back
- Bullying including cyberbullying, prejudice based bullying and discriminatory bullying (please refer to the school's Anti-Bullying Policy for further information).
- Deliberately hurting someone
- Deliberately damaging property
- Refusing to work / follow instructions
- Saying 'no'
- Answering an adult back
- Repeatedly shouting out
- Arguing across the classroom with someone
- Ignoring an adult when he/she is speaking
- Speaking or acting disrespectfully to an adult
- Acts of temper e.g. throwing things, hitting property, slamming doors
- Repetitive low-level disruption
- spitting

'Unlocking the gates to a lifelong love of learning and faithfulness'

*This is not an exhaustive list.*

Negative behaviour will be judged on intent, so as not to disproportionately 'catch' children with SEN behaviour difficulties.

#### **Sanctions:**

- Verbal comments from the class teacher
- Speaking to parent(s)
- Dialogue with other staff
- Referral to head teacher
- Standing against the outside wall at playtime
- Letter of apology
- Separation from others in the playground

*This is not an exhaustive list.*

#### **Restorative Practice**

Incidents involving another child(ren) will be addressed using the system of Restorative Practice whenever possible. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

#### **Physical Intervention**

In the event of a serious incident, physical restraint may be required. In such an instance, the physical restraint will be administered by the 'Manual Handling' trained staff, Bettina Houghton and Anita Turner, using reasonable force, appropriate to the actions, age and build of the child(ren) involved.

For more details, please refer to the Safe Touch & Physical Intervention policy.

#### **Parents/Carers**

Parental involvement is important to reinforce behaviour in positive ways. Strategies include:

- Regular parents' evenings
- Feedback through personal contacts – face to face or telephone call
- Individual parent interviews
- Joint target-setting
- IEP reviews (where relevant)

#### **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion. We refer to the current LA guidance in any decision to exclude a child from school.

Only the Head teacher (or the acting headteacher) has the power to exclude a child from school. The school must arrange for alternative educational provision if any single fixed-term exclusion exceeds five days. In extreme and exceptional circumstances, the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, make representation to the governing body. The school informs the parents how to make any such representation.

The headteacher informs the LA and the governing body about any fixed-term or permanent exclusion.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

In the event of an appeal against exclusion (if requested by the parents/carers and if the term's cumulative total exceeds five school days), the governing body must convene a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider such a case, they must take into account the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.