



# Behaviour Support Policy

### **Our policy is underpinned by our vision and our whole school values**

In accordance with the SIAMs framework, "There is a demonstrable culture of aspiring to be the best you can be: the person God created you to be. Pupils are able to state how the school's Christian vision and associated values help them to make positive choices about how they live and behave. Pupils say how the school's Christian vision and associated values supports them in their learning."

### **Our School Values**

The rights and responsibilities of members of the school community are based on the School's Christian values which are celebrated in turn on a half termly basis. Our school values underpin all that we do to support behaviour as well as educate the whole child.

- Respect
- Peace
- Joy
- Love
- Trust
- Hope

### **Our Mission in the Community**

*Our values are informed by the values central to Christianity. We are ambitious- we want each member of the school to discover and realise their true potential in a Christian environment.*

### **Aims**

We want to be: -

- A school which challenges, excites and inspires
- A community to which children, parents, staff and governors feel they belong.
- A school which builds confidence, commitment and respect for each other
- A school which worships prays and celebrates the love of God wherever it is found.
- A school which has a culturally diverse community

### **The purpose of our Behaviour Support Policy.**

This policy will clarify what we mean by good behaviour and unacceptable behaviour and explain how these are rewarded or sanctioned. It will make clear the roles and responsibilities of the adults within school, the children and parents in ensuring that the aims of the policy are achieved.

### **Statement of the Ethos of the school**

Staff and children at St Peter's have high expectations of their own and others' behaviour throughout the school.

All staff are committed to a whole school approach for managing behaviour at all times. This will involve setting clear and consistent boundaries, good communication and a positive approach.

Staff acknowledge the different stages of children's development and do their best to ensure that rewards and sanctions used are appropriate to the behaviour and the individual.

Children are actively encouraged to take responsibility for their own actions and manage their own behaviour.

Parental support is regarded as crucial for managing behaviour successfully and this involvement is constantly sought.

### Positive Behaviour Management

St Peter's has adopted a positive behaviour management approach. The underlying principle to this approach is that children are responsible for their behaviour and should make the choice for themselves to do right and not wrong. We have positive rewards for good behaviour and sanctions for inappropriate behaviour. These are the consequences of the child's choice. We believe in consistency and fairness.

#### Children's rights

- To be treated with respect regardless of their ethnic or religious background, gender and abilities
- To receive an excellent education
- To feel safe and secure – physically and emotionally
- To feel that their concerns will be heard and addressed, and to receive support and care from the staff

Classroom	Playtime	Shared Areas	Toilets	Outside of school
We all have the responsibility to:	We all have the responsibility to:	We all have the responsibility to:	We all have the responsibility to:	We all have the responsibility to:
Be the best we can be	Keep our hands and feet to ourselves	Be considerate to others	Use the toilets appropriately	Be positive role models for our school
Be in control and safe	Act generously towards others	Use indoor voices	Always flush the toilet	Treat all people and places with respect
Be kind	Treat the adults and the equipment with respect		Wash our hands	Be safe
	Make rules for games clear at the start			

### **Our Rights and Responsibilities**

My right is to be safe. My responsibility is to help ensure the safety of others.

My right is to learn. My responsibility is to let others learn and allow staff to teach.

My right is to be respected. My responsibility is to treat others with respect.

My right is to be heard. My responsibility is to allow others to be heard and listen to their points of view.

My right is to have beliefs. My responsibility is to respect the beliefs of others.

My right is to receive support. My responsibility is to allow others to be supported and offer support if I am able.

### **Rights of parents/carers when helping their child to maintain good behaviour at school**

- To be assured that they and their child will be treated fairly and with respect regardless of their ethnic background, gender and abilities
- To be assured that their child is receiving an education that is appropriate to their needs and to a high standard
- To know that their child will be in an environment which is secure and nurturing, stable and consistent and not dominated by the bad behaviour of other children

To receive appropriate, regular communication about the child's behaviour, their academic progress and any special needs in learning or behaviour that the child has.

**This will be in line with our Home School Agreement. Parents, carers and pupils will be asked to sign this document.**

### **Our School Rules**

Our rules are based on our core values which underpin the rights and responsibilities of people in our school community. So that it is easy for everyone to remember it is written as two basic rules. Each class set their own rules. These are reviewed annually. The staff and pupils generate the whole school rules.

Pupils and staff use these as a point of reference.

### **Encouraging Good Behaviour**

**Pupils are encouraged:**

- To be aware of personal choices and to take responsibility for their actions
- To try and maintain positive working relationships

**Adults help pupils behave well by:**

1. Using effective and stimulating teaching methods and having high expectations of pupils' learning
2. Teaching the social skills required to participate in school life
3. Teaching explicit strategies for resolving conflicts
4. Acknowledging and rewarding good behaviour and effort
5. Rewarding good behaviour and minimising attention given to unacceptable behaviour
6. Being good role models
7. Allowing children to have special privileges

**School adults use a variety of strategies to encourage pupils to behave well: -**

- Dojos - Each of these Dojos are worth 1 point.  
Phase leaders and SLT can give children a Golden Dojo Award. This is worth 3 points. A record will be kept of the number Dojos for each child. All children who receive at least 100 Dojos in a half-term will be rewarded at the end of the half-term.
- Positive looks, smiles, nods
- Positive comments
- Praise in front of the class
- Circle Time
- Messages home to parents/carers
- Referral to another teacher/adult for praise
- Star charts/reward systems / stickers etc.
- Lunchtime stickers, including stickers for eating a healthy diet
- Lunchtime Nurture Group

**In addition, there are more formalised arrangements for reward:**

- Weekly praise assembly and sticker from Head teacher
- Excellent punctuality and attendance certificates each term
- Excellent work certificates.

**House Points**

In each class throughout the school the children have been split into four "houses" named St Christopher, St Bernadette, St Mary Magdalene and St Augustine of Hippo. The children earn house points during the week. These can be awarded by any adult and are added to a list held in each classroom. Each week the winning "house" is announced during Praise Assembly. At the end of each half term the "house" with the most points accrued during the half term can wear their "house colour" on the last day of term.

**Discouraging Unacceptable Behaviour**

As a church of England school following the SIAMS framework, **"The school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together."**

### **Sanctions for Unacceptable Behaviour**

All incidents must follow the correct procedure in accordance with the severity of the behaviour and staff present in school at the time. (See Appendix 1)

### **Emotional Literacy Support Assistant -ELSA**

The school recognises that there is a need to support the mental health of our pupils. We have an ELSA. This person supports the academic progress by addressing additional social needs and issues that a child has at a particular line.

### **Pupils with Special Needs**

There are pupils who are unable to progress at the expected rate; there are sometimes pupils for whom conforming to the whole school policy on behaviour difficult. These pupils are identified as having Special Educational Needs at one of the levels of the Code of Practice (2014) either SEN Support or Educational Health Care Plan. Behaviour targets may be drawn up in line with the needs of the individual child. The school adopts the L.A. triggers for establishing pupils' SEN stage. Referrals may be made to the school's , Southwark Behavioural Support Service or any other professional agency that can offer support. Parents/carers are consulted at every stage and pupils' progress is regularly reviewed.

### **Pastoral Support Plan**

Pastoral Support Plans are drawn up for pupils who are considered to be at risk of permanent exclusion. The school, the parent or carer, any agencies involved and members of the child's home community meet to plan and put in place extra support for the child to minimise the likelihood of the child's permanent exclusion.

### **School Council**

School Council is a democratically elected pupil body which meets every month. It is an effective way of allowing children to have more responsibility for the running of the school, including issues of discipline and behaviour. The aim of the School Council is to help all children:

- Make life fair for everyone
- Be a contributing and effective citizen
- Keep the rules of the school
- Resolve conflicts peacefully, mediate and negotiate
- Respect themselves and others
- Have the opportunity for their voice to be heard

### **Consultation**

This document was devised in consultation with the school Governing Body, school staff, parents/carers and the children

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**Appendix 1**

**Examples of behaviour**

**Examples of Level 1**

Low level disruption  
Accidents and minor incidents  
Inadequate work

**Examples of Level 2**

Defiance  
Disruptive behaviour including persistent low level  
insolence  
Lunchtime verbal incident

**Examples of Level 3**

Assault – verbal and physical  
abuse - physical & verbal  
Bullying  
Damage – property  
fighting  
Theft  
Racism  
Gender  
Truancy

**LEVEL 3 BEHAVIOUR MAY WARRANT AN EXCLUSION – (See Appendix 1)**

**Level 1**

This behaviour must be dealt with by the adult who is with the pupil at the time by refocusing the pupil back on task. Responses include:

- 'The look', the adult's body language, the adult moving within the room
- Proximity praising
- Expressing disappointment or disapproval
- Moving the pupil within the room
- Reminding of rules and of the consequence of repeating the behaviour

**Level 2**

This behaviour is also, usually dealt with by the supervising adult, but if this is not the class teacher she/he would be involved at this stage. Responses include:

- A clear reminder of the rules
- Clarification of the results of the pupil's action (e.g. work not completed, another person upset or hurt)
- Discussion about alternative actions/strategies for behaviour
- Time in at playtime
- A letter of apology/explanation
- Record on SIMS (the school's electronic data system)

- 'Time out' chairs/ Time out in the buddy class
- Pupils sent Phase Leader
- 'Catch me Being Good' sheets

In cases where there is a repeated pattern of behaviour the parent/carer may be asked to come in and discuss ways in which home and school can work together to support the child. These meetings should be held with the Phase Leader.

### **Lunch Time Reflection – not EYFS**

This is for children who are struggling to maintain their behaviour within the expectations for the day. There is a daily lunchtime reflection of 20mins with an adult. Children are referred by their class teacher after their behaviour has surpassed the accepted margins/boundaries.

The teacher will complete a form documenting why the child has been referred. During this quiet session the child will complete a reflection sheet. This will be stored safely.

### **Friday Reflection with SLT**

If a child has been to reflection and is sent again in the same week, they will have to attend a Friday reflection session with a member of SLT. This will last for the duration of their lunchtime.

### **Level 3**

When behaviour is considered to be at the third level of unacceptability the Head teacher or Deputy Head teacher becomes involved, the child's name is entered into the Head's Incident Book and the parent is informed.

In cases of persistent, low level behaviour the Head teacher or Deputy will monitor the situation on a weekly or daily basis. The pupil will be set targets relating to the improvement of their behaviour and will be asked to discuss their progress regularly, develop alternative strategies for dealing with situations and demonstrate a pattern of improvement.

There may be occasions when an offence is deemed by the Headteacher to be sufficiently serious to warrant an exclusion. This may be an internal exclusion i.e. the pupil will attend school but will be excluded from their usual class room, a fixed term exclusion (up to 15 days per term and/or 45 days per year) or a permanent exclusion. In these cases, parents/carers will be contacted on the same day and asked to attend a meeting with the Headteacher.

Only the Headteacher has the power to exclude a child externally.

The Headteacher will always consider the child's particular needs and circumstances before using exclusion as a sanction, and will consider any additional learning, behavioural or emotional needs before coming to a decision.

The formal external exclusion procedures are outlined in the Southwark Diocesan Board of Education booklet, "Behaviour management and Exclusion Procedures in Church Schools." The appropriateness of exclusion as a sanction is detailed in a DCFE Circular 10/94. In this the Headteacher must consider

- age and state of health of pupil
- pupil's previous record

- circumstances
- extent of contribution of peer or other pressure
- degree of severity of behaviour, its frequency and likelihood of reoccurrence
- whether the behaviour impairs the normal functioning of the pupils or other pupils
- degree to which behaviour was an infringement of one or more school rules
- whether the incident involved a group of pupils or an individual
- whether consideration has been given to seeking the support of other agencies

The range of behaviours that would warrant an exclusion are:

- violent assault on a child or adult in the school
- use of weapon in school
- persistent disruption of the normal functioning of class despite a range of measures to prevent the disruption
- persistent bullying, racial or sexual harassment despite a range of measures to prevent the behaviour

In some cases the bad behaviour might be confined to a particular situation (such as lunch times). The exclusion might be restricted to those situations.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon (following DfE advice on what constitutes an offensive weapon)

Schools will consider whether or not to inform the police and/or social care where a criminal offence may have taken place.

### **Behaviour on school Journeys**

If a pupil's behaviour is unacceptable during school journey the parents will be notified on return. If a child's actions are considered to be endangering others, it may be necessary for the parents to be called to take the child home. Sometimes a decision is taken not to take a pupil on school journey due to safety risks. This decision is discussed with the child's parent/carer.