

# Behaviour Policy

## Belonging, Believing, Building a Future

It is our mission for everyone to experience the joy of God's love in their lives as part of St Peter's family through trust and friendships. We aim for everyone to be nurtured and to grow in peace, hope and understanding of God, themselves and one another in order to achieve and live fulfilled lives.

*"May the God of hope fill you with all joy and peace in believing, so that you overflow with hope by the power of the Holy Spirit" (Romans 15:13)*

This policy is integral to all aspects of school life in promoting good behaviour, self-discipline and respect and the well-being of all those who work within the school community.

At St Peter's we believe that good behaviour is essential to our school's success. We aim to create an environment in which pupils feel safe and happy, protected when they are feeling vulnerable and confident to express any concerns to staff knowing that they will be listened to and the response will be prompt and sensitive. We believe that this is achieved when expectations of learning and behaviour are high and the consequences of both good and unacceptable behaviour are made explicit and applied consistently. The self-esteem of all pupils is enhanced by praise and celebration. Good behaviour is taught, modelled and praised.

### OUR AIMS

We aim to:

- create an environment that encourages and reinforces good behaviour.
- create a positive climate with realistic expectations.
- define acceptable standards of behaviour.
- promote, through example, honesty and courtesy.
- provide a caring and effective learning environment.
- encourage relationships based on kindness, respect and understanding of the needs of others.
- ensure fair treatment for all regardless of age, gender, race, ability and disability.
- show appreciation of the efforts and contribution of all.
- encourage consistency of response to both positive and negative behaviour.
- promote self-esteem, self-discipline and positive relationships.
- ensure that the school's expectations and strategies are widely known and understood.
- teach pupils what unacceptable behaviour is and that they are responsible for their own behaviour.
- encourage home and school to work in partnership to foster good behaviour.

### Expectations

Everyone in our school can expect:

- to be recognised as a valuable member of our school
- to be recognised as an equal member of a diverse society
- to contribute to the rules of the classroom and the school
- to apologise to anyone they have upset
- consistency from all the adults in the school
- recognition of good behaviour
- to be treated with respect by adults and children alike
- to be helped to develop strategies to cope with conflict
- to be listened to when they have a problem

## **APPROACHES**

The behaviour of everyone in our school is a shared responsibility. Children are involved in making their classroom rules at the start of the school year and these are displayed in each classroom to be referred to throughout the year. These rules apply at all times when children are on the school site or off site at school related activities.

The school strives to implement consistent behaviour management procedures in line with its aims by:

- developing self-discipline and self-respect in children.
- developing an understanding and acceptance of honesty, fairness and politeness.
- developing a culture of forgiveness and recognising that we can all learn through our mistakes.
- developing and maintaining an environment in which all children and adults are treated with dignity, respect and courtesy.

All staff and pupils have a clear understanding of what constitutes acceptable and unacceptable behaviour:

### **Acceptable Behaviour**

Pupils are encouraged to:

- try hard to do their best.
- listen to others and speak politely to everyone.
- respect other people, their possessions and school property.
- be helpful and kind to others.
- ask for help or tell an adult if they are unhappy.
- accept responsibility for the things they do.

### **Unacceptable Behaviour**

- lack of respect
- violence
- threatening behaviour either verbally or physically - including bullying
- deliberate disobedience
- discrimination
- deliberate vandalism of school property

### **Rules and Procedures**

Expectations of behaviour are taught through PSHE, Circle times and Collective Worship. Children are taught skills in behaviour management and conflict resolution through our PSHE curriculum.

Children are encouraged to view behaviour as a choice. Adults use the language of choices and consequences to support children in making the right choices in relation to their behaviour eg 'you can either continue to ... or you can choose to ... then I will have to ask you to ... If you stop and make the right choice then we can ...'

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures:

- are kept to a necessary minimum;
- are positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- are consistently applied and enforced;
- promote the idea that every member of the school contributes to the success of the school.

At St Peter's we believe that behaviour may be a child's means of communication and that challenging behaviour can occur when a child's needs are unmet. Whole school training ensures a consistent approach to the management of behaviour and a variety of strategies are used by all staff, in accordance with this policy.

Members of staff are alert for signs of bullying and act firmly and promptly (see Anti-Bullying Policy).

## **Rewards and Sanctions**

### Rewards

At St Peter's, emphasis is on praise to reinforce good behaviour. We believe that praise has a motivational role, helping pupils to see that good behaviour is recognised and valued.

Children are praised and rewarded for good behaviour in a variety of ways:

- staff praise children
- children are encouraged to praise each other
- staff may share good behaviour with another member of staff who will praise the child
- staff may share good behaviour with parents
- at the end of the week a whole school 'Celebration Assembly' is held at which good work or behaviour is rewarded with whole school recognition and a certificate.

### Sanctions

Although praise is central to the encouragement of good behaviour, there is a need for sanctions to enable children to recognise unacceptable behaviour and to accept responsibility and the consequences of their behaviour. The safety of all children is paramount in all situations.

The use of sanctions are characterised by:

- the child understanding why the sanction is being applied.
- the child understanding what changes in behaviour are required to avoid future sanctions.
- group sanctions being avoided wherever possible.
- a clear distinction being made between minor and major incidents
- being focussed on the behaviour rather than the child.
- being proportionate and reasonable, taking account of the child's age and maturity, any special educational needs or disability.

When a child makes an inappropriate behaviour choice a graduated approach of behaviour management strategies is used:

1. low level attention seeking behaviour is ignored until it disrupts the learning of others.
2. the child is given a quiet reminder by a member of staff, reinforcing positive expectations.
3. If the child continues to demonstrate unacceptable behaviour they may be asked to move closer to a member of staff who will again remind the child of the expected behaviour and the consequences should the child continue to choose to behave inappropriately.
4. If, despite these reminders, the child continues to behave in an unacceptable manner, they may be given 'time out'.
5. If the child's behaviour still does not improve, they will be expected to work in another class or with the headteacher until the end of the lesson.
6. If a child deliberately threatens or physically hurts another child or adult, the child is removed from the situation, the headteacher is informed and an apology and change of behaviour is expected.
7. If a child repeatedly behaves inappropriately, the child's parents are contacted to discuss the situation with a view to improving the behaviour of the child.

Children may be given some 'time out' which means a specified amount of time in which to make their choice.

Some behaviours of a serious nature can cause stages to be skipped.

Any behaviour which is considered bullying and all instances of physical or verbal abuse to children or adults is brought to the attention of the Headteacher or.

Extreme behaviours, or those considered by the Headteacher to be unacceptable, can lead to a fixed term, or permanent exclusion.

### **Parents**

We believe that parents play a vital role in reinforcing our school's aims and it is this partnership that fosters positive behaviour. The standard of behaviour expected of all pupils is included in the school's home-school

agreement which parents are asked to sign following their child's admission to school and again when their child starts in Key Stage 2.

### **Equality / Special Educational Needs**

We accept that on occasions our levels of expectation may need to vary to match the needs of the individual child. Liaison with other agencies ensures that support is provided to manage a child's behaviour when necessary, e.g. Behaviour Support Service, Autistic Support Service. Children on the SEN register for behavioural difficulties will have an Individual Behavioural Plan and parents are invited to attend all review meetings

The school recognises its legal duties under the Equalities Act 2010, in respect of safeguarding and pupils with Special Educational Needs.

### **Exclusions**

In the event of considering or implementing exclusion the Headteacher and Governing Body would strictly follow the current guidance issued by the Local Authority and the DfE Guidance on Exclusions from Schools, Academies and Pupil Referral Units.