



**The Federation of  
St Peter's Elwick  
Church of England  
Voluntary Aided  
and  
Hart Primary Schools**

# **Behaviour Policy**

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**Signature Chair Governing Body:**

## **Our Shared Values**

We respect and care for all members of the community, nurturing talents and creating opportunities for all in a supportive environment.

We enable all members of the school community to experience success, grow in confidence, and develop skills, attitudes and talents in personal, spiritual, social and academic fields.

We believe through the nurturing of the children, they will become equipped to develop the beginnings of their own faith.

We share a common set of values that underpin all that we do in our work at St Peter's Elwick and Hart Primary Schools. These values are:

***Compassion***

***Always our Best***

***Friendship and Trust***

***Thankfulness***

**Introduction**

The management of behaviour is regarded as a whole school issue. All staff share in the joint responsibility of modelling those behaviours we wish pupils to exhibit, encouraging an understanding of acceptable and appropriate behaviour and implementing our behaviour policy fairly and consistently. We believe in a positive approach to behaviour management, rewarding desirable behaviours, having high expectations of our pupils and promoting awareness that we are each responsible for our behaviour. Our values underpin our behaviour policy ensuring that pupils understand the moral reasons for 'good' behaviour, whether this is based on our Christian principles in St. Peter's Elwick or our moral principles in Hart Primary School. We use a restorative approach to our behaviour management across our Federation.

## **Management**

Our guidelines are clearly defined and consistent in application, whilst recognising that we must pay full consideration to the individual needs of our pupils. We aim to make pupils recognise their choices with regard to their behaviour and to take responsibility for their actions and any consequences of those actions. Our approach is a very positive one that aims to reward desirable behaviour and as a means of encouraging others to follow and understand the impact of behaviours on others around them. We hope that this will aim to develop our pupils as citizens in society, behaving well because they understand the impact on others of their behaviour, rather than just through obedience of rules.

Good behaviour is consistently praised and rewarded. Rewards include:

- Best Seat in the House in the classroom and 'Best' best seat in the house in Celebration assembly/worship, that rewards positive behaviours and attitudes

- Star points are awarded to pupils when they are seen following the school rules/values. When pupils receive ten star points it is recorded on their Star Card. Pupils that receive 50 points will receive a Bronze Sticker on their Star Card. When they have received 100 points, the child will be presented with their Bronze Badge. This is repeated for Silver and Gold. Pupils who pass Gold can then work towards their House Colour Badge.
- All teachers nominate pupils for our weekly Celebration awards; The Star of the Week, Golden Quill, Maths Award and St. Peter's Key Awards/Hart Citizen Awards. Children are praised in front of the school and given a special certificate to take home to share with their family.
- Teachers and teaching assistants reward good choices in the classroom with specific praise and recognition.
- During PSHE and circle time, along with other times in the school curriculum, pupils are encouraged to monitor and review the behaviour of themselves and to offer analysis and support to their peers. This system of self-evaluation and review encourages responsibility.
- Stickers, badges and other positive reinforcements are used across school.
- Lunchtime Assistants liaise with class teachers at the beginning and end of each lunchtime session. Positive reinforcements of good behaviour are a very important mechanism in establishing a happy lunchtime. Lunchtime supervisors reward positive behaviour. These visible signs of approval by lunchtime staff promote good behaviour patterns.
- The Executive Headteacher and Head of Schools awards 'Headteacher Awards' to pupils who have demonstrated excellent values, effort or academic progress. These may be as stickers or can be posted home to parents/carers.

As a school we feel that the best behaviour is achieved when parents/carers work closely together with the school.

The overwhelming majority of our pupils make good choices and respond well to our reward systems.

### **Unacceptable Behaviour**

The class teacher will usually be the first person to deal with minor issues where a pupil makes an inappropriate behaviour choice. It will normally be sufficient to:

- Quietly remind pupils of the expected behaviour and the impact of their behaviour
- If behaviour is disrupting learning in a lesson or is inappropriate then a restorative chat will take place with the pupil concerned, at an appropriate moment
  - Pupils may be offered time to calm down prior to a restorative chat in a quiet place, as appropriate
  - If behaviour is repeated and causing disruption to learning or impacting on other pupils then it may be appropriate to convene a restorative conference, involving parents where appropriate
  - Records are kept detailing reasons for restorative chats and conferences and these are monitored in school. Records are kept both at break and lunch times as well as learning times
  - The same approaches apply at break and lunch times and all staff have had training in restorative practice, including lunchtime supervisors
- An IEP (Individual Education Plan) will be used to support pupils' behaviour where it is deemed necessary or appropriate.
- If a pupils' behaviour necessitates removal from the classroom then a restorative conference will take place

The class teacher is the first point of contact for all parents and carers to discuss any issues related to behaviour. The Head of School will arrange to speak to parents/carers if there is an issue of a more serious nature that the school or parent/carer feel needs more in depth discussion or consequences. The Head of School/Executive Headteacher will be notified of any persistent, serious misbehaviour and will deal with any serious incidents.

Any consequences for misbehaviour at lunch or play time are carried out at a lunch or play time. Pupils are given time to reflect on their actions, through supervised time away from the situation. They are also encouraged to make amends through apologies and seeking to put things right. The affected pupils are encouraged to forgive and move forward with no feelings carried over. The restorative approach supports this.

Parents will be notified when there have been incidents of extreme behaviour, usually involving aggression, violence or total lack of cooperation. A violent act will be seen as any improper use of physical force that threatens the safety and well-being of others. Staff will work together with parents to seek ways of supporting these pupils, which may include the involvement of outside agencies and the implementation of an IEP (Individual Education Plan) for behaviour.

A large number of staff are trained in Team Teach physical intervention. This is only used where absolutely necessary to ensure the safety of pupils, including the pupil misbehaving, the welfare of staff, and preventing damage to property. The Head of Schools/Executive Headteacher is informed and records completed by the members of staff involved. Parents are also informed by a member of staff involved, with written notification as well as verbal contact where possible.

In the event of continuing unacceptable behaviour that impacts on the education and/or safety and well-being of all pupils, it may be necessary to consider exclusion and reference to the Pupil Disciplinary Committee of the Governing Body.

#### **How provision for pupils with Special Educational Needs will be addressed**

Careful consideration will always be given to each individual in addressing concerns about their behaviour. School will provide guidance for all staff on strategies to address any behaviours arising from specific educational needs, however the principle remains that all pupils must remain safe and learning be undisrupted.

#### **Dealing with incidents of a racial nature**

All incidents of a racist nature are to be reported to the Head of Schools immediately. All such incidents are investigated and appropriate action taken. All incidents of a racist nature will be recorded on the relevant forms and returns made to Children's Services. Parents of the pupils involved will be informed and Governors will also be informed of any such incidents, via the Headteacher's Report. A racist incident in our Federation also follows the recommendations from the Stephen Lawrence enquiry that it is deemed racist if the victim perceives it to be racist. Follow up work will be carried out with pupils to tackle racist beliefs and views, as appropriate.

All staff have a duty to act in accordance with the PREVENT strategy. Staff in our Federation can help to identify children whose behaviour suggests that they are being drawn into terrorism or extremism. These children can then be referred to the relevant agencies.

- Assessing the risk of pupils being drawn into terrorism, and having robust safeguarding policies in place to identify pupils at risk and refer them to relevant authorities
- Working in partnership with other local bodies and following local authority inter-agency procedures
- Ensuring staff are trained to identify pupils at risk of being drawn into terrorism, challenge extremist ideas and refer children to appropriate authorities where necessary
- Ensuring the school has internet filters in place to block terrorist and extremist material

#### **Dealing with incidents of bullying**

The school takes a very serious view of bullying. The Government defines bullying as 'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. In our Federation we use the acronym 'STOP': Several Times On Purpose. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time and it is

important for school, pupils and parents /carers to use the term appropriately to describe this behaviour that occurs 'several times on purpose' (STOP).  
The main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM).

We aim to prevent bullying behaviour by:

- Promoting an ethos where the act of bullying is seen as totally unacceptable behaviour;
- Imparting respect for one another in all our relationships;
- Setting out our expectations about the way pupils should behave towards each other;
- Making children fully aware of the range of sanctions that we are prepared to bring against pupils who deliberately refuse to keep to the agreed code of behaviour;
- Raising awareness of bullying through:
  - Discussions and stories in worship
  - Implementation of the PSHCE curriculum
  - Use of drama to help children understand the effects of bullying
  - Recognising the nature of bullying: the intentional repetition of incidents to cause distress
  - Managing carefully those occasions and places where bullying is more likely to happen
  - Encouraging a positive relationship between school and home so that parents are encouraged to discuss and share problems;
  - Tackling speedily and sensitively with victim and perpetrator any incidents that might escalate into bullying.
- Should an incident of bullying occur then one or more of the following steps will be put in action:
  - Discussion with victim and perpetrator separately to establish the details of the incidents;
  - Discussion with any other pupils or school staff as necessary to establish events;
  - Inform parents/carers as necessary
  - Offer counselling or follow up work for both victim and perpetrator;
  - Consequence for the perpetrator, eg to miss a fixed period of unsupervised break or lunchtimes alongside a detailed discussion of the consequence of their actions
  - Apology expected from the perpetrator to the victim, in line with our school values
  - Information regarding the problem to be passed to any appropriate parties;
  - Involvement of any outside agencies necessary, for example, Educational Psychologist;
  - In extreme cases, disciplinary procedures as set out in this policy involving reference to the Pupil Disciplinary Committee of the Governing Body.

### **Attitudes to learning**

As a Federation we recognise that behaviour is not just about following the school rules, it is also about behaviour for learning.

This can be defined as

- A motivation and willingness to learn
- Concentration in lessons
- Independence in learning
- Engagement with a subject
- Level of work production
- Valuing learning and resources

As a Federation we expect extremely high standards of attitudes to learning and praise and rewards are given for this aspect of behaviour. Consequences are also provided for any pupils not demonstrating excellent attitudes to learning.

Examples of this are;

- Poor presentation in pupil work
- Insufficient work completed in lessons
- Lack of pride in pupil books, eg doodling on exercise books
- Fidgeting in lessons instead of concentrating on learning
- Homework not completed

### **Monitoring and Evaluating Impact**

The impact of our behaviour management policy will be evaluated with reference to:

- The progress of pupil learning
- Pupil books should show extremely high levels of presentation and pride in learning
- The number of Awards and Certificates achieved by pupils;
- Records of restorative chats and conferences, both in break times and learning times
- The number of recorded incidents of bullying;
- The number of recorded incidents of a racist nature;
- The number of fixed term exclusions;
- The number of permanent exclusions.

### **In conclusion**

In managing behaviour the school will apply a range of strategies.

It is important that the schools encourage forgiveness and that every day is a fresh start. However, alongside forgiveness one must also value justice and that this is understood. Each pupil must recognise that although they will be forgiven for what they have done there is a consequence of their action that will lead to a sanction.

Success is greatly enhanced when all staff share a clear understanding of and commitment to agreed procedures. This is further enhanced when parents understand and support the rules of behaviour to which the school expects their children to conform. The role played by parents in supporting the school is crucial to the success of this policy. As adults we model desired behaviours and, when confronting undesirable behaviour, we always challenge the behaviour, not the child. We praise pupils for going 'above and beyond' the high expectations we hold as well as honesty and taking responsibility for their actions. We feel this encourages our pupils to become model citizens, well prepared for secondary school and adult life.