

**St Peter's, Elwick  
Church of England  
Primary School**



# **Behaviour Policy**

**Prepared by:** Headteacher

**Approved:** NLLT Board and Local Governing Body

**Signature Chair Governing Body:**

**Date of Renewal:** Autumn 2021 (currently under review)

## **Pastoral Care/Spiritual Development**

The quality of relationships between all members of school, staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of a church school. It is expressed in the terms of sharing and caring. Jesus was clear in his instructions to the disciples on this matter.

**‘Love your neighbour as yourself’ – Matthew 22:39. ‘This is my commandment: love each other’ - John 15:17.**

Everyone associated with the school is made in the image of God and is to be loved. This is the commandment from which Northern Lights Learning Trust derives its policy for pastoral care.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks in ways which reflect the Gospel. Those who are school staff and in particular those in leadership roles, which include all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that Christian love will pervade all aspects of life at Northern Lights Learning Trust. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environment is created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the school is organised and the way policies are written and implemented.

### **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 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. These values are:

- Friendship and Trust
- Compassion
- Service

- Thankfulness

**People involved in policy formation:**

- Headteacher
- NLLT Board
- Staff
- Pupils
- Local Governing Body

**This policy should be read in conjunction with the following policies:**

- Home School Agreement
- Child Protection Policy
- Acceptable Use Policy
- Exclusion Policy
- SEND Policy
- Equality Objectives Statement
- Accessibility Plan

**Statement of intent:**

St Peter's Elwick aims to give '*all children the opportunity to be who God created them to be and to have fullness of life*'. Every member of our community has the right to be respected. We believe that children learn best when they are clear about the expectations of how they should behave and why. We believe that all our children should be free to play and learn without fear of being upset, being hurt or restricted unreasonably by anyone else. Every child has a right to learn and no child has the right to disrupt the learning of others. We believe that our pupils should be taught to articulate their feelings and actions.

**Aim:**

St Peter's Elwick aims to provide an environment in which there are high expectations of behaviour, where children explore, learn independently from their mistakes and where children learn to care for and to respect themselves, each other and the environment.

- To provide a secure, safe environment for pupils and staff
- To provide clearly defined procedures for dealing with inappropriate behaviour
- To encourage a listening, caring environment where the concerns of each individual are valued
- To establish a positive ethos in school where pupils can speak openly to pupils and staff
- To develop a culture where bullying will not be tolerated
- To promote firm action against all forms of bullying
- To provide pupils with the necessary life skills to deal with various forms of bullying
- To provide support for the bully so that he/she can modify their behaviour
- To provide immediate short term and long term support for the victim
- To discourage bystanders and encourage all children and staff to report and take positive action to ensure that the behaviour ceases immediately

**Principles:**

We consider that the development of a caring Christian ethos is an essential element of learning. It depends on trusting relationships and a process of co-operative team work..

The school has chosen to follow the principles of Restorative Practice in order to develop greater “pupil voice” and a greater self-responsibility for managing behaviour. We believe this will give our children the language and self confidence to challenge whatever behaviour is deemed unacceptable.

### **Principles of Procedures:**

All members of the school staff work towards the school's aims by:

- Requiring all staff to have equal responsibility to tackle any concerns or issues relating to behaviour.
- Fostering and promoting good relationships and a sense of belonging to the school community
- Taking quick, firm action to prevent one child inhibiting another's progress
- Providing a well organised environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of individuals and respecting their rights, values and beliefs
- Encouraging, praising and positively reinforcing good relationships, behaviour patterns and attitude towards work
- Enabling children to take increasing responsibility for their own learning and conduct
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- Rejecting all conduct involving bullying or harassment
- Caring for, and taking a pride in, the physical environment of the school
- Requiring all staff to have equal responsibility for modelling outstanding personal behaviour at all times - punctual, well prepared and organized
- Teaching children to be tolerant through everyday curriculum based on Christian values made real in our everyday lives
- Taking immediate steps to eradicate any intolerance towards racist, religious or homophobic prejudice
- Avoiding creating situations in which children receive adult attention only in return for undesirable behaviour.

### **Senior Leadership team will work towards the school's aims by:**

- Taking a lead in the establishment of a positive school ethos
- Taking responsibility for ensuring staff are aware of and acknowledge the importance of the link between well matched work, a well organised classroom, a variety of teaching styles, an attractive working environment and appropriate behaviour
- Supporting staff and children in developing and maintaining outstanding behaviour
- Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Reporting incidents of serious misconduct

- Taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified
- Assistant Headteacher will familiarise all new staff and volunteers with the school's behaviour policy and its rules for behaviour.

### **Pupils work towards the school's aims by:**

- Attending school regularly in good health maintained by adequate diet, exercise and sleep
- Being punctual and ready to begin lessons on time
- Being organised - bringing necessary kit, taking letters home promptly, returning books efficiently, completing homework in a timely fashion
- Developing a positive attitude to the class rules
- Conducting themselves in an orderly manner
- Taking on increasing responsibility for their environment and for their learning and behaviour
- Taking responsibility for their own actions and developing a language with which they can articulate their feelings and that of others in order to resolve conflict by negotiation
- Taking greater responsibility for challenging behaviour which they see and which is unacceptable.
- Actively displaying high standards of behaviour on the internet
- Actively displaying considerate behaviour towards all individuals despite race, religion or sexual orientation.

### **Parents work towards the School's aims by:**

- Ensuring that children attend school in good health, punctually and regularly (this involves encouraging parents to take holidays out of term time).
- Providing support for the "discipline" and "consequences" within the school
- Offering encouragement and praise to their children
- Ensuring early contact with school to discuss matters which affects their child's happiness, progress and behaviour
- Allowing children to take increasing personal and social responsibility as they progress throughout the school.
- Challenging children's negative perceptions about individuals, particularly those marginalised
- Developing their child so that they are intolerant to religious, racist and homophobic bullying
- Protecting children from risky behaviour linked to the internet, through social media websites or games such as the Xbox, by challenging their own children and the behaviour of others
- Modelling exceptional personal behaviour on social media sites, causing no offence or harm to others within Northern Lights Learning Trust and beyond.
- Speaking to the school directly regarding any concerns rather than via social media

## Management of Behaviour

We aim to ensure 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 positive and restorative which aims to reward desirable behaviour as a means of encouraging others to follow.

Good behaviour is consistently praised and rewarded. Rewards include:

- '*Best Seat in The House*' rewards positive behaviours and attitudes, awarded in each class nominated by both the adults in the classroom and the pupils in the class. '*Best, Best Seat of the week*' is celebrated in whole school celebration providing an example for other pupils to follow
- 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 and a letter is sent home to inform parents. This is repeated for Silver and Gold
- All teachers nominate pupils for our weekly Celebration awards; The Star of the Week, Golden Quill, Maths Award and St Peter's Key Award. Children are praised in front of the school and given a special certificate to take home to share with their family and on the newsletter.
- Teachers and teaching assistants reward good choices in the classroom with specific praise and recognition.
- During PSHE, Philosophy 4 Children sessions in 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 adults 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 adults reward positive behaviour. These visible signs of approval by lunchtime staff promote good behaviour patterns.
- The Headteacher awards 'Headteacher Awards' to pupils who have demonstrated excellent values, effort or academic progress.

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.

### **Attitudes to learning:**

As a school, 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

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

### **Unacceptable Behaviour – Classroom**

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:

- Express displeasure and discuss the incident with the child to explore 'better' choices and reflect on the impact of their behaviour;
- If behaviour is disrupting learning, then a warning is given. If the behaviour persists then a second warning is given on the Classroom Warning Sheet.
- If the wrong choice is made again then a pupil will be moved in the classroom to sit away from their peers to continue working until the end of the session.
- If the pupil still continues to make the wrong choices then a 'time out' in a partner classroom is given until the end of the session, in which pupils complete appropriate work. SLT must be made aware of this.
- If the behaviour is deemed sufficiently serious then the pupil will be spoken to by the Headteacher, Assistant Headteacher or senior member of staff in school. Parents/carers will be informed if a pupil is given a 'time out' of their classroom. This may be verbally or by written letter.
- Any warnings or 'time out' are recorded in the classroom file and monitored by SLT half termly, However, the class teacher may speak to a member of SLT at any time regarding behaviour .
- All warnings/time outs are 'left behind' in the previous session and each new lesson begins with a fresh start.
- If any behaviour is deemed serious enough, eg fighting or swearing then steps on this behaviour path may be missed out and the pupil immediately removed from the classroom or spoken to by the Assistant Headteacher or Headteacher.
- An IEP (Individual Education Plan) will be used to support pupils' behaviour where it is deemed necessary or appropriate.

If learning is continually and persistently disrupted over a significant period of time then a pupil may be temporarily removed from their own classroom and work in isolation in another classroom or in another area of school, supervised by a member of staff. This must be logged on CPOMS under Behaviour. Parents/carers would be informed if this was deemed a necessary measure.

The class teacher is the first point of contact for all parents and carers to discuss any issues related to behaviour. The Assistant Headteacher 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. This conversation must be logged on CPOMS under 'contact with parent' and 'behaviour'. All SLT must be tagged into the CPOMS. The Headteacher will be notified of any persistent, serious misbehaviour and will deal with any serious incidents

### **Unacceptable behaviour – break and lunchtime**

Lunchtime adults complete the Break Behaviour Sheet as well as reporting verbally to the class teacher any unacceptable behaviour at the end of the lunchtime/break period. For any serious incident, such as fighting or the use of bad language etc. a teacher will be notified immediately. Teachers work closely in conjunction with the lunchtime team to ensure behaviour in our schools is outstanding.

Any consequences for misbehaviour at lunch time or breaktime 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. Pupils are also encouraged to make amends through a restorative justice approach of seeking to put things right. The affected pupils are encouraged to forgive, in line with our school values and move forward with no feelings carried over.

Parents will be notified when there have been incidents of extreme behaviour, usually involving aggression, violence or total lack of cooperation. The contact with parents is recorded on CPOMS. 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 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 displaying the behaviour, the welfare of staff, and preventing damage to property. The 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 or 'suffering from negative childhood experiences' 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 uninterrupted.

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

All incidents of a racist nature are to be reported to the Headteacher immediately. In the absence of the Headteacher, they must be reported to the Assistant Headteacher. 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.

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

All incidents of a homophobic nature are to be reported to the Headteacher immediately. In the absence of the Headteacher, they must be reported to the Assistant Headteacher. 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.



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

**Northern Lights Learning Trust has zero tolerance with incidents regarded to be 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*'.

This statement is shared with the pupils:

*"A pupil is being bullied, or picked on, when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that. When bullying is identified these things may happen frequently and it may be difficult for the pupil being bullied to defend himself or herself. It is also bullying when a pupil is teased repeatedly in a nasty way. However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying." (Sheffield Project)*

### **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 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).

Sometimes bullying may occur when there is discrimination. This will not be tolerated by anyone within the school and anyone who is connected to it.

## **Preventative Steps To Minimise Bullying**

School has a Restorative Practice approach to all incidents when managing behaviour.. This is to further support the identification of bullying and encourage pupils to take greater responsibility for their actions by understanding the impact of their behaviour on other pupils. This will increase pupil voice.

### **We aim to prevent bullying behaviour by:**

- Promoting a Christian ethos where the act of bullying is seen as totally unacceptable behaviour;
- Imparting respect for one another in all our relationships and understanding how the other party feels;
- 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 curriculum, (eg PSHE, RE, E Safety, Class Novels)
- 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
- Class rules devised annually in September giving clear codes of behaviour for all children – regularly addressed throughout the year
- Regular opportunities for school council to discuss with the Local Governing Body and feed back to children re: bullying in school
- development of outdoor provision to ensure children are active
- 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.
- Worship themes and Right Respecting Schools
- External agency visits (Harbour, NSCC Show Racism the Red Card , Anne Frank Ambassadors)
- Clear representation around school of Rights, Rules, Rewards, Consequences, - negotiated by children and staff

#### **Ensure staff are informed through:**

- Provide Professional Development for all staff e.g. , Restorative Justice, PACE
- Ensure communication channels are open re. pupils, all staff
- Ensure all staff are aware of any particular situations to be monitored
- Review &/or revise break/lunch time arrangements re. supervision as necessary

#### **Ensure communication with families through:**

- Providing opportunity for parents/carers to share any concerns with school staff. Several staff meet and greet parents daily and parents are invited to comment on bullying in the school and give views – annually through questionnaire
- Any parent commenting on bullying through the questionnaire will be contacted by the Headteacher for further discussion if the questionnaire is not anonymous
- Annual Home School Agreement – signed contract between pupils, parents/carers and school clearly identifying expected conduct opportunities for parents to attend workshops sessions on cyber bullying

#### **When dealing with incidents of bullying :**

- The member of staff who is first approached &/or observe an incident must deal with the situation immediately & seeks advice from other staff (class teacher, Assistant Head, Headteacher) if required
- Health and Safety of pupils and staff is immediate priority when first dealing with incidents
- Incidents are to be treated fairly with an open mind during initial discussion
- All incidents to be reported - as above, at end of break/lunch time &/or close of day recorded on CPOMS and Designated Safeguarding Lead, Assistant Headteacher and Headteacher informed

The following information must be recorded:

- child/children bullied
- child/children who are bullying
- nature of incident ie. verbal, physical
- brief outline of incident
- action taken
- if parents informed\*

N.B. *Individual records should be based upon fact and not speculation.  
Please make sure details are placed on both children's files.*

\* The decision to inform parents/carers should be taken after discussion with Headteacher and/or Assistant Headteacher, as appropriate.

### **Consequences for 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;
- When dealing with an incident the consequence for the perpetrator should be clear alongside a detailed discussion of the consequence of their actions,. It should reflect the severity of the incident. A consequence(s) for the perpetrator is at the discretion of the school and may include, eg first verbal warning, second verbal warning, missed supervised playtimes, withdrawal of privileges, clubs ,and school representation, behaviour meeting with Assistant headteacher, behaviour with headteacher, meeting and review meeting with parent, restorative conference with all parties and parents.
- The victim's parents are not involved in the consequence decisions making process.
- 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.

### **Monitoring and Evaluating Impact**

The impact of our Behaviour 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;
- Half termly review Records of classroom and breaktime warnings by Assistant Headteacher
- The number of recorded incidents of behaviour/bullying,
- The number of recorded incidents of a racist and or homophobic nature
- Termly review of the number of incidents recorded, to evaluate effectiveness of policy

- Information collected from the monitoring process and from any feedback about the policy should be used to review and update the school's anti-bullying approach.
- Annual review of parent and pupil questionnaires using information provided to evaluate future developments
- Self Evaluation Form update reflecting views of parents, staff and pupils with evidence provided

## **In conclusion**

In managing behaviour, the school will apply a range of strategies at the discretion of school staff. It is important that the schools encourage forgiveness and 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.