 St Peter’s Church of England (Aided) Primary School

**Behaviour Management Policy**

Reviewed – September 2021

# Introduction

Successful schools are orderly communities where there is a shared understanding of values, and a strong commitment to work together to achieve common aims. Good behaviour and discipline is essential if our school is to provide a high quality education for all pupils.

This policy document follows from consultation with pupils, staff, parents and Governors. We very much value this partnership, and believe that any initiatives relating to behaviour and discipline cannot be fully effective without the co-operation of everyone within the school community.

1. **Aims and Values upon which our Policy is based**

## The School Vision Statement:

## *St Peter’s is a caring Christian community, where we love, learn and aim for excellence.*

**2.1 The School Vision:**

We are St Peter’s, a Christian village school rooted in our community.

We strive to create an inclusive, caring environment where our learners grow to enjoy life in all its fullness.

Just as St Peter himself was entrusted to be the rock on which Jesus founded his church, we develop firm foundations for life within our pupils based on Jesus’ teachings.

We have three key aims:

- To LOVE one another in the way God loves us.

- To inspire children to love to LEARN; and equip them with the skills and attitudes to do so all their lives.

- To AIM HIGH so every child can achieve their full potential.

Our pupils are nurtured to develop their self-confidence, spirituality, personal well-being, respect for others and their own unique talents in a broad curriculum.

When our pupils move on to the next stage of their education, our aspiration is that we have developed ‘Life-Long Learners’ who have a strong appreciation of their role in; and responsibilities towards; the local community, our country and the changing world.

* 1. **Principles**
* A positive reinforcement of good behaviour.
* Everyone is entitled to respect.
* Everyone should be treated fairly and consistently.
* Everyone has a responsibility to themselves and others.
* Teachers have a right to teach and pupils a right to learn as effectively as possible.
* Effective discipline is a shared undertaking between the school, the pupil, and those with parental responsibility.
* **The Christian value of Forgiveness underpins our Behaviour Management Policy. Pupils are given the chance to reflect on what consequences resulted from their actions and are given acknowledgement when they show that they are truly sorry for what they have done.**

1. **Roles and Responsibilities:**

All members of the school community are responsible for ensuring that good behaviour and discipline are maintained within the school. Some of the responsibilities of the school, governors, pupils and parents are outlined in the Home School Agreement.

**3.1 Staff**

The staff have a responsibility to adopt a pastoral system which promotes good behaviour, allows children to take responsibility for their behaviour and rewards appropriate behaviour in school. They have the responsibility to respond to unacceptable behaviour and follow the school’s systems and strategies for tackling this.

**3.2 Governors**

Governors are responsible for ensuring that the school maintains and updates a behaviour policy that supports the ethos of the school.

**3.3 Children**

Children are responsible for their own actions, following school rules and expectations of behaviour and agreeing class rules.

**3.4 Parents**

Parents also have a responsibility to encourage good behaviour, support the school’s behaviour policy and to cooperate with the school in solving any problems. We encourage parents to come and talk to staff if they have any issues or concerns with any behaviour, or how it has been dealt with. School Council gives the children opportunities to discuss behaviour and voice concerns.

The school can also seek support and guidance from the Local Authority through staff from the Pupil Entitlement Team, the Educational Psychology Service, the Educational Welfare Service and the Diocese.

1. **School Rules and Routines**

We believe that the recognition of good behaviour contributes to a positive ethos and pride in our school. It enhances a child’s sense of worth and self esteem, reinforces values, and encourages other children to follow their example.

We aim to do this through:

* Expecting children to show respect for people and property in school (e.g. walking sensibly, opening doors for others, putting equipment away carefully) and when outside school on visits and activities.
* Encouraging children to take responsibility for their own **‘behaviour for learning’** i.e. Agreeing class rules each year.
* Comments made to the child which acknowledge that their behaviour has been noted and valued.
* Public recognition through the use of a variety of reward systems, see below:
  1. **Rewards**
* Commendation for ‘The Hall of Fame’ awarded in whole school assembly and displayed in school foyer.
* Headteacher’s Award – children show exceptional efforts to the Head who awards a special sticker / certificate.
* Stickers – a variety of stickers are used.
* Christian Values Stickers – for children showing perseverance, cooperation, wisdom, courage and the ability to make peace.
* DoJos – these are gathered for the demonstration of Christian values and hard work.

# 4.2 Consequences

There will be occasions when a child’s behaviour is inappropriate. In these situations we will aim to follow a procedure which everyone is aware of:

1. Minor problems will be dealt with in class through positive reinforcement.
2. There is common use of the **Consequence Ladder** below, although this may be displayed differently to the youngest children;

* first request
* final warning
* miss play
* work out of their own class for a period
* asked to see Mr Kolter (KS2) or Miss Herbert (KS1)
* internal exclusion (work outside Mr Kolter’s office)
* placed on Headteacher’s Report - parents are contacted to discuss behaviour
* a behaviour plan is set up with parental involvement where possible
* excluded from school for a period

**Depending on individual circumstances and the severity of the behaviour it may be necessary to skip out stages of the consequence ladder.**

3. Other points

**a. When a teacher or teaching assistant deems it a valuable exercise, the child (with adult support if necessary) will complete ‘A Think Sheet’ in which the child reflects on:**

* + - what I did
    - why it was wrong
    - why I did it
    - what I think I should do to sort things out

(these are kept by the classteacher, and can be referred to in the future if a similar incident occurs again)

**These link with our Christian Values of Courage, Wisdom & Respect.**

**b. All major behaviour incidents must be logged on the CPOMS computer system.**

(Definition of major = incidents that are severe enough to warrant informing parents and the Headteacher of:

e.g. repeated use of bad language; repeated rudeness and answering back; verbal, racist, homophobic abuse; physical assault, bullying.

**c. Minor behaviour incidents, which are serious enough for duty staff to feel they need to inform a teacher of, are also logged on CPOMS.**

4. There may be occasions when we might use one of the following strategies:

* Circle time to discuss relevant issues.
* Discussing inappropriate behaviour with a child, and explaining the consequences of the action – see ‘Think Sheet’ above.
* Moving position within the class.
* Withdrawal of privileges or removal from an activity.
* Completing missed work in their own time.
* Withdrawal from the class for a short period.
* Working individually under the supervision of another member of staff.
* Enlisting the help of senior staff.
* Giving children time and space to work through a problem together.

1. At times a behaviour plan may be put in place for a child who displays challenging behaviour over a period of time. The plan will be discussed and reviewed by the school, pupil, parents and outside agencies, if appropriate. An Action Plan will be drawn up and signed by the Head Teacher, pupil(s); and parents/guardians. Details of subsequent monitoring of behaviour will also be recorded.

# 4.3 Breaktime and Lunchtime Supervision

The less structured environment at break or lunchtime causes difficulties for some children at times. We expect children to play sensibly, to respect others, and to use appropriate language. Three members of staff are normally on duty at breaktime. At lunchtime, the Midday Meals Supervisors (MDMSs) have responsibility for ensuring that children come to lunch in an orderly way, and for supervising them on the playground or field. We expect children to treat them with respect, and to comply with their instructions and requests. Any behavioural or disciplinary problems that cannot be dealt with will be referred to the classteacher or Headteacher.

The children are expected to follow a few simple lunchtime rules:

* + Stop and listen when the whistle is blown.
  + Do exactly what staff ask at all times.
  + Show respect to other people and equipment on the playground.
  + Stay within the playground or field boundaries at all times.
  + Ask permission before going into the building during a playtime.

# 4.4 Exclusion

We aim to involve parents at an early stage with any concerns we might have about a pupil’s behaviour in school, and to work with them in trying to resolve the difficulty. However, it may be appropriate to exclude a child from school, either on a temporary or permanent basis for a serious breach of discipline.

A child may be excluded when there has been:

* A physical assault on a pupil or adult.
* Persistent or severe verbal abuse of pupils or adults.
* A breakdown in discipline which is jeopardising the education of other pupils.

**The DfE provides statutory guidance (2012) on exclusion.** The guidance relates to:

* The Education Act 2002, as amended by the Education Act 2011.
* The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
* The Education and Inspections Act 2006.
* The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

Where a child has been excluded for a fixed term, the pupil and parents will be asked to meet the headteacher before reinstatement to discuss future conduct. The Headteacher will inform the governors and the LA.

# 4.5 Links to RSHE and other policies

**The RSHE Policy and Scheme of Work** - gives the children opportunities to learn about many aspects of behaviour. The curriculum covers friendship, social skills, bullying, rules and laws, making choices, cooperation skills, assertiveness and how to resolve difficulties. Materials in school including the WSCC E4S, the SEAL (Social and Emotional Aspects of Learning) resources of the Primary Strategy, and KAPOW Primary Curriculum support RSHE learning.

**The Anti-Bullying Policy –** is very much interlinked with this policy. Staff are encouraged to look out for signs of the following types of bullying:

**Types of Bullying**

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual bullying’, which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

COVID Related Bullying

Staff at St Peter’s are being particularly vigilant about comments relating to the current pandemic that are targeted at pupils due to their race, or the fact that they may have self-isolated. It is possible that a bullying may be enacted upon such pupils due to a lack of understanding by the perpetrators about how the virus began or why we need to self isolate.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

• Looked After Children • Gypsy, Roma and Traveller children • Children with Special Educational Needs or Disabilities (SEND) • Children from ethnic minorities • Children entitled to Free School Meals • Children for whom English is an Additional Language • Children who are perceived to be gay, lesbian or bisexual

For more information see our Anti-Bullying Policy.

**St Peter’s CE Primary School treats the prevention of bullying with the highest of priority. In line with Keeping Children Safe in Education 2021 we take a zero-tolerance approach to cyberbullying, any kind of prejudice based bullying and any kind of peer on peer abuse.**

**4.6 Searching and Screening**

St Peter’s School follows the guidelines in the DfE publication ‘Searching, Screening and Confiscation. Advice for Headteachers and School Staff’ (February 2014). The key points are summarised as:

1. Searching

* School staff can search a pupil for any item if the pupil agrees. (The ability to give consent may be influenced by the child’s age or other factors).
* Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
  + knives or weapons
  + alcohol
  + illegal drugs
  + stolen items
  + tobacco and cigarette papers
  + fireworks
  + pornographic images
  + any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
  + to cause personal injury to, or damage to the property of, any person (including the pupil)
* Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

1. Confiscation

* School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

1. Schools’ obligations under the European Convention on Human Rights (ECHR)

* Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.
* The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

**4.7 Use of Reasonable Force / Physical Restraint**

St Peter’s Schoolfollows the guidelines in the DfE publication ‘Use of Reasonable Force. Advice for Headteachers, Staff and Governors’ (July 2013). The term ‘Reasonable Force’ is commonly defined by the police service as the ‘minimum force required to achieve a lawful aim’. The key points are summarised as:

1. Key points

* School staff have a power to use the minimum force required and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
* Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
* Senior school leaders should support their staff when they use this power.

1. What is reasonable force?
2. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
3. The term refers to the minimum force required to achieve a lawful aim.
4. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
5. ‘Reasonable in the circumstances’ means using no more force than is needed.
6. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
7. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
8. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
9. To minimise the need to use force the school will:

* Create a calm environment that minimises the risk of incidents that might require the use of force arising.
* Use PSHCE lessons and SEAL approaches to teach pupils how to manage conflict and strong feelings.
* De-escalate incidents if they do arise.
* Only use physical force when the risks of doing so outweigh the risks of not using force.
* Use risk assessments and positive handling plans for individual pupils as necessary.
* Take into account SEN and/or disability that a pupil may have.

1. The Law

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to:

* Commit any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
* Cause personal injury to, or damage to the property of, any person (including him/herself)
* Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

1. Authorisation of staff:

All permanent staff who supervise children have the statutory power to use physical intervention if necessary. (Section 95 of the Education and Inspections Act 2006)

Intervention will be reasonable and proportionate to the situation.

Physical force will never be used as a punishment.

Authorised staff will use the Team-Teach (positive handling) approach to intervention.

Staff will be kept informed about and advised on how to deal with pupils who present particular risks to themselves, others and the environment.

Physical intervention will be used when:

* The potential consequences of not intervening were sufficiently serious to justify using force.
* The chances of achieving the desired result but other means were low.
* The risk associated with not using force outweighed the risk of using force.

1. Using physical intervention:

Pupils will be made aware that force should only be used after a clear oral warning.

Staff will be trained in the types of physical intervention that can be safely used.

Staff should only, as far as possible, use physical intervention when another responsible adult is present to support.

Staff should call for assistance or use the school red alert cards if necessary.

1. Staff training:

Staff will be trained according to Team -Teach principles.

1. Recording and reporting incidents:

Incidents will be recorded using the school incident log.

Incidents using physical intervention will be reported to parents.

Governors will be regularly updated about the use of physical intervention in school.

Incidents may be reported to the police, Children's Safeguarding Board or Health and Safety Executive if necessary by the headteacher or a member of the SMT

1. Post incident support and review:

Support will be given to staff and pupils after an incident using physical intervention.

Incidents will be reviewed and points noted for future information.

1. Complaints and allegations:

Any complaints or allegations following an incident will be dealt with using the school's complaints procedure.

When determining how a member of staff should be supported following a complaint or allegation Governors and Senior Leaders should refer to:

*‘Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools’ DfE April 2013.*

**4.8** **Pupils’ conduct outside the school gates – teachers’ powers**

What the law allows:

* Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”
* Teachers may discipline pupils for misbehaviour when the pupil is:
* taking part in any school-organised or school-related activity or
* travelling to or from school or
* wearing school uniform or
* in some other way identifiable as a pupil at the school.
* Teachers may discipline pupils for misbehaviour at any time, whether or not the conditions above apply, that:
* could have repercussions for the orderly running of the school or
* poses a threat to another pupil or member of the public or
* could adversely affect the reputation of the school.
* In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

1. **Further Guidance**

**For further guidance on Behaviour please refer to the DfE publication:**

*‘Behaviour and discipline in schools - Advice for headteachers and school staff’ February 2014*

**St. Peter’s – Policy Summary**

Policy Title: Behaviour Management Policy

Scope: Pupils

Links: Anti-Bullying Policy, Inclusion Policy, Home-School Agreement, Health & Safety Policy, Physical Restraint Policy, Complaints Policy

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