



## 1. 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 an effective, shared, respectful process for managing behaviour; is essential if our school is to provide a high quality education for all pupils.

## 2. Aims of this Policy

- At St Peter's we aim to manage behaviour well so we can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive.
- Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.
- We aim to uphold an environment where pupils and staff flourish in safety and dignity. It is particularly this culture permeates through every aspect of school life. Staff should make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly. This policy outlines how we do that.

## 3. 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 high.***

### 3.1 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.

### 3.2 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.**

### 4. 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.

#### 4.1 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. Staff sign up to a West Sussex County Code of Conduct.

#### 4.2 Governors

Governors are responsible for ensuring that the school maintains and updates a behaviour policy that supports the ethos of the school. Governors sign up to a West Sussex Code of Conduct.

#### 4.3 Children

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

#### 4.4 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. For further detail on the expectations for parental behaviour, on the school site or in matters connected to the school, please see section 6 of this policy.

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.

## 5. 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.
- Constantly maintaining a narrative with the children about what a 'St Peter's Child' is like which is based upon our key 'Learning Friends' which are the Christian values that help us love, learn and aim high. Namely – RESPECT, COURAGE, PERSEVERANCE, CREATIVITY and REFLECTION.
- Public recognition through the use of a variety of reward systems, see below:

### 5.1 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.

### 5.2 Consequences

There will be occasions when a child's behaviour is inappropriate and doesn't follow the expectations for a 'St Peter's Child'. In these situations we will follow the 'whole school approach' below:

- I. Minor problems will be dealt with in class through positive reinforcement.
- II. There is common use of the **Consequence Ladder**
  1. first a warning
  2. final warning
  3. miss play
  4. work out of their own class for a period
  5. asked to see Mr Cox (Assistant Headteacher)
  6. asked to see Mr Kolter (Headteacher)
  7. internal exclusion (work outside Mr Kolter's office)
  8. parents are contacted to discuss behaviour
  9. a behaviour plan is set up with parental involvement where possible
  10. excluded from school for a period

**Depending on individual circumstances and the severity of the behaviour it may be necessary to adapt the consequence ladder (e.g. a serious incident will enter the ladder at stage 5 or beyond).**

- III. The Consequence Ladder re-sets at the start of each new school day (if there has been a chance for the consequence to take place that day). Over the course of a single school day, pupils remain at the stage they have reached, even if they have done their 'consequence'. This way further poor behaviour in the same day means that they move up to a more serious consequence.

- IV. **PHYSICAL INCIDENTS** – If a child strikes (or attempts to strike) another child (or adult) with anger or intent, the behaviour is viewed seriously and will usually be logged as a MAJOR BEHAVIOUR INCIDENT. It needs to be recorded on CPOMS and the parents of any children involved will be contacted so that they are aware of what has happened.

Incidents are analysed for their severity, and common sense will be applied by staff as to what constitutes a major, physical behaviour incident. Sometimes there may be mitigating circumstances that need to be taken in to account (e.g. the age of the child, the preceding situation, whether the child has SEND, whether there was intent, whether the other child was actually hurt).

Generally, if a physical incident occurs with intent (or a loss of control / anger) it will be viewed as MAJOR and recorded on CPOMS as a 'FIRST STRIKE'. As a general rule (again), our policy is THREE STRIKES result in a more serious consequence. This consequence may be to have a series of alternative playtimes away from other children, or with one / a group of peers only. It may be an internal exclusion where a child works away from their usual group. Or it may be a suspension (fixed term exclusion) for a period of time to be determined by the Senior Leader authorising the suspension\* (\*see Section 6 of this policy).

- V. 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 'Learning Friends' of Courage, Reflection & 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 Senior Leadership Team 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. Especially if staff are building up a picture of a particular child to analyse what may be triggering issues.**

- IV. 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.

- V. 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.

### 5.3 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 senior leadership team.

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.

## 6. Exclusion and Suspension

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 (suspension) or permanent basis for a serious breach of discipline.

A child may be excluded:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

**The DfE provides statutory guidance (2023) on exclusion. 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England' September 2023.** The guidance relates to:

The principal legislation to which this guidance relates is:

- 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 Act 1996; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

Suspensions and exclusions at St Peter's will be dealt with in line with the procedures and processes outlined in 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England' September 2023. Please refer to this document for more information.

## 7. Links to RHE and other policies

**The RHE 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 RHE 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.

#### 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 we take a zero-tolerance approach to cyberbullying, any kind of prejudice based bullying and any kind of peer on peer abuse.**

### **8. Searching and Screening**

St Peter's School follows the guidelines in the DfE publication 'Searching, Screening and Confiscation. Advice for Schools' (July 2022). The key points are summarised as:

#### **A. 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 listed in the DfE publication.
- 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.

#### **B. 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.

#### **C. 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.

### **9. Use of Reasonable Force / Physical Restraint**

St Peter's School follows 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:

**A. 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.

**B. What is reasonable force?**

- a. 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.
- b. The term refers to the minimum force required to achieve a lawful aim.
- c. 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.
- d. 'Reasonable in the circumstances' means using no more force than is needed.
- e. 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.
- f. 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.
- g. 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.

**C. 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 RHE 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.

**D. 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.

**E. 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.

**F. 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.

**G. Staff training:**

Staff will be trained according to Team -Teach principles.

**H. 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

**I. 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.

**J. 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 March 2012.*

**10. 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.

**11. Further Guidance**

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

*'Behaviour and discipline in schools - Advice for headteachers and school staff' September 2022*

## **12. Parental Behaviour Expectations**

### **A. Purpose and scope**

At St Peter's CE Primary Cowfold, we believe it's important to:

- Work in partnership with parents to support their child's learning
- Create a safe, respectful and inclusive environment for pupils, staff and parents
- Model appropriate behaviour for our pupils at all times

To help us do this, we set clear expectations and guidelines on behaviour for all members of our community. This includes staff (through the staff code of conduct) and pupils (through our behaviour policy).

This section of the policy aims to help the school work together with parents by setting guidelines on appropriate behaviour.

We use the term 'parents' to refer to:

- Anyone with parental responsibility for a pupil
- Anyone caring for a child (such as grandparents or child-minders)

### **B. Our expectations of parents and carers**

We expect parents, carers and other visitors to:

- Respect the ethos, vision and values of our school
- Work together with staff in the best interests of our pupils
- Treat all members of the school community with respect – setting a good example with speech and behaviour
- Seek a peaceful solution to all issues
- Correct their own child's behaviour (or those in their care), particularly in public, where it could lead to conflict, aggression or unsafe conduct
- Approach the right member of school staff to help resolve any issues of concern. Not directly approach children, who are not their own (or their parents), either in person or online.
- Be respectful on-line, in social media or messaging platforms, or in written letters or emails

### **C. Behaviour that will not be tolerated**

- Disrupting, or threatening to disrupt, school operations (including events on the school grounds and sports team matches)
- Swearing, or using offensive language
- Displaying a temper, or shouting at members of staff, pupils or other parents
- Threatening another member of the school community
- Sending abusive messages to another member of the school community, including via text, email or social media
- Posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community, on social media platforms
- Use of physical punishment against your child while on school premises
- Any aggressive behaviour (including verbally or in writing) towards another child or adult
- Disciplining another person's child – please bring any behaviour incidents to a member of staff's attention
- Smoking or drinking alcohol on the school premises (unless alcohol has been allowed at a specific event)
- Possessing or taking drugs (including legal highs)
- Bringing dogs onto the school premises (other than working and support dogs)

#### **D. Breaching the code of conduct**

If the school suspects, or becomes aware, that a parent has breached the code of conduct, the school will gather information from those involved and speak to the parent about the incident.

Depending on the nature of the incident, the school may then:

- Send a warning letter to the parent
- Invite the parent in to school to meet with a senior member of staff or the headteacher
- Contact the appropriate authorities (in cases of criminal behaviour)
- Seek advice from the local authority's legal team regarding further action (in cases of conduct that may be libellous or slanderous)
- Consult members of the school's Governing Body
- Ban the parent from the school site

The school will always respond to an incident in a proportional way. The final decision for how to respond to breaches of the code of conduct rests with the headteacher.

The headteacher will consult the chair of governors before banning a parent from the school site.

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#### **St. Peter's – Policy Summary**

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Policy Title:	Behaviour Management Policy		
Scope:	Pupils		
Links:	Anti-Bullying Policy, Inclusion Policy, Home-School Agreement, Health & Safety Policy, Physical Restraint Policy, Complaints Policy		
Published:	Website		
Reviewed by:	FGB	Review Cycle:	Annual
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