



St Peter's Anglican/Methodist V.C Primary School

Behaviour Management Policy

School Address	Bank Road Pilning South Gloucestershire BS35 4JG
School Contact Number	01454 631137

1. Introduction

A high standard of behaviour is expected within the school community so that teachers can teach effectively and children can maximise the learning opportunities provided for them.

Our expectations of behaviour are underpinned by the values of our individual faith. Our children are encouraged to develop a reflective spirituality which will give them the resilience, resourcefulness and empathy to face the challenges of a changing world.

The school values of Trust, Thankfulness, Peace, Friendship, Creativity and Courage are taken from Christian Values for Life and recognising the individual needs for social, moral, spiritual and cultural developments as well as academic. The values permeate throughout the school on a daily basis through discussions and Collective Worship. They inform and are a reference point for everyone whenever any aspect of behaviour is being discussed.

2. Purpose

- To ensure that children have the opportunity to learn without excessive disruption.
- To ensure that teachers can organise learning without teaching time being lost through poor behaviour.
- To provide a safe, calm and secure environment for learning.
- To promote self-discipline, self-control and responsibility.
- To recognise and celebrate good behaviour.

3. Principles

Guidelines:

- The school will operate a behaviour programme which positively reinforces good behaviour whilst marginalising disruptive behaviour. We are currently following the Better Behaviours programme. Please see the Appendix for more details.
- The system aims to produce a positive self-image in the child.
- School rules and values will be clear, positively phrased and discussed regularly via assembly and circle time.
- The system of rewards and sanction will be consistently applied by all staff.
- Parental support will be sought through the Home-school agreement.

Around school:

- Children are expected to walk quietly around the school building.
- Assembly is a time for whole school reflection and children will be expected to enter and leave the hall quietly.
- During PE, noise should be kept to a level where the teacher can give an instruction without raising their voice.
- At the end of break and lunchtimes, children are expected to quietly line up.
- All staff are expected to take responsibility for behaviour around the school and inappropriate behaviour should be consistently challenged.

In class:

- Lessons will begin promptly at the published times.
- Children should move around the class quietly and sensibly.
- The children must be taught to listen attentively. We will use the 'Give me 5' prompts and the expectation of our Conversation Contracts when speaking with adults and each other.
- The children should stop and listen immediately when asked to do so.
- Children will be told the level of volume expected during a lesson e.g. silence, quiet discussion etc.

4. Detail of the policy

Rewards:

Rewarding positive behaviour both improves a child's self-image and demonstrates to all that this behaviour is valued by the school community.

Individual – to celebrate individual effort & success:

1. Star of the Week – awarded for outstanding effort either in learning or attitude and recognised during Friday's Celebration Assemblies

2. Above and Beyond cards as awarded for those pupils who are going 'above and beyond' the general expectations for behaviour throughout the school. These are awarded as and when the behaviours are seen and displayed in the corridor.

House – to reward team behaviour:

House point given as spot reward, including lunchtime/ playtime behaviour. Winning houses are awarded a non-school uniform day at the end of each term as a reward.

Sanctions:

1.Reminder

Reminder of three simple rules (ready, respectful, safe) or the three-step routine delivered privately wherever possible.

2.Caution

A clear, verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase 'Think carefully about your next step'.

3.Last chance

Speak to the student privately giving them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Staff will then use the scripted intervention language.

4.Time out

Time out might be a short time outside the room, on the thinking spot or at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.

5.Repair

This might be a quick chat at break time or a more formal meeting.

Lunchtime/ Playtime Sanctions:

First: child reminded of the school's Golden Rules if the child looks like they may break it.

1. Verbal warning '*I am giving you a verbal warning because...*'
2. Time out to calm down – 5 minutes on a bench to calm down and reminder of rule broken.
3. Sent in for remainder of lunchtime – HT discusses behaviour with child and notes in behaviour log.

Severe Behaviour Clause:

If a child engages in any of the following severe behaviours, the above stages will be by-passed and the child will be sent straight to the head teacher:

- Racial abuse
- Verbal abuse or swearing
- Bullying (as defined in Anti-bullying policy)
- Extreme behaviour e.g. violence, running away, vandalism, deliberately dangerous activity.

- Persistent disobedience or destructive behaviour.
- Deliberately bringing items which could endanger others onto the school campus.

Incidents of the above behaviour, although rare, must be dealt with firmly and immediately. The child concerned must be sent to the Executive Headteacher/Head of School, (or in their absence the next most senior member of staff) and a clear account of what has occurred given. The Executive Headteacher/Head of School will investigate whether or not the offence is deemed to warrant the following steps:

- The Executive Headteacher/Head of School will investigate by talking to all those involved in the incident including the victim(s), possible perpetrator(s) and observers
- The Executive Headteacher/Head of School informs the parents/carers of the victim(s) and perpetrator(s). This will usually be done by telephone and recorded on CPOMS.
- Parents are invited to discuss the incident with the Executive Headteacher/Head of School and/or class teacher.
- They will be informed that any repetition of the offence will result in the child having an Individual Behaviour Plan.
- Child's needs will be discussed with SENCO and parents will be offered support and the beginning referral of an EHAP considered.
- If the behaviours demonstrated continue to jeopardise the educational/ social outcomes for the child/ their peers, the child will be issued with an Individual Behaviour Plan (IBP). This will be written in consultation with the class teacher, parent, child and Inclusion Co-ordinator. Parent will be given a copy of this policy and the action plan.
- If not completed already, parents will be asked to complete an EHAP with the SENCO or to explore the issues and plan interventions.
- If the child's behaviour results in a single serious incident, the child will be suspended from school for between 1-15 days (usually no more than 5 days), in accordance with LA and DFE regulations. The Chair of Governors will be informed. All Governors will be informed at the next available Governors meeting. Parents will be informed of the suspension using a variation of the standard DFE letter. On returning from fixed-term suspension, the child and their parents will attend a reintegration interview with the Executive Headteacher/Head of School to establish actions to avoid a recurrence. However, the Executive Headteacher/Head of School may choose to use 'internal suspension' (child attends school but is separated from other children) for between 1-5 days, where the behaviour is deemed to relate to persistent, lower level disobedience.
- For those pupils who have Special Educational needs and/or disabilities consideration will be given if a referral to the Educational Psychologist or Behaviour Support Team is the next course of action to support the pupil and staff.
- If there is a risk of immanent escalation which could lead to further exclusions, a 'Team around the child' (TAC) meeting will be arranged where all relevant agencies will be invited to share information and discuss possible strategies to improve outcomes. The Executive Headteacher/Head of School will also contact the Education Inclusion Officers, who support the pupil and school if there is a risk of permanent exclusion.
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- Where the child's behaviour is presenting serious challenges to their own safety or educational development, that of their peers or the health and safety of school staff; at this point the child is at imminent risk of permanent exclusion.

- The Pupil will receive a further fixed term suspension of between 1-15 days.
- The school will provide learning for the pupil to be completed at home.
- Any exclusion longer than 5 days will involve the school organising alternative provision either within another local school or via a recognised private provider.
- Upon return, the child, parent and Executive Headteacher/Head of School will meet to agree a behaviour contract aimed at identifying the critical behaviours being demonstrated and strategies for avoiding them.
- Parents will be informed, in writing, that a further serious incident could lead to Permanent Exclusion.

Subsequent offences, which are not resolved by the actions taken above and which clearly put staff and/or children at risk of constant mental or physical harm, or the buildings and equipment of destruction or damage can result in only one outcome: permanent exclusion. This is to be considered as a very last resort, and it may be that further short-term exclusions are first appropriate.

- a) The LA will first be contacted by the Executive Headteacher/Head of School and the case discussed prior to the final decision being made.
- b) Parents will be contacted by phone and then the Executive Headteacher/Head of School decision to exclude will be confirmed in writing within 1 working day. This letter will explain the appeals procedures.
- c) The Chair of Governors will be contacted and asked to inform the Exclusions Committee, ensuring that no prejudicial information is given.

The formal Permanent Exclusion procedure will then begin as described in S Glos. LA 'Guidance on Permanent Exclusion'.

5. Policy Agreed:

At the meeting of the Quality of Education Committee on 13 February 2025
Next review will be February 2026

Better Behaviours at St Peters

'The foundation of every school must be great behaviour'

Our 3 rules	<ul style="list-style-type: none"> • Ready • Respectful • Safe
Visual consistencies	<ul style="list-style-type: none"> • Hands up • Fantastic walking • Staying in seat • Recognition Boards
Visible Kindness Deliberate Botherdness	<ul style="list-style-type: none"> • Building Relationships • Spending Time • Above and Beyond cards
Initial Response	<ul style="list-style-type: none"> • This is how we do things here • Quiet word • Avoid emotionally led response • How we behave is more important than how a child behaves • Save emotional response for above and beyond
Positive Routines	<ul style="list-style-type: none"> • Implement immediately • Tidy pencil cases • Sharing of timetable • Class silent ready for instruction • Success Criteria • Ask children to remind you of the routine
Sanctions Time needs to be given, walk away.	<p><u>1.Reminder</u> Reminder of three simple rules (ready, respectful, safe) or the three-step routine delivered privately wherever possible.</p> <p><u>2.Caution</u> A clear, verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase 'Think carefully about your next step'.</p> <p><u>3.Last chance</u> Speak to the student privately giving them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. 30 second scripted intervention.</p> <p><u>4.Time out</u> Time out might be a short time outside the room, on the thinking spot or at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.</p> <p><u>5.Repair</u> This might be a quick chat at break time or a more formal meeting.</p>