



St Peter's C of E Primary School

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Behaviour Support Policy

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Our Mission in the Community

Our values are informed by the values central to Christianity. We are ambitious- we want each member of the school to discover and realize their true potential in a Christian environment.

Aims:-We want to be:-

- A school which challenges, excites and inspires
- A community to which children, parents, staff and governors feel they belong.
- A school which builds confidence, commitment and respect for each other
- A school which worships prays and celebrates the love of God wherever it is found.
- A school which has a culturally diverse community

The purpose of our Behaviour Support Policy.

This policy will clarify what we mean by good behaviour and unacceptable behaviour and explain how these are rewarded or sanctioned. It will make clear the roles and responsibilities of the adults within school, the children and parents in ensuring that the aims of the policy are achieved.

Our School Values

The rights and responsibilities of members of the school community are based on the School's Christian values which are celebrated in turn on a half termly basis. Our school values underpin all that we do to support behaviour as well as educate the whole child.

- Respect
- Peace
- Joy
- Love
- Trust
- Hope

Children's rights

- To be treated with respect regardless of their ethnic or religious background, gender and abilities
- To receive an excellent education
- To feel safe and secure – physically and emotionally
- To feel that their concerns will be heard and addressed, and to receive support and care from the staff

Children's responsibilities

- To treat everyone with respect regardless of their ethnic or religious background, gender and abilities
- To behave in a responsible and sensible manner, aware of their role of maintaining the safety of everyone at school and an orderly and pleasant school environment
- To cooperate with others in addressing difficulties and resolving incidents and problems
- To work hard and to the best of their ability, taking responsibility for their possessions and punctuality

Rights of the adults working in the school

- To be safe from verbal and physical abuse
- To be treated fairly and with respect by children and adults
- To have their authority recognized and to receive support from other adults in the school in resolving challenging situations
- To be informed about procedures and policies and to receive training, advice and support to enable them to carry out their duties

Responsibilities of adults working in the school

- To treat everyone fairly and with respect regardless of their ethnic background, gender and abilities
- To ensure that pupils are physically and emotionally safe and to help them achieve their maximum potential
- To uphold the school procedures, policies and rules and to be consistent in their approach to behaviour
- To be positive and fair, rewarding pupils for their efforts and achievement and taking seriously the concerns of children and parents
- To communicate clearly to children, parents or carers and other members of staff
- To be a good role model

Rights of parents/carers when helping their child to maintain good behaviour at school

- To be assured that they and their child will be treated fairly and with respect regardless of their ethnic background, gender and abilities
- To be assured that their child is receiving an education that is appropriate to their needs and to a high standard
- To know that their child will be in an environment which is secure and nurturing, stable and consistent and not dominated by the bad behaviour of other children
- To receive regular communication about the child's behaviour whether good or bad, their academic progress and any special needs in learning or behaviour that the child has.

Responsibilities of parents/carers in helping their child maintain good behaviour at school

- To teach children from an early age:-

To respect adults and other children regardless of ethnic background, gender and abilities

To be responsible for their own actions

Good manners and how to share

How to resolve conflict and deal with bullying

- To support school adults by:-

Discussing serious events or patterns of poor behaviour with staff and with their child

Cooperating with assessment/special help if the school feels it is required to modify behaviour

- To inform teachers of any circumstances at home which may affect the child's behaviour
- To make sure children arrive at school and are collected on time, in correct uniform and are ready to learn.
- To encourage learning at home e.g. daily reading, spellings, times tables etc.
- To behave in a correct manner on or about the school premises – to be a good role model

Our School Rules

Our rules are based on our core values which underpin the rights and responsibilities of people in our school community. So that it is easy for everyone to remember it is written as two basic rules.

1. At St Peter's we live out respect

Examples of this rule may be:

Respect ourselves
Respect each other and adults
Listen when others are speaking
Be kind to each other
Speak politely
Do what adults ask straight away
Tell an adult if you have a problem and trust them to sort it out
Respect school property and each other's property
Ask a teacher's permission before leaving the room

2. At St Peter's we always do our best

Examples of this rule may be:

We do our best in our learning
Complete work on time, including homework
Try to present work neatly and to a high standard
Behave well in school and in public
Wear correct school uniform
Keep your classroom and school tidy
Arriving to school on time

These rules are displayed in every classroom and around the school on coloured cards. Pupils and staff are reminded of them regularly.

Encouraging Good Behaviour

Pupils are encouraged:

- To understand that their actions have a logical effect on the world
- To be aware of personal choices and to take responsibility for their actions
- To try and maintain positive working relationships

- **Adults help pupils behave well by:**
- Communicating to pupils that they are valued, whatever their background or abilities
- Making expectations of behaviour clear and creating a safe and predictable environment
- Using effective and stimulating teaching methods and having high expectations of pupils' learning
- Teaching the social skills required to participate in school life
- Teaching strategies for resolving conflicts
- Developing a positive respectful ethos through Circle Time, class discussion and assemblies/Worship Time/Mass
- Acknowledging and rewarding good behaviour and effort
- Minimising attention given to bad behaviour
- Being good role models

School adults use a variety of strategies to encourage pupils to behave well:-

- Positive looks, smiles, nods
- Positive comments
- Well done stickers

- Praise in front of the class
- Circle Time
- Messages home to parents/carers
- Referral to an other teacher/adult for praise
- Star charts/reward systems
- Privileges e.g. lining up first etc.
- House Points
- Referral for Head teacher's weekly praise assembly and sticker
- Lunchtime stickers, including stickers for eating a healthy diet

In addition there are more formalised arrangements for reward:

- Weekly praise assembly and sticker from Head teacher
- Excellent punctuality and attendance certificates each term
- Excellent work certificates for Maths, Writing, Reading once a term

House Points

In each class throughout the school the children have been split into four "houses" named St Christopher, St Bernadette, St Mary Magdalene and St Augustine of Hippo. The children earn house points during the week. These can be awarded by any adult and are added to a list held in each classroom. Each week the winning "house" is announced during Praise Assembly. At the end of each half term the "house" with the most points accrued during the half term can wear their "house colours" on the last day of term.

Unacceptable Behaviour Behaviour is considered unacceptable if it contravenes the school rules. There are three levels of unacceptable behaviour. (See Appendix 1)

Discouraging Unacceptable Behaviour

Incident books are held in every class. There is also a lunch time Incident Book and a Head teacher's Incident Book. If an incident is recorded at lunch time the MMS will inform the class teacher or the Head teacher/ Deputy if behaviour is deemed to be Level 2 or above. For persistent or more serious behaviour, pupils are issued with a behaviour slip which is kept in the class behaviour folder. Yellow slips are issued by staff, white slips are issued by Mid-day meal supervisors and blue slips are issued by SLT for serious or frequent offences. (See Appendix 1)

Behaviour on school Journeys

If a pupil's behaviour is unacceptable during school journey the parents will be notified on return. If a child's actions are considered to be endangering others, it may be necessary for the parents to be called to take the child home. Sometimes a decision is taken not to take a pupil on school journey due to safety risks. This decision is discussed with the child's parent/carer.

Pupils with Special Needs

Just as in English or Maths, there are pupils who are unable to progress at the expected rate; there are sometimes pupils for whom conforming to the whole school policy on behaviour difficult. These pupils are identified as having Special Educational Needs at one of the levels of the Code of Practice (2014) either SEN Support or Educational Health Care Plan. Behaviour targets may be drawn up in line with the needs of the individual child. The school adopts the L.A. triggers for establishing pupils' SEN stage. Referrals may be made our in house psychotherapists, or Southwark Behavioural Support Service. Parents/carers are consulted at every stage and pupils' progress is regularly reviewed.

Pastoral Support Plan

Pastoral Support Plans are drawn up for pupils who are considered to be at risk of permanent exclusion. The school, the parent or carer, any agencies involved and members of the child's home

community meet to plan and put in place extra support for the child to minimise the likelihood of the child's permanent exclusion.

P4C

P4C is held in each class at least once a week. During that time the children take part in activities which help them to participate fully in the school community, learning to be an effective citizen. The Social Emotional Aspects of Learning is incorporated into the curriculum and is usually delivered through P4C. This incorporates opportunities to

- Learn about personal , social and health issues, citizenship
- Share opinions with each other
- Strengthen relationships
- Learn to co-operate
- Be assertive and not aggressive
- Learn to be honest

In addition, Circle Time sessions may be held with a class or group in response to a particular need or issue which has arisen within the class. A vital part of circle time is that issues are discussed which are then referred to the School's Council for further discussion and decision making. Some of these issues may be connected to discipline within the school.

School Council

School Council is a democratically elected pupil body which meets every month. It is an effective way of allowing children to have more responsibility for the running of the school, including issues of discipline and behaviour. The aim of the School Council is to help all children:

- Make life fair for everyone
- Be a contributing and effective citizen
- Keep the rules of the school
- Resolve conflicts peacefully, mediate and negotiate
- Respect themselves and others
- Have the opportunity for their voice to be heard

In House Therapist

The school buys in extra counselling support from three qualified/trainee psychotherapists who provides counselling for individuals, groups and parents/carers as and when needed.

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Appendix 1

Level 1

This behaviour is usually dealt with by the adult who is with the pupil at the time refocusing the pupil back on task. Responses include:

- 'The look', the adult's body language, the adult moving within the room
- Proximity praising
- Expressing disappointment or disapproval
- Moving the pupil within the room
- Reminding of rules and of the consequence of repeating the behaviour

Level 2

Level 2 behaviour is also, usually dealt with by the supervising adult, but if this is not the class teacher she/he would be involved at this stage. Responses include:

- A clear reminder of the rules
- Clarification of the results of the pupil's action (e.g. work not completed, another person upset or hurt)
- Discussion about alternative actions/strategies for behaviour
- Time in at playtime
- A letter of apology/explanation
- Record in incident books
- 'Time out' chairs/ Time out in another class – 1 minute for age of child (depending on SEN)
- Time out on reflection bench and a reminder of behaviour stars
- Pupils sent to H.T. or D.H. to discuss their behaviour and ways of improving it
- 'Catch me Being Good' books
- In cases where there is a repeated pattern of behaviour the parent/carer may be asked to come in and discuss ways in which home and school can work together to support the child.

Level 3

When behaviour is considered to be at the third level of unacceptability the Head teacher or Deputy Head teacher becomes involved, the child's name is entered into the Head's Incident Book and the parent is informed.

In cases of persistent, low level behaviour the Head teacher or Deputy will monitor the situation on a weekly or daily basis. The pupil will be set targets relating to the improvement of their behaviour and will be asked to discuss their progress regularly, develop alternative strategies for dealing with situations and demonstrate a pattern of improvement. Referrals to the PDC or Kid's Co. may also be made. Consequences of not improving behaviour patterns are made very clear and can include loss of playtimes, exclusion from class and ultimately fixed term or the last stage permanent exclusion. Pupils will be excluded from trips or visits if their likely behaviour constitutes a risk to the health and safety of themselves or others.

Removal from planned curricula activities, such as swimming or P.E. etc will not be used unless the unacceptable behaviour relates particularly to that activity.

Consultation

This document was devised in consultation with the school Governing Body, school staff, parents/carers and the children