



St Peter's CofE Primary Academy

Executive Principal: Matthew Seex

**Co-Chairs of Local Academy Committee: Zoe Heath and Greg
Shilton**

BEHAVIOUR POLICY

St Peter's CofE Academy, Stonnall

Date of issue: October 2024

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Behaviour Policy

Principles

At St. Peter's we recognise that to function effectively there must be an acceptable code of behaviour in place which is owned and understood by all and which is backed by a balanced combination of rewards and sanctions. We view the development of pupil behaviour as a positive and co-operative effort involving all members of staff, governors, parents and pupils of the academy. The emphasis is on belonging and social responsibility rather than exclusion and externally applied discipline.

All children and adults in our academy have rights and corresponding responsibilities. There is a shared understanding of what constitutes 'good' behaviours because these are talked about on a regular basis and are acknowledged and genuinely celebrated in all areas of our academy community. We do not take the positive aspects for behaviour for granted. We notice, reinforce and appreciate the behaviour we want to see in order to promote this in others.

The teaching of appropriate social and learning behaviours is consistent and continuous. Positive relationships with the children are the key to positive behaviour. This includes teaching an emotional vocabulary to enable children to develop the language skills in order to recognise and understand their own and others' feelings. Social skills of sharing, turn-taking, listening, giving and receiving compliments / criticism are taught. Using social problem-solving structures such as circle time provides a valuable framework for resolving difficulties constructively. Playtimes and lunchtimes also provide a valuable opportunity to extend social skills, develop independence and responsibility.

Our PSHE and Citizenship curriculum provide forums for the explicit teaching and exploration of core values and good behaviour. Our behaviour policy sets out clear expectations and sanctions which are consistently implemented by all adults in our academy. It is designed to support the way in which all members of the academy community can live and work together in a co-operative way. We seek to promote high expectations of behaviour and to encourage positive self-esteem, so that our children will develop into responsible citizens and take a beneficial place in society.

Dojo Points, marbles, stickers and certificates are awarded to EYFS and KS1 children.

Dojo Points and certificates are awarded to KS2 children.

Aims

WE AIM TO CREATE A POSITIVE ETHOS AND SENSE OF PRIDE WITHIN OUR SCHOOL, BY HELPING CHILDREN TO FEEL HAPPY, SAFE AND SECURE AND TO VALUE AND RESPECT OTHERS.

We aim to ensure that our academy is a well organised, fair, orderly and purposeful learning environment.

We aim to promote the emotional health and well-being of all children and staff.

We aim to promote a common understanding and a shared language which is reflected in children's responses and attitudes.

We aim to ensure that all staff act as positive role models with high professional standards, who implement this policy consistently.

Rules

These are the mechanisms by which rights and responsibilities are translated into adult and child behaviours.

All children at St. Peter's Academy are expected to follow a set of class rules. They are encouraged to draw up their own set of class rules with their class teacher at the start of the academic year. These will be 'positive' rules (what we want to see) and will be displayed in the classroom. The rules should be used to remind children of the standards of acceptable work and behaviour in the classroom and be referred to when children are behaving inappropriately or producing poor quality work. Class rules are linked to the agreed rights and responsibilities and they promote learning. The classroom rules should be displayed clearly and the consequences of breaking the rules should be negotiated with the children. The teacher must remain consistent in reminding children of the rules and reinforcing them throughout the year.

School Rules

School rules are designed to ensure a safe harmonious working environment for all. Children at St. Peter's Academy are expected to:

- Always walk within academy
- Hold doors open for each other and adults
- Speak politely to each other and adults
- Be sensitive to other people's feelings
- Treat the environment and property with care and responsibility
- Know which areas are out of bounds

Out of bounds areas

Within our academy, children must not go into any resource area, photocopier area or medical room without adult supervision. Outside, at break times and lunchtimes, children are only allowed on grassy areas when directed by teachers or lunchtime supervisors. Children must not play in areas where visibility is restricted for example, behind sheds.

Academy Council

To foster ownership of the behaviour policy, St. Peter's has an academy council. The council is made up of one boy and one girl from each year group from year R to year 6. Members are elected by the children in their own year group and elections are held each year. The council meet every half term and an agenda is set to explore ways of making academy a secure, exciting, happy place.

Going to See Senior Staff

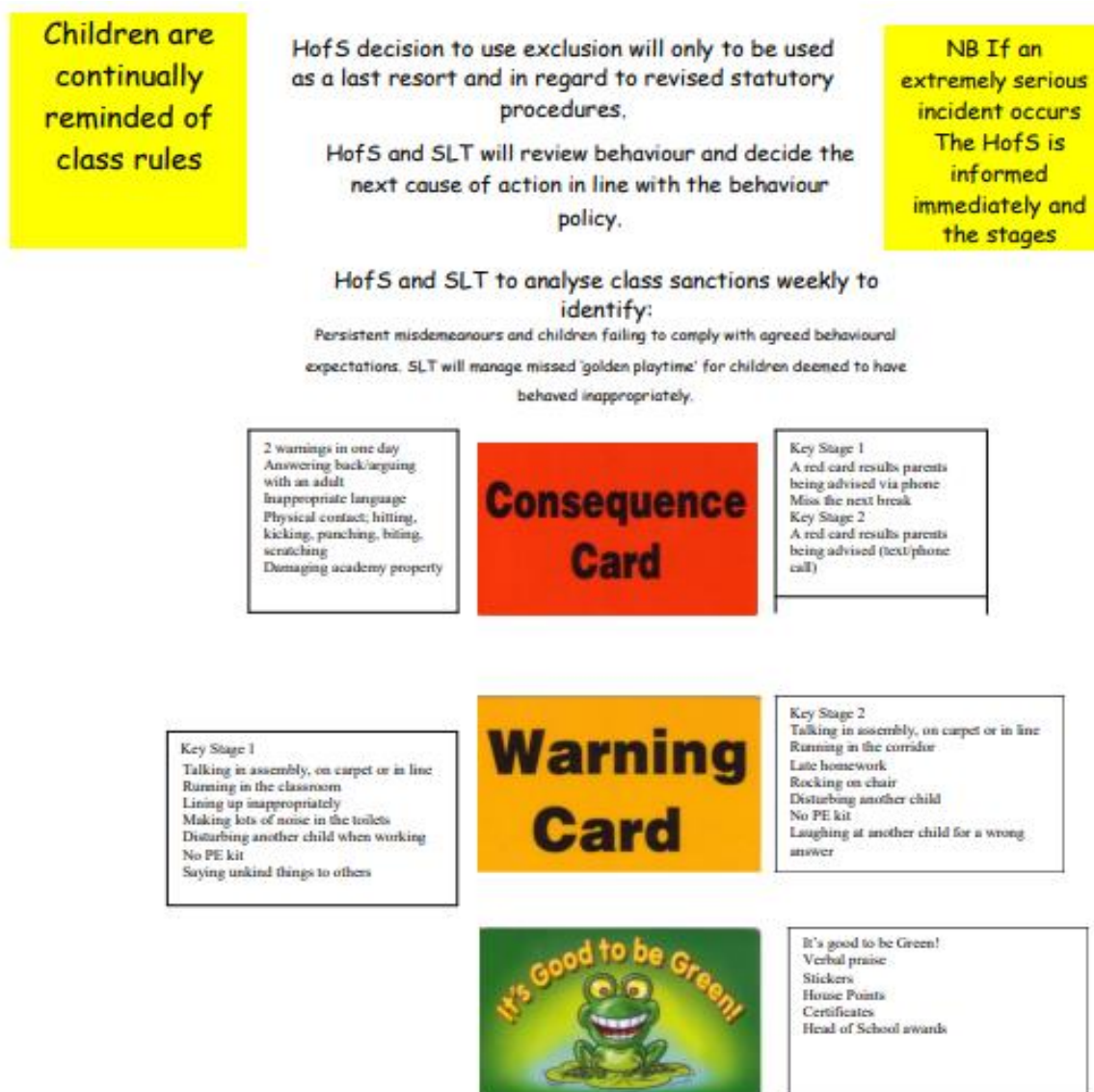
Mr. Castledine has pastoral responsibility for behaviour and discipline. When a child seen previously by a member of staff for a disciplinary issue shows improvement, they can be sent back for praise and encouragement.

Going to See the Executive Principal/Head of School

Children can see the Executive Principal and Head of School to share examples of good academic or social achievements. The child should have consistency in the quality of the work achieved or improvement in social behaviour. This would be seen as an extra-special award, for which they would receive an award i.e. Head of School award with gift/stickers.


Managing Poor Behaviour Around School

For occasions when children do not follow the academy expectations a progressive system of sanctions will be used consistently. This `Good to be Green` system is as follows:



Children are given opportunities to change their behaviour, which may be verbal or non-verbal. They are spoken to privately and they are given a chance to change the behaviour that is unacceptable. On all occasions the child should be reminded of the rule they are breaking. If necessary, class teachers will inform parents to keep them knowledgeable of the situation.





Green Behaviour – what does it look like?

I can be quiet when others are talking.

I can sit and listen nicely.

I can concentrate and show good learning behaviour.

I can follow instructions.

I can manage my distractions.

I can be polite and always use my manners.

I can be helpful and work well with others.

I can always be where I am supposed to be.

I can look after school equipment.

I respect everyone and treat them in the same way.

I care for others.

I can share.

I can walk sensibly around the building on the left hand side.

I can stay in my place in the line and do the 'right thing' when walking with my class.

I can work by myself, in groups and as a whole class as appropriate.

I can take pride in my work, appearance and school.

Golden Time

During the last day of each half term, the children will receive Golden Time break. This is a reward for all children who have shown the Good to Be Green values. Children who have received a red card during the half term or 3 yellow cards, will miss their Golden Time break.

Sanctions

There are occasions when behaviour code has been breached, and sanctions will become necessary. Sanctions used at St. Peter's Primary Academy will be matched to the behaviour.

Inappropriate behaviour may include:

- Calling out in class
- Talking at the same time as the teacher
- Making noises
- Answering back
- Disturbing others
- Hiding property
- Name calling

For these unacceptable behaviours, sanctions may include:

- Verbal correction by class teacher, or supervising adult
- Use of behaviour book to record incidents
- Apology by offender through verbal or written means
- Remove from own table
- Time out within the classroom then reintegration when behaviour is modified
- Time out in another classroom (after three incidents in one session)
- Loss of privilege
- Loss of playtime (teacher's responsibility for supervision)

More serious or persistent offences will be referred to the Head of School.

These include:

- Bullying (see anti bullying policy)
- Kicking
- Fighting
- Damaging property
- Telling lies
- Throwing objects at others/around the classroom
- Spitting
- Spoiling others work
- Swearing
- Stealing
- Gender comments

Options for dealing with these more serious offences may include:

- Loss of privilege
- Involvement of parent
- Child being sent home for lunch times
- Negotiation of reward/report system
- Isolation away from classroom for a period of time (1-3 days)
- Parents working within school with their child
- Children being sent home for lunchtimes for a fixed period of time
- Advice from Behaviour support
- Behaviour focused PFP
- In the most serious cases, or for persistent breach of the policy, suspension may be used (see below)

Serious offences may include (please note that this list is to provide examples and is not exhaustive):

- Bullying (physical)
- Deliberate damage to property
- Racial abuse
- Homophobic abuse
- Violence against children or adults

In the event of a child committing serious offences, seriously breaching the school behaviour policy or endangering the welfare of others, the Executive Principal has the power to exclude a child.

Behaviour Log

All classes record incidents of unacceptable behaviour on class record logs, available as evidence if offences persist.

More serious cases

Where there is a serious misbehaviour, the Executive Principal will exclude the child at their discretion. This is very rare, but will be used if a child causes danger to themselves or others, persistently break school rules and thereby affect the well-being of other children or cause disruption to teaching and learning. Such decisions are never taken lightly and always follow the agreed procedures laid down by Staffordshire LA.

In all cases we try to work in partnership with parents and seek advice from other available professional colleagues.

Seeking Outside Support

After consultation between the SENCO, Executive Headteacher and parents, it may be necessary to make contact with outside agencies. Depending on the nature of the problem this could include:

- The education psychology service for issues to do with behaviour inside school
- The Local Support Team for issues regarding behaviour at home
- Implementing a multi-agency strategy such as the common assessment framework CAF or the newly introduced Early Health Plans
- The SENSS/ behaviour support team / Local Support team for advice to do with issues of behaviour in school or provide help with behaviour at home
- The education welfare service for issues to do with attendance, punctuality or welfare
- The school nurse for issues regarding health

The Anti-Bullying Policy

At St. Peter's Academy we:

- Do not tolerate bullying
- Inform all parents of our policy before their child starts school
- Work towards the prevention of bullying through the planned PSHE/ Citizenship curriculum
- Deal with bullying as and when it occurs
- Support the victims of bullying

Please see the anti-bullying policy for further information.

Definition of Bullying

We recognise bullying as being:

'Threatening that happens several times on purpose (STOP). Bullying can be physical or emotional and is upsetting, worrying, frightening and hurtful to people.'

Please see the anti-bullying policy for further information.

Action Against Bullying

All staff have a valuable role to play in the prevention and management of incidents of bullying. Please see the anti-bullying policy for details.

Lunchtime Support

Many children require assistance if they are to learn to play well with their peers. Playground games involve social, emotional and behavioural skills in a real context and therefore are worth teaching. They also provide opportunities to develop leadership skills and enhance a sense of school as a community through enabling children to take responsibility for practical tasks that benefit all. This is an important role for lunchtime supervisors.

Children can be engaged in a variety of ways such as;

- Teaching/leading games
- Getting out / putting away equipment
- Talking to lonely children
- Manning a 'friendship' stop

It is also important to recognise that children like to relax in different ways. Lunchtime supervisors can accommodate these different play/relaxation styles on the playground by zoning activities. This ensures that the playground is shared more fairly so that games like football don't dominate it.

Exclusions

St. Peter's Academy follow the Staffordshire Guidance.

Before permanently excluding a child:

- The child will always be allowed to give his/her version of events. If this is not possible (for example, if the child is not calm enough or willing to speak), parents will be asked to ascertain this
- Written statements must be gathered from witnesses
- Parents will be consulted
- Unless allowing the child in school may seriously harm the education or welfare of others a Pastoral Support Plan will be drawn up

Once a range of strategies have been tried and have failed, including the pastoral support programme, only the head teacher (or someone in an "acting" capacity) can exclude a child. In the event of temporary absence of the head teacher, this power can be delegated to a senior teacher, but the head teacher should sign all forms and letters unless absent for more than one day. The head teacher may exclude a child for one or more fixed periods not exceeding a total of 45 school days in any one school year. The head teacher may also exclude a child permanently. They may also convert a fixed term exclusion into a permanent exclusion if they decide circumstances warrant this.

In the event of a fixed term (suspension) or permanent exclusion, the head teacher will:

- Inform parents immediately through a telephone call and a letter to follow within 24 hours
- Detail the nature, and dates of the exclusion
- Detail the reasons for the exclusion
- Ensure work is provided and marking arrangements made clear
- Notify the LEA
- Inform parents of rights to see academy records and make representation to the academy governors

Profiles

Copies of all letters sent to parents regarding behaviour will be kept in the pupils' files in the academy office and attached to their Sims record. Parents and children have a statutory right to see all records kept by academy (Data Protection Act 1998)

Governors (Combined Local Academy Committee)

The governing body have no power to exclude a child but do have a role in reviewing the decisions of the head teacher.

If parents make representations to the governing body, a discipline committee of 3 – 5 members will be established. For exclusions of more than 15 days in any one term, the committee will meet between day 6 and 15 to consider reinstatement of the child.

If the governors uphold the decision of the head teacher, to make a permanent exclusion, parents will be advised of their right to make representations to an Independent Appeal Panel in writing.

Exclusions are monitored by gender, ethnicity, special educational need and background in order to reduce any disparities between different groups of pupils.

Outside of School

The academy will impose a sanction, where the academy is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the academy premises or under lawful control of a member of staff, could, in the opinion of the academy:

- Have repercussions for the orderly running of the academy
- Pose a threat to another pupil, a member of staff or member of the public
- Could adversely affect the reputation of the academy

Special Needs

If a concern is raised by teachers or parents about a child's behaviour, more detailed observations and evidence will be collected. If agreed, the child may be put on the Special Needs register. The primary reason for putting a child on the special needs register will be to identify clear targets and explore strategies to implement in order for the child to make progress.

Equal Opportunities

St. Peter's Academy expects high standards of behaviour from all pupils. The academy's procedures for disciplining and managing behaviour are fair and applied equally to all. It is recognised that cultural background may affect behaviour and the academy will take this into account when dealing with 11 incidents of unacceptable behaviour. Pupils, staff and parents know that any language and behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable (see Equality Policy).

Responsibilities

The governing body, Headteacher and SLT will ensure that the academy complies with all relevant equalities legislation and strategies are implemented and complied with consistently. All staff, pupils and parents have an active part in the evolution, development and maintenance of this policy.

Monitoring and Review

This policy will be monitored and reviewed regularly and updated annually to ensure it is in line with local and national guidance.

This policy is subject to regular review and evaluation by:

Governors – through the appropriate LAC, through learning walks in school and by meeting with the member of SLT with responsibility for Behaviour and Attendance.

SLT – analysis of behaviour data including rewards and sanctions, lesson observations on Behaviour for Learning impact, impact of any additional provision offered eg lunchtime clubs, off site provision etc

Staff – questionnaires, feedback from staff meetings Parents/carers - questionnaires Pupils - agenda item at school council, pupil questionnaires.

Conclusion

At St. Peter's Primary Academy there are many cohorts of children. We believe that most people in our academy are caring individuals, who are well behaved and in whom we have great pride. Occasionally an individual may require more attention for a behaviour problem, but we do not ignore this – we do something about it so that we can raise tolerance, achievement and understanding.