



**ST PETER'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

'Be the Good Soil' Mark 4: 1-20

'In Jesus we learn, love and grow together'

BEHAVIOUR AND DISCIPLINE POLICY



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Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built on mutual trust and respect for all, encompassing our Christian core values. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive environment through being the 'Good Soil' (Mark 4: 1-20). It aims to promote an environment where everyone feels happy, safe and secure; and forgiveness is a key element in this, whereby children know they will have a chance for redemption and be forgiven.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn living out our mission statement and 'through Jesus, we [are able to] learn, love and grow together'. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards

We praise and reward children for good behaviour in a variety of ways. These are also linked to the school's Christian Values (see Appendix 1)

- Verbal praise from an adult
- Written comment on their work
- Child's work put on display
- Visit to other classes to show work
- Visit to other members of staff
- Praise in front of class
- Work shared using the visualiser
- Verbal report to parents
- Note in homework diary or reading record
- Stickers from staff members
- House Points awarded

House Points and Good News Assembly

We also operate a House System. Each child is in a particular House in their class (St George's - Red, St Andrew's - Blue, St Patrick's - Green, and St David's - Yellow) and house points are awarded for good work, manners, behaviour, helpfulness, etc. Points can also be lost for negative behaviour. These points are displayed and shared electronically through our online system (Dojo system).

Each week ends with a Good News Assembly on a Friday morning, where parents are invited to join us as we celebrate children's work and achievements through the week.

Each teacher names those children who have worked or behaved particularly well, and selects one child for special recognition. This child receives a certificate. Once a year teachers choose a 'Star of the Year' from their class to receive a special award.

Good News Assembly is also when we announce the weekly House Point totals for each house and the winning House is displayed and celebrated. Each term the winning House is awarded an own clothes day to celebrate. The class that has achieved the best attendance is also mentioned, celebrated and given an extra break.

School Rules

The basic rules for our school as a whole are;

- We are gentle, we don't hurt others
- We are kind, polite and helpful, we don't hurt anybody's feelings
- We listen, we don't interrupt
- We are honest, we don't cover up the truth
- We work hard, we don't waste our own or others' time
- We look after property, we don't waste or damage things
- We walk when moving around the school, we don't run

These rules form the basis upon which our school operates. Similar lists of rules exist for individual classes, the hall, dinnertimes, playtimes, etc. with slight differences in emphasis to address the specific need. These are displayed around the school.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

The role of the class teacher/teaching assistant

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers/teaching assistants in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. A smiley and sad face system is used to visualise this in all classrooms. All children start each day on the smiley face.

The class teacher/teaching assistant treats each child fairly, and enforces the classroom code consistently. The teachers and teaching assistants treat all children in the classes with respect and understanding.

If a child misbehaves in class the class teacher or teaching assistant may impose any of the sanctions below as appropriate.

Recommended Procedure:

(Each incident will be individual and the list below is guidance, some incidents of a serious nature may miss out some early stages.)

1. A disapproving glance or frown
2. A verbal warning
3. Name moved to 'Straight Face'
4. Name moved to 'Sad Face' and 5, 10 or 15 minutes of break/lunchtime missed (can be earned back)
5. Consider keeping the child in at break or lunchtime to complete unfinished work / writing letter of apology
6. Time out in class (Thinking table)
7. Time out (maximum 10 minutes)
8. Discuss the child's behaviour with parents

If disruptive behaviour continues at this point;

9. Send the child to the Key Stage lead, who may;
 - Discuss the behaviour concerns with the child
 - Point out next steps if behaviour doesn't improve
 - Ask the child to work in their (AS head) class
 - Apology letter written at lunchtime
 - Speak to parents
10. Send the child to the deputy headteacher
11. Send the child to the headteacher

However, if the misbehaviour continues, the class teacher seeks help and advice from the headteacher, the deputy headteacher, assistant headteacher or SENCO.

The SENCO and teacher may liaise with external agencies, as necessary, to support and guide the progress of each child. They may, for example, discuss the needs of a child with the LA fair access team.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child in their class.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour in accordance with our anti-bullying policy.

Lunchtimes and playtimes

Specific rules exist for the smooth running of playtime and lunchtime. If a child misbehaves at these times, they may be asked to stand at the 'wall' and not allowed to join in, or asked to stand at the headteacher's office for more serious incidents. The headteacher may decide, in cases of persistent misbehaviour at lunchtimes, to place a child on a lunchtime exclusion. This will be treated the same as any other exclusion from our school and the relevant guidance, as described in the exclusions section of this policy, will be followed and parents, governors and the LA will all be informed.

The role of the SLT

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The SLT supports all staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The SLT keep records of all reported serious incidents of misbehaviour via SIMs.

The headteacher has the responsibility for starting and closing behaviour books.

Only the headteacher may give fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read them and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, in accordance with our school complaints policy, they should contact the headteacher, if the concern still remains they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any exclusion.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The headteacher keeps a record of any serious breaches of behaviour and of any child who is suspended for a fixed-term, or who is permanently excluded.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the need arises.



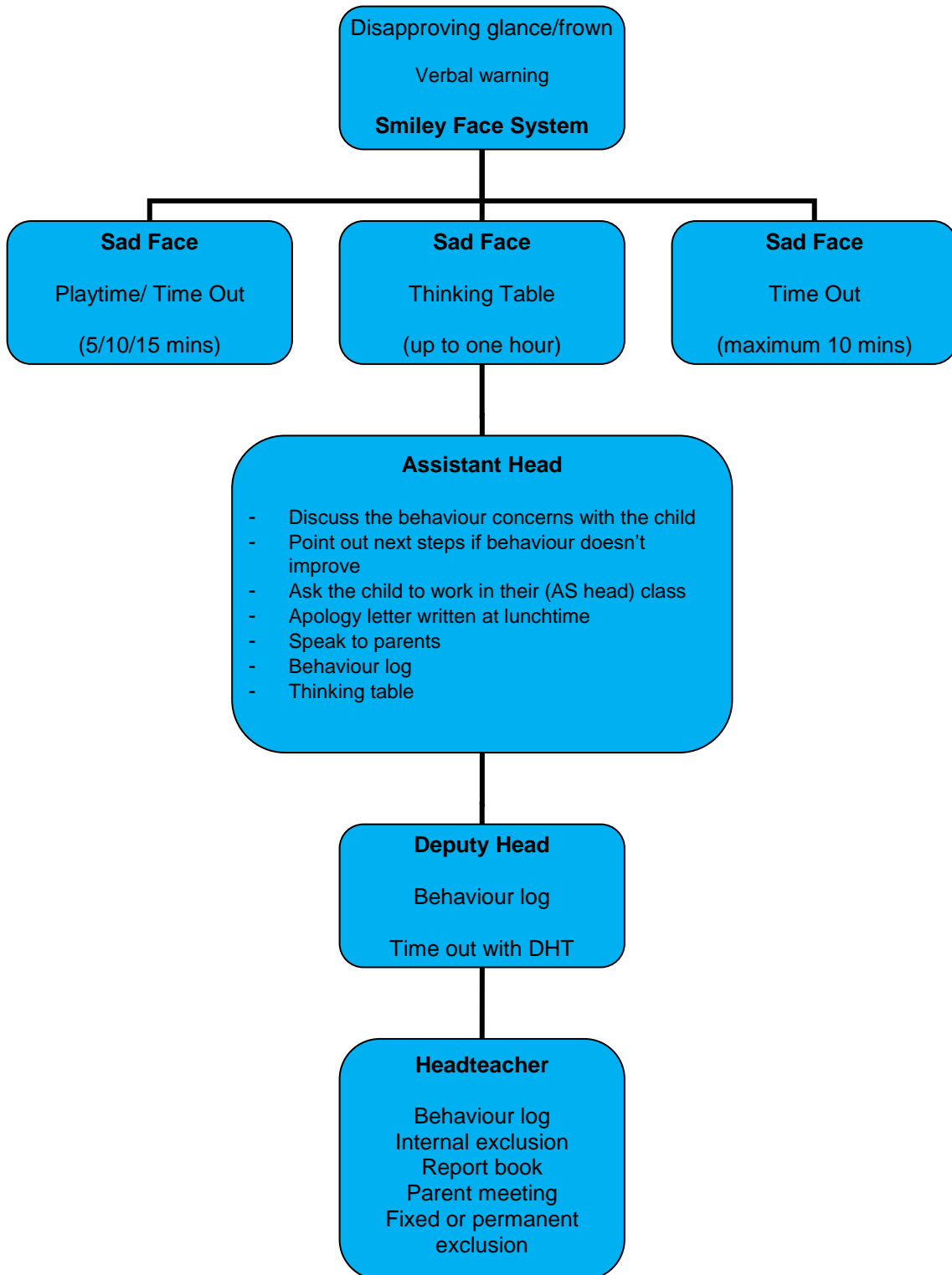
Ways in which you can earn House Points at St Peter’s:



- Polite, well-mannered behaviour showing the Christian Values of **Respect, Service** and **Truthfulness**.
- Demonstrating a caring attitude towards peers showing the Christian Values of **Compassion, Generosity, Friendship** and **Forgiveness**.
- Working to the best of your ability and putting special effort into a piece of work; having neatly presented work and an overall positive attitude towards work showing the Christian Value of **Perseverance**.
- Good attendance showing the Christian Value of **Thankfulness**.
- Sporting achievement showing the Christian Value of **Trust**.
- Taking part in competitions and events showing the Christian Value of **Courage**.
- Helpful approaches to different situations and doing the right thing showing the Christian Value of **Justice**.



Appendix 2 – Recommended Procedure for Inappropriate Behaviours



Appendix 3 – Daily Routines – Playtimes and Lunchtimes

Beginning of the day

- Staff on a rota to be out in the school playground from 8.40am to welcome families, encourage appropriate behaviours, guide children to line up and be ready to start the day.
- Staff who are on break duty on that day will also do the beginning of the day on a two weekly cycle (alternating KS1/KS2)
- i.e. Monday 30th Jan – Year 2/Year 1/ Teachers/ TAs
Monday 6th Feb – Year 6/ Year 5/ Year 4/ Year 3/ Teachers/ TAs

Playtimes

- Playground boxes to be created and managed by Learning Mentor and TAs on duty.
- Boxes to contain equipment, e.g. hoops, bats/balls, skipping ropes etc.

Lunchtimes

- Playground boxes to be managed by Learning Mentor and TAs on duty and 2 footballs to be taken out by staff.
- TAs to monitor and be assigned to areas of the playground to supervise on a rota basis.
 1. Football pitch 1
 2. Football pitch 2
 3. Middle playground areas
 4. Woodland walk
 5. Monkey bars
 6. Trim trail and far playground area
- TAs to encourage games and participation, as well as monitoring their area.

Lining up outside

- Whistle is blown and children stand still
- Children are called to the line
- Lines are monitored to ensure silent, straight lines and that children are ready to be led in.

Movement around the school

- Children are to be lined up in classrooms before moving around the school
- Teachers are to stop at regular points to ensure the whole line can be monitored (staying together, silent and straight)
- Lines are to walk on the left hand side of corridors and stairs
- Teachers are to lead their lines out at playtimes, lunchtimes and at the end of the day
- Teachers limit the number of children in a cloakroom at any one time. Set up monitors to ensure cloakrooms are tidy, ready to be accessed safely.