



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

BEHAVIOUR FOR LEARNING POLICY

September 2018

RATIONALE

The rationale for this policy is based on the Christian values of love, respect and forgiveness. It provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop into caring and responsible adults. Good behaviour will be rewarded and inappropriate behaviour dealt with using a range of sanctions but the Christian message of forgiveness will be implicit in all we do. It will always be clear that it is the behaviour we find unacceptable and not the child. Our children must always feel safe, secure and able to talk about concerns they may have.

The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school. We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

1. STATEMENT OF PRINCIPLES

St Peter's Primary School's Principles of Behaviour

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- Our fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- We have a whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults who are in our school will set excellent examples to the children in everything they do.



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

- We will seek to give every child a sense of personal responsibility for his/her own actions.
- We will ensure the good use of effective communication systems.
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- We will ensure that we promote early support for developing problems.
- We will seek advice and support from appropriate outside agencies and constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes.
- We will implement a corporate approach but with due regard for individual circumstances.

2. CONTEXT

The Behaviour for Learning policy operates in conjunction with the following policies:

- Anti-bullying policy
- Special Educational Needs (SEN)
- Equalities policy
- Safeguarding and Child protection policy
- Policy for Inclusion
- Racial Equality Policy
- Health & safety policy
- Teaching and Learning policy
- Home-school agreement.
- Acceptable Use Agreement



INSKIP ST PETER'S C of E PRIMARY SCHOOL

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3. CLASSROOM MANAGEMENT

St Peter's Primary School's Classroom Management

Behaviour is managed in the classroom primarily through inclusive, quality first teaching for all, taking place in a positive and well organised classroom environment with strong routines and expectations. Our Code of Conduct and class behaviour rules are used regularly and are clearly displayed with consistent application of scaled sanctions.

The school's behaviour framework is built around the principles of Guy Claxton's Learning Powers, whereby children are praised and rewarded for their efforts in building the skills for learning. Children are rewarded for their use of these learning behaviours in their work and activities, in Upper School Dojos are recorded on the ClassDojo app and in Lower School character stickers are provided.

4. INSKIP ST PETER'S PRIMARY SCHOOL RULES

Our Code of Conduct

- We show respect and appreciate our differences
- We are ready to learn
- We listen carefully
- We try our best
- We encourage each other

Our classroom rules as decided with the new classes in September 2018 and displayed for all who enter our classrooms to see.

In **Lower School** we agree to follow a handful of rules

- ✓ We Listen
- ✓ We are Honest
- ✓ We are Kind and helpful
- ✓ We Look after each other and our environment
- ✓ We have Manners

Our **Upper School** Classroom Rules

As a class we have all agreed

- ✓ To give everyone a chance to learn
- ✓ To respect the school family
- ✓ To listen to whoever is talking and not distract them



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

Our **playground rules** as decided by the children

- ✓ We play together and look after each other.
- ✓ We think before we speak and say kind things to be a good friend.
- ✓ We tidy the toys and go in quickly and quietly when we hear the bell

Our Golden Rule - We treat others as we want to be treated.

5. ST PETER'S PRIMARY SCHOOL REWARDS

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children. Pupils are rewarded immediately with stickers when they are seen to demonstrate evidence of Learning Power characteristics this is also recorded in a book in Lower School and on the ClassDojo app in Upper school and at the end of each week certificates are awarded during our celebration time for each class.

Rewards operate on an individual basis as well as whole classes working together.

Teachers may use a variety of whole-class and individual reward systems to encourage expected behaviour. For example:

- Star of the Week
- Worker of the Day
- Sent to other adults in the school for praise, e.g. Headteacher, other teachers, classes
- A copy of work sent home
- Group points/rewards
- Celebration assembly – certificates for progress made in learning
- Contacting parents with positive comments (face-to-face, phone, letter etc.)
- Sharing and discussing work with children.
- Stickers

Classes agree their individual class rules at the start of the academic year.

Teachers keep all well behaved pupils in mind, praising and rewarding them for their continued excellent behaviour. Acceptable behaviour is praised using language that identifies the behaviour, and why it is good.

For example, "Josh, you are really listening carefully today, that will help you complete your Writing."

"Rosie, you are sitting in just the right place that means we all have enough space to work comfortably."



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

The whole school community must promote positive behaviour reinforcement

6. OUR SCHOOL SANCTIONS

Teachers have the right to teach and children have the right to learn. Children who break our school rules stop teachers from teaching and stop themselves and others from learning.

There may be times in every classroom when children disrupt others. At St. Peter's, as part of our distinct Christian ethos, we give pupils every opportunity to self-correct their own behaviour as part of the core values of *trust* and *forgiveness*. The school procedure begins when a child has been given a chance to correct their behaviour and has CHOSEN not to do so.

Very minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child through the following reminder;

- The use of eye contact
- A verbal warning which focuses upon the behaviour but avoids personalising it
- When the child is back on task a positive comment will be made on the process not the outcome
- Very little emotional energy will be exerted

Behaviours are graded according to their severity and appropriate sanctions are applied. At all times a child's individual needs will be taken into consideration.



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

Six levels of unacceptable behaviour and appropriate sanctions have been identified:

Level	Consequence	Sanctioned by	Severity	Actions
Level 1	Verbal warning given by class teacher.	Class teachers and teaching assistants	Low	
Level 2	A child is given time-out within the classroom for a period of time-appropriate isolation.	Class teacher and teaching assistants	Low	
Level 3	A period of break or lunch time is to be missed within own classroom.	Class teacher and teaching assistants	Moderate	<ul style="list-style-type: none"> Record of Behaviour made.
Level 4	Child sent to another class with appropriate work to complete for a time-limited period.	Alternative teacher	Moderate	<ul style="list-style-type: none"> Reflection sheet completed and discussed. Record of Behaviour made.
Level 5	Child sent to the Headteacher.	Headteacher	Serious	<ul style="list-style-type: none"> Isolation from class Reflection sheet completed and discussed. Record of Behaviour made. Parents informed.
Level 6	Child sent to the Headteacher for further sanctions as appropriate.	Headteacher	Extremely serious	<ul style="list-style-type: none"> Likely fixed-term or permanent exclusion applied. Reflection sheet completed and discussed. Record of Behaviour made. Parents informed.



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

<p>Level One/Two</p> <ul style="list-style-type: none">• Strategies developed within the class.• Child is reminded of the importance of appropriate learning behaviour.• For repeated Level One reminders, Level Two sanction is given and the child moves elsewhere in the class and is reminded the next sanction is removal from class.
<p>Level Three</p> <ul style="list-style-type: none">• Child misses a period of break and/or lunchtime within their own class with their teacher, as age-appropriate.• Record of Behaviour made.
<p>Level Four</p> <ul style="list-style-type: none">• Child is sent to other class to explain their behaviour and to reflect properly on a Reflection Sheet for a timed period• They return to class once they have completed any work and the teacher has dismissed them.• Discussion of Reflection Sheet.• Record of Behaviour made.
<p>Level Five</p> <ul style="list-style-type: none">• Child is sent to headteacher or a senior member of staff if the headteacher is not available and will stay on internal exclusion to complete their work.• They will take time to complete a Reflection Sheet for a timed period. They return to class once the headteacher has dismissed them.• Discussion of Reflection Sheet Incident form is completed.• Record of Behaviour made.• Parents/carers informed.
<p>Level Six</p> <ul style="list-style-type: none">• Children who are seen to break school rules through a serious offence are immediately removed from the classroom to the Headteacher or a senior member of staff if the Headteacher is not available. This applies also to children who repeatedly break school rules.• Exclusion may be used – internal, fixed or permanent.• Completion by child of Reflection sheet and discussion of it.• Incident form is completed.• Parents/carers informed.



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

We take a restorative approach to handling episodes of incorrect behaviour ensuring the same set of questions is asked through our Reflection sheet which is filled in by the pupil at Levels 4-6;

'Reflection Sheet'

- What happened?
- What were you thinking at the time?
- What do you think about it now?
- Who was affected?
- How were they affected?
- What do you think you need to do to make things right?
- How could you make sure this doesn't happen again?

These questions enable those responsible to acknowledge the impact of the harm to another and take steps to put it right.

The undesirable behaviour is noted in our orange incident file under the ABC model:

A Antecedents:

- What happened immediately before the misbehaviour, the events that led up to it?
- What was the setting for the behaviour? Is it always at the same activity, with the same child, or children?
- Does it always happen at certain times of the day or on the same day of the week?

B Behaviour:

- What precisely did the child do?

C Consequences:

- What happened as a result of the behaviour?
- How was the problem dealt with?

These observations will help us to see patterns and answer the question 'what is the child getting out of behaving like this?'

LCC's PSED PIVATS may be used to develop individualised target cards which will contain one simple, positively worded target at a time. Rewards will be structured according to the severity of behaviour and the age of the child. Parents will be involved in the monitoring of targets.

Intervention groups may also be used according to need, planning for these is approached through focussing on current in school issues and applying the learning into social situations; these would be short but regular sessions.



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

Major breaches of discipline such as physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and disruptive behaviour in class is dealt with by following the behaviour modification procedure above. Failure to improve at any stage leads automatically to the next stage. The school will also consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy should be consulted. We will also consider whether the behaviour might be the result of unmet needs, in which case a multi- agency assessment should be considered.

Detentions:

Teachers have a legal power to put pupils under 18 in detention. Schools must make clear to pupils and parents that they use detention (including detention out of school hours) as a sanction. The times may include any school day where the pupil does not have permission to be absent, weekends, except those preceding or following a school break and non-teaching (INSET) days. The headteacher can decide which members of staff can put pupils in detention. Parental consent is not required for detentions. Staff must act reasonably. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention out of school hours where they know that doing so would compromise a pupil's safety. Staff issuing the detention should consider:

Whether the detention is likely to put the pupil at risk. Whether the pupil has known caring responsibilities which mean that the detention is unreasonable. Whether parents ought to be informed of the detention. In many cases it will be necessary to do so; notice may not be necessary for a short after-school detention where the pupil can get home safely. Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Exclusion:

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

Sanctions – conduct outside the school gates:

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

In the instance that we are informed that one of our pupils has been Responsible for non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, the punishments will include the parents being informed, a Reflection sheet will be completed and discussed and an Incident form completed.

The teacher may discipline for any misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity or
Travelling to or from school or;
Wearing the school uniform or in some other way is identifiable as a pupil at the school.

The teacher may also discipline 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.



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

7. PREVENTING BULLYING

This section should be read in conjunction with the school's anti-bullying policy.

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Prevention

A school's response to bullying should not start at the point at which a child has been bullied. At Inskip St. Peter's our school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This involves talking to pupils about issues of difference as part of lessons, through dedicated events or projects, and through Collective Worship. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

The Equality Act 2010 requires public bodies to have due regard to the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it. Our school complies with the Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the headteacher.

8. CONFISCATION OF INAPPROPRIATE ITEMS

If a child is in possession of inappropriate, unsafe or expensive items in school these will be confiscated and kept in a safe place until the end of the school day. Confiscated items will then be handed to the child's parent or guardian, except in the case of weapons including knives or extreme or child pornography which must be handed to the police. The child's parents will be informed should this action be necessary.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

9. POWER TO USE REASONABLE FORCE

There are circumstances when reasonable force may be used.

For example, teachers will physically separate pupils found fighting or if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed. We have a legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs (SEN).

Schools do not require parental consent to use reasonable force on a pupil.

Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

By taking steps to ensure that staff, pupils and parents are clear about when reasonable force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

10. ROLES AND RESPONSIBILITIES

The **governing body** is responsible for setting general principles that inform the behaviour policy. The **governing body** must consult the **Headteacher, school staff, parents and pupils** when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Headteachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of **pupils** at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among **pupils**. **Headteachers** must publicise the school behaviour policy, in writing, to **staff, parents and pupils** at least once a year.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline **pupils** whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the **parent** and the **school**; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

For school-registered **pupils** or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order. **Parents** must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

any exclusion. If they do not, the **school** or **local authority** may issue a penalty sanction of £60 (rising to £120). [These have been increased as of 1st Sept 2012]

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the **local authority** will apply for a Parenting Order.

Governing bodies of maintained schools (with regard to relevant statutory guidance) have the power to direct a pupil off-site for education to improve his/her behaviour.

11. CONSULTATION, MONITORING AND EVALUATION

The Headteacher, governors, school staff, parents and pupils have been included in the writing of this policy. It will be monitored, evaluated and revised annually through consultation with all the above stakeholders. The next date for revision is September 2017.

12. COMPLAINTS PROCEDURE

The school complaints procedure which is on the website and is available in hard copy from Reception indicates that:

A concern or complaint should be made in person, by telephone or in writing to the Headteacher at the School. If the complaint is about the Headteacher or a Governor it should be referred to the Chair of Governors of the school. A complaint made to a Governor, Local Authority Officer or Councillor, the Education Department at County Hall or to a local Area Education Office will be referred to the Headteacher or Chair of Governors, as appropriate, for investigation. Anonymous complaints cannot be dealt with unless they are about very serious matters.

When dealing with complaints, the following guidance should be borne in mind:

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff