

"I AM THE LIGHT OF THE WORLD. WHOEVER FOLLOWS ME WILL NEVER WALK IN DARKNESS, BUT WILL HAVE THE LIGHT OF LIFE." JOHN 8:12



ST. PETER'S CE PRIMARY



Pride



Effort



Teamwork



Empathy



Respect



Spirituality

LIKE ST. PETER, WE BUILD UPON THE ROCK OF JESUS TO ENABLE US TO SHINE: ACHIEVING OUR GOD GIVEN POTENTIAL AND LOVING OURSELVES, OTHERS, THE WORLD AND GOD.

firm foundations, shining bright

St. Peter's CE Primary School, Heswall

Behaviour Policy

2023 -24

Date Adopted: 26.09.23

Date of Review: November 2024

Committee: Full Governors

Principles

Good behaviour, respect and discipline are key foundations of education. Without an orderly atmosphere, effective teaching and learning cannot take place. St. Peter's C.E. Primary School acknowledges its responsibility to promote the spiritual, cultural, social, moral, mental and physical development of its pupils. The ethos of the school includes a clear vision of the values which matter within the school and the supporting community.

The School Values which we strive to develop include:

Pride – *tidy work, looking after our equipment, neat uniform, celebrating our achievements*

Effort – *trying our best in everything, engaging in lessons, challenging ourselves, determination*

Teamwork – *including everyone, supporting and listening to others, achieving more together than separately*

Empathy – *putting yourself in others' shoes, accepting others' differences, noticing others' feelings*

Respect – *understanding others' choices and differences, looking after our surroundings, listening*

Spirituality – *Knowing and sharing God's love, being mindful, asking questions, reflecting on our actions and learning from them, do to others as you would have them do to you*

It is our aim:

- ✓ That every member of the school community should feel valued and respected. We are a caring Christian community and build our values on mutual respect and trust for all as is demonstrated in the Bible
- ✓ That everyone feels happy, safe and secure
- ✓ To promote good relationships so that people can work together with the common purpose of supporting each other's learning
- ✓ To help children become positive, responsible and increasingly independent members of the school community
- ✓ To reward good behaviour as a means of developing an ethos of kindness and co-operation
- ✓ To ensure all children including those with SEND and disability are treated fairly and in a consistent way

This policy:

- ✓ Is a means of supporting the above aims, not a system of rule enforcement
- ✓ Supports the school community in aiming to allow everyone to work together in an effective and considerate way, respecting each other's learning styles, views and beliefs
- ✓ Aims to help children grow and shine so that they can achieve their God given potential and learn to love themselves, others, the world and God in a safe and secure environment
- ✓ Promotes good behaviour, rather than merely deterring behaviour which falls below the expected standard

Expectations:

We believe that praise and positive reinforcement are the most important elements of behaviour management and children who display appropriate behaviours must be encouraged and rewarded. Children need to know when they have been successful as this leads to a positive outlook and improved self-esteem, which in turn leads to improved behaviour. As such, children are consistently taught the rules and routines they are expected to follow and every opportunity is taken to positively reinforce these.

Absolute consistency, clarity and social norms are key to any good behaviour policy. Therefore, we never overlook or fail to act when rules or routines are broken, no matter how time pressured things are.

Expected Behaviour At St Peter's, expected behaviours include, but are not limited to:

following the school rules at all times

- ✓ showing our PETERS Christian values
- ✓ showing an understanding of how their behaviour and interactions can impact and affect others
- ✓ listening to and encouraging others, appreciating their perspective and taking account of their views, concerns and feelings
- ✓ recognising the needs of others who may have special requirements and/or adjustments

- ✓ acting in a respectful manner to all members of the school community
- ✓ building relationships based on trust, respect, co-operation and support
- ✓ taking care of school and other people's property
- ✓ being truthful, honest and showing forgiveness
- ✓ attending school punctually and regularly
- ✓ accepting and completing school work, including homework, neatly and on time
- ✓ being courteous to fellow classmates and school staff

At St Peter's, unacceptable behaviours include, but are not limited to:

- ✓ name calling or using unkind words
- ✓ aggressive or violent behaviour, verbal or physical
- ✓ treating others unfairly
- ✓ bullying behaviours
- ✓ threatening behaviour
- ✓ disrupting lessons/teaching and/or the learning of others
- ✓ being untruthful
- ✓ using bad language or that associated negatively with race, religion, belief, culture, gender, SEN or disabilities, appearance, health conditions, sexual orientation (including homosexual, gay or homophobic, gender reassignment), sexist or sexual
- ✓ sexualised behaviour, sexual harassment or sexual violence
- ✓ _____ or any other behaviours deemed unacceptable by the senior leadership team

Our school rules reflect the guiding principle and the core values of St Peter's and the Christian church. They are highly visible throughout the school, constantly referred to and explicitly taught and are as follows:

- ✓ · Be Ready
- ✓ · Be Safe
- ✓ · Be Respectful

We work with parents/carers to foster good relationships between the school and home through good communication. This includes the policy and protocols being clearly accessible on the school website and constantly referred to during all parent meetings. We ask our parents/carers to know the school rules and support their children in following them. We share our high expectations around routines, attendance, time keeping, uniform, homework etc. and work together to achieve the best possible outcomes for children.

We proactively work with other agencies as soon as we become aware of any issues and we support families together in a range of ways e.g. Early Help, referrals to family support etc.

School Values

Positive behaviours are further supported at St. Peter's school through our aforementioned school values:

Pride

Effort

Teamwork

Empathy

Respect

Spirituality

Implementation Of The School Values

The Senior Leadership Team make regular reference to the PETERS values through whole school Collective Worship. Class teachers reinforce the values with their pupils in the classroom with copies being prominently displayed in all classrooms and major areas in the school and pupils being praised for positive

contributions. When pupils deviate from the behaviours expected of them, their attention is drawn to the appropriate part of the values.

Rewards, praise and positive reinforcement (see attached Protocol 1)

We believe that praise and positive reinforcement are more effective than sanctions. Outstanding behaviour is expected at all times, held in high regard by all and constantly promoted and rewarded.

Management Of Pupil Behaviour

Responsibility for the conduct and manners of pupils is shared amongst all staff members. All staff hold a duty of care for all pupils, and this includes ensuring that all pupils behave in such a way as to reflect the ethos which we foster and maintain in St. Peter's C.E. Primary. Support staff will refer serious behavioural incidents to the pupil's class teacher or team leader.

We expect all school staff to be supportive and that our school discipline is consistent amongst all staff members. In this way we hope to put forward a set of values and beliefs which are consistent with our school vision statement and enable both teachers and children to shine so they can achieve their God given potential and learn to love themselves, others, the world and God.

The Role Of The Class Teacher

It is the responsibility of each teacher to promote the School Values and School Vision in their class and ensure that their pupils behave in a responsible manner. Teachers at St. Peter's have high expectations of children and strive to ensure that all their pupils work to the best of their ability. It is each teacher's aim that all children are treated with respect and understanding and supported appropriately according to their needs.

Progress in all areas, social, emotional and academic, is reported to parents termly and through Parents' Evenings, however, if concerns about behaviour or welfare arise, the class teacher may contact parents at any time. The class teacher may also liaise with SENCO and outside agencies (with parental permission) as necessary, to support and guide the progress of each child.

The school's Emotional Literacy Support Assistant (ELSA) can work alongside children to support their behaviour, such as emotions, friendship issues, relationships, anger management and conflict.

Management Of Pupil Behaviour At Break And Lunch-Times

Behaviour at break time is initially the responsibility of the adults on duty, and at lunch time of the Midday Team. As at any other time of day, any staff member witnessing behaviour which falls below the expected standard is expected to take suitable action. If considered necessary, behaviours will be reported to class teachers, senior leaders, Behaviour Lead/Assistant Headteacher, Deputy Headteacher or Head Teacher, depending on the nature, severity or persistency.

The Role Of The Head Teacher

It is the responsibility of the Head Teacher 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 Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff in the implementation of the policy and by setting the standards of behaviour in the school. The Head Teacher also keeps records of all reported serious incidents of misbehaviour and is responsible for giving fixed-term suspensions to individual children for serious misbehaviour. For repeated or very serious acts of behaviour which falls below the expected standard, the Head Teacher may exclude a child either permanently or temporarily in accordance with Local Authority guidance. Both these actions are only taken after discussion with the school governors with consideration for individual pupils' circumstances and needs.

Role Of The Governing Body

The governing body plays a key role in influencing the ethos of the school - its general atmosphere and philosophy - promoting its standing within our parish and the local community. The governing body has a general responsibility for directing the conduct of the school. This influence carries with it a responsibility to support the Head Teacher and staff in maintaining high standards of behaviour.

The Head Teacher is responsible for maintaining discipline on a day to day basis, subject to any principles laid down by the governors. Any guidance from the governing body is taken into account by the Head Teacher when formulating school rules. The Head Teacher will also have regard to any guidance which they may offer related to specific issues. Governors have agreed a written statement of the general principles for the school's behaviour policy: the governors of St. Peter's School have adopted the principles laid down by

Wirral LA.

It is a responsibility of the governing body to consider the school's policy on exclusions in the wider context of the policy on pupil behaviour and discipline and to monitor the number of exclusions which take place within the school.

Strategies Used To Promote Positive Behaviour

Teachers strive to create an environment in which pupils conform to the expected standards and where the principles of inclusion are applied wherever possible. This is achieved through:

- ✓ Provision of an effective curriculum, appropriately differentiated to challenge, support, stimulate and motivate children
- ✓ Holding high, but realistic and attainable, expectations of all pupils, in terms of achievement and behaviour according to our School Rules and PETERS values
- ✓ Adopting a positive and constructive attitude and being explicit about what behaviour is expected of a pupil and what is unacceptable
- ✓ Encouraging pupils to feel a sense of responsibility for their own learning and engendering in pupils a capacity for experiencing success
- ✓ Assisting pupils in setting personal goals and reflecting on their progress
- ✓ Encouraging children to understand classroom management procedures
- ✓ Providing clear explanations

Supporting Challenging Behaviour - Positive Handling and Restrictive Physical Intervention:

Section 550a of the Education Act 1996 and DFE circular 10/98 allow teachers and other members of staff at school who are authorised by the Head Teacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage property. This guidance extends to maintaining good order and discipline for both on and off site activities.

Positive Handling should only be used in circumstances where all other strategies which do not employ force have been tried and found unsuccessful or in an emergency situation. Key members of the staff team have been trained to use Team Teach Techniques which are based on a gradual and graded approach using

guides, controls and restraints. Staff must ensure that they select and apply a guide, a control or a restraint that is reasonable, proportionate and necessary and in the best interests of the pupil at all times:

- Guides – Used when there is minimal resistance from the pupil.
- Controls –Used when there is moderate resistance from the pupil.
- Restraints – Used when there is rigorous resistance from the pupil.

There is no legal definition of force. The criminal law act (1967) allows any person to use such force as is reasonable to prevent an offence (e.g. physical assault being committed). Reasonable force must be a matter of personal judgement. All teachers have professional 'duty of care' within their jobs which is underwritten in paragraph 58.7 School Teacher Pay and Conditions Document 2009.

This framework is designed to enable two or more staff, authorised by the head teacher, to use force as they deem reasonable in order to prevent pupils from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil)
- Engaging in a behaviour which is prejudicial to the maintenance of good order and discipline of the school or among its pupils, whether it is during a teaching session or otherwise.

Examples of this could include:

- Pupils attacking a member of staff or another pupil
- Pupils putting themselves at risk by self-injurious behaviour
- Pupils fighting
- Pupils causing or at risk of causing injury or damage by accident, by rough play or by misuse of dangerous materials, substances or objects
- A pupil running in the corridor or stairway in a way which he/she might cause an accident likely to injure themselves/others
- A pupil puts themselves at risk by absconding from class or trying to leave school
- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in such a way that is seriously disrupting a lesson and education of themselves and others

When an individual child's behaviour persistently affects the learning, social or emotional development of themselves or others, the class teacher completes an SEN Record of Concern and liaises with the SENCO,

noting strategies employed within normal classroom differentiation and the outcomes of the intervention. Advice from outside agencies - see details below - may be sought (with parental permission) to further support pupils in these cases.

Partnership With Parents

The Secretary of State takes the view that the responsibility of parents extends beyond their legal obligation to ensure their child(ren) receive an efficient education. Parents should also ensure that their children arrive at school on time, have suitable clothing and that they have with them books and equipment needed for their work at school.

At St. Peter's, parental partnership is seen as an integral part of school life. We believe that parents and carers have a vital role, working in partnership with school, to foster good behaviour. The parents of any child who has been spoken to formally by the Head Teacher on 3 occasions, will automatically be invited into school to discuss the situation. However, parents may be invited before the situation has reached this point. Children need parental encouragement and support to participate fully and positively in their day to day school work, as well as in the wider life of the school and in society. For the school behaviour policy to work effectively, we are dependent on parents:

- ✓ Understanding and upholding of the values held by the school
- ✓ Understanding and promoting the behavioural expectations placed on their children while at school
- ✓ Encouraging their children to value education and strive to achieve success to their personal ability level
- ✓ Working in partnership with school to help children overcome behavioural difficulties

Informing Parents

A variety of methods are employed at St. Peter's to encourage home school partnership regarding behaviour, to inform parents of behavioural issues and to convey and reinforce the nature of parental responsibility for encouraging appropriate behaviour. General information is conveyed:

- Through the policy documentation which is available on the school website
- By inclusion in the regular newsletters

- Ad hoc informal meetings, between parents and staff, celebrating good behaviour and improvements in behaviour

Specific information related to individual children takes place through twice yearly whole school Parents' Evenings to discuss the individual progress of all pupils. Individual meetings are organised on a "needs led" basis, for staff to liaise with parents on specific issues. Any significant concerns over behaviour are always shared with parents, in the context of a mutual problem solving situation, aimed at meeting the child's social and emotional needs. Teachers are aware of the difficulties and pressures which may exist in families and may affect a child's behaviour in school. Every effort is made to be sensitive and supportive of children who are in this situation.

Parents and carers should be aware that, due to confidentiality, staff are unable to discuss specific information regarding another child, including the actions taken or sanctions imposed following behavioural incidents. School will keep parents informed of any support or intervention required for their own child.

In some cases a child's behaviour may indicate that the child might be "in need"

(Children Act 1989 Section 17 – those children whose vulnerability is at a stage where their satisfactory level of health or development will not be achieved without the provision of extra services)

In those instances staff are instructed to inform the Head Teacher, who will follow the procedures indicated in the Safeguarding policy document.

Partnership With Outside Agencies

St. Peter's takes full advantage of the range of expertise available to us to support us in management of pupil behaviour.

- Special Education Support Service members including: Educational Psychology Service, School Nurse, Advisory Teacher for Autism & Social Communication (ASC)
- Child and Family Support Service
- Child Health
- Social Services

- Behaviour Support team
- Area Support Team
- Looked After Children Education Service

The SENCO at St. Peter's works closely with a range of agencies who advise and support the school in our management of pupil behaviour. Following consultation with parents, outside agencies may intervene by:

- Carrying out observations
- Meeting with the child for discussion or assessment
- Short term direct intervention within the school setting
- Providing general in-service training on management of pupil behaviour
- Offering advice on issues concerning individual pupils
- Suggesting targets and strategies
- Taking part in multi – disciplinary meetings to share information and ideas to assist school and parents in meeting a child's individual needs

Monitoring

The Behaviour Lead (Assistant Headteacher) alongside the Headteacher, monitors the effectiveness of the policy on a regular basis. The Head Teacher also reports to the governors on the effectiveness of the policy when requested and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour: the class teacher records minor classroom incidents, the Behaviour Lead (Assistant Headteacher) records those incidents where a child is referred following an incident of behaviour falling below the expected standard, a record is also kept of any incidents that occur at break or lunchtimes. Midday assistants inform class teachers of any serious incidents and these are recorded by the Midday Team. A pupil with particular difficulties may have a behaviour log, filled in by class teachers, this is done in an effort to find patterns in the behaviour which will help to establish a programme for improving the behaviour.

The Head Teacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure the school policy is administered fairly and consistently.

Exclusion

As a tolerant, supportive learning community exclusions will only be used as a last resort, and will only be used in line with current DfE guidance. The school does not wish to exclude any child, but recognises that sometimes this may be necessary.

Exclusion Fixed term exclusion

Exclusion will always be seen as a last resort at St Peter's CofE Primary School and will usually follow a lengthy period of work with the child and parents. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's behaviour expectations, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as removal of privileges are considered inappropriate.

Permanent exclusion

A decision to exclude a pupil permanently will be taken only:

- a) In response to serious breaches of the school's behaviour expectations; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and 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. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or one-off offence.

Exclusions - the right of appeal and legal responsibilities

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of 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.

We take our guidance from the government document found through this link:

<https://www.gov.uk/government/publications/school-exclusion>

When a child is at risk of temporary or permanent exclusion we follow the DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'

Use of Reasonable Force (see protocol 3)

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force, as permitted by law. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing a criminal offence. It is only used when all possible options have been exhausted. As with rewards, sanctions, reasonable force is used consistently, proportionally and reasonably, by staff, in line with this policy; taking into account children with SEN, disability and the bespoke needs of vulnerable children.

A staff team are trained in the use of reasonable force (Team teach) and if a child's risk assessment identifies deployment of this approach, this team will be deployed. However, all adults have the power to physically intervene to control or restrain a pupil, if in their professional judgement this is required to prevent pupils from hurting themselves or others, from damaging property or causing disorder.

Anti-Bullying Strategy

At St Peter's CE Primary we aim to provide a safe and secure environment where all children can learn without anxiety. We believe bullying is wrong and endeavour to prevent it by having an ethos in which bullying is unacceptable and where it is each person's responsibility to prevent it.

Pro-active measures are in place to avoid all forms of bullying and these are delivered in a range of ways: assemblies, relationship education lessons, PSHE, curriculum etc.

Any incidents of bullying will be dealt with in line with the agreed protocol attached. Violence or threatening behaviour or abuse will not be tolerated in any circumstances, physically, verbally or through social media.

In formulating our strategy we take due regard to the key legislation:

- The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010.

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED) Definition: *Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:*

- *It is ongoing and continuous repeated (not the same as a conflict between two equals or a random, unprovoked, aggressive act)*
- *It is deliberate and targeted*
- *It is unequal – it involves a power imbalance it may be physical, psychological (knowing what upsets someone) derived from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate*

In addition, we define Cyber bullying as: *The use of information and communications technology, particularly mobile phones and the internet, to deliberately to upset someone else.*

Specific types of bullying include those relating to:

- Race, religion, belief, culture or gender
- SEN or disabilities
- Appearance or health conditions - including maternity or pregnancy
- Sexual orientation - including homosexual, gay or homophobic, gender reassignment
- Young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual

Searching and confiscation

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that could reasonably be considered likely to be used to commit a criminal offence, cause injury, damage property or has been banned by the school. School staff can confiscate any prohibited item found as a result of the search. School staff can also confiscate any item they consider harmful or detrimental to school discipline.

Discipline beyond the school gate

The school reserves the right to discipline pupils for incidents that occur outside of school in line with our graduated behaviour code and exclusion protocols, detailed elsewhere in this policy.

The Headteacher may notify the police if the behaviour is considered anti- social, criminal or poses a serious threat to another person.

The school will always consider whether this behaviour could be linked to an unmet need and follow the safeguarding policy.

Behaviour Protocols which form part of this policy

St Peter's CE Primary School has the following protocols to support the implementation of this policy. The protocols are intended to support staff by providing guidance in procedures and are based on DfE best practice.

Review

The governing body will review this policy every three years. They may, however, review the policy earlier than this if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

This policy has been written with reference to:

- ✓ Physical Interventions and the Law by Professor Christina Lyons
- ✓ Physical Interventions: A Policy Framework by John Harris, Marion Cornick , Alan Jefferson , Richard Mills

Protocol #1 – Rewards, Praise & Positive Reinforcement

Golden Rules:

- Be Ready
- Be Safe
- Be Respectful

Following the school rules is rewarded as follows:

- ✓ Smile/nod of recognition
- ✓ Specific verbal praise that clearly identifies the rule followed

- ✓ Specific award of team points linked to a particular school value

House Teams

From Year 1 onwards, the House points system operates throughout the school: all children are allocated to one of the four houses (**Aylward**, **Livingstone**, **Nightingale** and **Scott**) when they start, or join, the school. House points are awarded for showing one of our PETERS values and recorded on the Class Dojo page. This has proved to be an effective motivator within the school. Team spirit and teamwork is encouraged as children are urged to gain team points to benefit all members of their house. Weekly totals of team points are shared in Friday’s Collective Worship and the ‘Work Cup’ is presented to the winning house. A small prize is awarded to members of the winning House at the end of each term.

Values Certificates

One child per class is chosen each week to receive the smiley badge and certificate in F2 and Key Stage 1 and one child each week in Key Stage 2 to receive the sash and certificate for outstanding contribution in following one or more of our School Values. A Celebration Worship takes place every Friday to acknowledge the children’s weekly achievements in relation to the School Values. School also has a **‘Nomination Sash’** which is for a child who has shown exceptional behaviour/values and is recognised by an adult/non-teacher outside of the classroom. This may be a TA, office staff, catering or midday staff nomination.

Exceptional effort in work will be rewarded with an *‘effort stamp’* from an adult within school. Particular pieces of work which merit further celebration shall be forwarded to the Headteacher, where a Headteacher sticker shall be given to the child and placed on their work. A *‘roll call’* of children who have been celebrated with a Headteacher sticker will be celebrated in Friday’s Celebration Worship.

Protocol #2 – Behaviour code - implemented with consideration to our school values.

STAGE	PERSON	ACTIONS
Stage 1: Low level incidents: <ul style="list-style-type: none"> • shouting out • chatting • wasting learning time • not responding immediately to a reasonable 	Class teacher Lead adult TA	Teacher tactically ignores action to give child time to self-correct behaviour Teacher praise other children’s good behaviour in the class Teacher privately reminds pupil of expectations When teacher notices behaviour is modified, child is praised - linked to school values. <i>Children with an Individual Behaviour Plan or other SEN needs will be</i>

<p>request</p> <ul style="list-style-type: none"> • moving out of seat without permission 		<p><i>supported according to their needs and professional advice.</i></p>
<p>Stage 2:</p> <p>Repetition of stage 1 behaviour</p> <p>Or immediately if:</p> <ul style="list-style-type: none"> • discourteous • name calling • pushing • unwanted touching of another child • disrupting a lesson • high levels of unnecessary movement 	<p>Class teacher</p> <p>Lead adult</p> <p>TA</p>	<p>Verbal reminder of our Peters values</p> <p>Time out at the next available break/lunch of an appropriate length, no more than Ks1: 5 minutes and Ks2: 5 mins to be taken from break (discussion about behaviour will take place during the 5 minutes not as additional time). Class behaviour book completed as part of this time.</p> <p>Child expected to continue to listen and learn.</p> <p>Praise any modified behaviour, - link to Values</p> <p>Child to apologise or to put things right. (e.g. tidy up mess created)</p> <p><i>Children with an Individual Behaviour Plan or other SEN needs will be supported according to their needs and professional advice.</i></p>
<p>Stage 3</p> <p>Continuation of stage 1 or 2 behaviours (x3 break time reflections in a week)</p> <p>Or immediately if child not compliant to previous sanction (s) / defiance</p>	<p>Class teacher</p> <p>Lead adult/ TA</p> <p>Parallel class</p> <p>Phase leader</p> <p>Parents</p>	<p>Break Time Reflection</p> <p>Child to complete any missed work during their next break/lunch as appropriate</p> <p>Adult contact with parent/carer at the end of the day using below proforma, to be sent on seesaw.</p> <p>Phase lead informed and added to behaviour spreadsheet</p> <p><i>Children with an Individual Behaviour Plan or other SEN needs will be supported according to their needs and professional advice</i></p>
<p>Stage 4:</p> <p>Two instances of Stage 3 behaviour in one half term Or immediate if:</p> <ul style="list-style-type: none"> • Fighting/ hurting another child • Swearing 	<p>Class teacher</p> <p>Behaviour Lead</p> <p>Parents</p>	<p>Child sent to Key stage leader - child's teacher to be present if possible</p> <p>Behaviour Lead informed and consideration of behaviour plan being put in place. BL will contact the child's parents.</p> <p>Child to make up lost learning time during next available break/lunch with a member of the SLT.</p> <p>Parents telephoned (by behaviour lead) to discuss the situation</p> <p>Child to apologise verbally and/or in writing as appropriate to age etc.</p> <p>Behaviour Lead to be informed and monitor- consider IBP (Sendco)</p> <p>Record on Behaviour spreadsheet, weekly review by behaviour lead</p> <p>Behaviour lead to record on CPOMS using below proforma.</p> <p><i>Children with an Individual Behaviour Plan or other SEN needs will be supported according to their needs and professional advice.</i></p>
<p>Stage 5:</p> <p>Continuation of stage 4 behaviours</p> <p>Or immediately if</p> <ul style="list-style-type: none"> • Physical assault • Self-harm • Engaging in actions that could harm others 	<p>Class teacher</p> <p>Behaviour Lead</p> <p>Parents</p> <p>Headteacher / Deputy HT</p>	<p>Behaviour lead to:</p> <ul style="list-style-type: none"> • speak to child and deal with the initial incident • put in place a support plan & risk assessment • consider the involvement of other agencies • speak to parents • sanction appropriate to the incident- loss of full play time or privileges.

<ul style="list-style-type: none"> • Bullying- all forms • Threatening- high probability of someone being hurt • Leaving without permission • Spoiling with intent • Racist /homophobic / xenophobic language 		<p>RECORD APPROPRIATELY ON CPOMs</p> <p>Headteacher to be informed and consider, if appropriate, isolation or exclusion</p> <p><i>Children with an Individual Behaviour Plan or other SEN needs will be supported according to their needs and professional advice.</i></p>
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School Council to ratify the above.

Protocol 3: Non negotiable behaviour and expectations

Area	Expectation / Outcome	Role of adult	Role of pupil
Line order	Children quietly line up in readiness to exit their class. (e.g. for Collective Worship)	<p>Give the children appropriate line spaces.</p> <p>Display/share with all adults working with the pupils.</p> <p>Insist on quiet.</p> <p>If behaviour falls below expectations sit the class down</p>	<p>Remember their place in the line.</p> <p>Line up in silence.</p> <p>Model appropriate behaviour to their peers.</p> <p>To ensure all clothing is tucked in as appropriate.</p>

		and get them to try again. Praise and values board.	
Carpet / table spaces	Children are attentively engaged in lesson and are not distracted or causing a distraction to others. Children work appropriately with their 'buddy' during lessons.	Give the children appropriate carpet / table spaces. Display/share with all adults working with the pupils. Reinforce places until it becomes habit. Share adults 'signal' for listening and wait for all children to listen. In KS1 and Foundation Stage, it will be 'Show me 10 fingers'. In KS2, it is 'Give me 5.' If behaviour falls below expectations children to practise listening when signal is given. Discuss their role of carpet / table 'buddy' Praise and values board.	Remember their carpet / table place. Do not distract others. Listen carefully. Be actively involved in paired work. Model appropriate behaviour to their peers.
Corridor behaviour - walking around school	Children are expected to walk around school quietly, in their line spaces and respond to any communication given by an adult. They are expected to be polite and courteous at all times Children should walk in single file on the left. Children should open the doors for an adult and wait their turn to pass.	Teacher to constantly remind and enforce rules. If deemed necessary, this can be practised. Praise and dojos for children following the rules. 'Thank you.... Any repeat offenders to be spoken to privately what is expected	Remember their place in the line. Walk around school quietly, in their line spaces and on the left hand side. Model appropriate behaviour to their peers. Be polite and courteous to ANY adult who greets them along the way. Be prompt and not allow themselves to be distracted or distract others.
Beginning of the day	Children enter school in a settled way and head to their classes promptly.	Teacher/TA to greet the children at their class door promptly. Staff on the playground arrive promptly and are spaced out appropriately to support the movement of children and talk to the parents/children as	Arrive at school in good time. Politely greet the staff and peers. Share a smile and greeting e.g. "Good morning Mr Parry." Promptly head straight to

		<p>necessary.</p> <p>Other members of staff are present on the corridors to ensure smooth transition.</p> <p>Share a smile and 'good morning' with children and encourage response.</p>	<p>class - not via the toilet.</p> <p>Organise your belongings and go straight to class with everything you require for the day.</p>
<p>End of break time and lunchtime</p>	<p>Children stop as soon as the whistle is blown.</p> <p>Insist on silence.</p> <p>Children to walk to their class line.</p> <p>Children only start to walk in when the teacher collects the class.</p> <p>Children expected to walk in silently.</p>	<p>Teacher on duty to blow the whistle 3 times and expect quiet.</p> <p>Teachers on duty to move around the playground insisting on quiet.</p> <p>Staff on the playground to enforce the expectation of silence as the children WALK in</p> <p>Teachers and TAs collecting a class to line the corridors, downstairs and upstairs to ensure children are quiet.</p> <p>Lots of positive praise.</p> <ul style="list-style-type: none"> ● Thank you.... ● values dojos. ● Exceptional behaviour shared with class teacher 	<p>To stop as soon as the whistle is blown</p> <p>Children move to their class line spaces.</p> <p>Children stand in their class line silently and are collected by their class teacher.</p> <p>To walk into school in silence and go straight to class.</p> <p>To respond to any adults giving instruction along the way.</p> <p>Model appropriate behaviour to their peers.</p> <p>To ensure all clothing is tucked in as appropriate.</p>
<p>End of the day</p>	<p>Children leave school settled and calm, heading to meet to their parent/guardian promptly.</p>	<p>Each child to collect their belonging from the corridor, head back into the classroom and stand behind their chair. Say the end of the day prayer and good afternoon.</p> <p>Teacher/TA to lead their class in line spaces/silence down the corridor.</p> <p>TA staff on the playground arrive promptly and are spaced out appropriately to support the movement of children and talk to the parents/children as necessary.</p> <p>Other members of staff are present on the corridors to ensure smooth transition.</p>	<p>To collect belongings in a calm manner remaining respectful for others doing the same.</p> <p>To carry belongings in a safe and respectful way eg - no coats and bags dragging along the floor. All clothing should be tucked in as appropriate, having pride in appearance.</p> <p>To follow instructions promptly to avoid leaving school late.</p> <p>To respond appropriately to adults along the way.</p> <p>To walk down the steps on</p>

		Share a smile and 'good afternoon' with children and encourage response.	the right.
Tidy up time	Expectation that this is done quickly, quietly and sensible and all children are involved	Use of a timer - this can be an egg timer, online timer. Time depends on activity that needs tidying. Magic tidy - dojo points Praise - 'respect' respecting our classroom and 'Teamwork' working together, playing your part. Names of exceptional children given dojos	To follow instructions and tidy the classroom To be helpful and show respect and teamwork. To be proud of their classroom environment by looking after it and keeping it tidy. Model appropriate behaviour to their peers.
Helping others around school (opening doors etc)	Polite and courteous - smile/acknowledge if a member of staff. Walk on one side of the corridor so that there are 2 directions - not needing to move out of each other's way. Hold the door open if somebody is behind you and wait for others to come through - not barging past one another. Letting an adult through if you see they are waiting (thank the child)	Model behaviour - smile and greet others in the corridor Hold the door for children as well Make a point of saying please and thank you Praise those children who do this	Be polite and courteous towards all Move around school sensibly - on one side of the corridor to allow both directions to move freely Hold doors open for others
When adult enters the classroom during lesson and requires attention of the class	Children continue to work until otherwise directed by the class teacher	Teacher acknowledges the adult and asks the children to stop working. Adult indicates greeting. 'Say Good morning/afternoon to X please' Children repeat 'Good morning/afternoon X.	Children to respond to teacher request to stop working. Children to sit quietly and respond with a greeting when asked by the teacher
When adult asks for attention	Children are expected to respond immediately, respectfully using the adult's name..	Wait for the attention of the child/ren before beginning to speak. Praise positive behaviour and	Children are expected to respond immediately, respectfully using the adult's name.

		responses.	
Toilet - during the day. who/when	<p>Children are expected to go to the toilet at break and lunchtimes.</p> <p>Children are asked to wait if it is within the first 30 minutes of break/lunch</p> <p>Children are asked if they can wait 5 minutes and if they are desperate to remind staff again</p> <p><i>Children with medical note or HCP are exempt.</i></p> <p>One child at a time going to the toilet from a class</p>	<p>Adult explains the expectations and reasoning - lost learning time etc.</p> <p>Adult is consistent with expectations of going to the toilet during the day</p>	<p>Child goes to the toilet at break or lunchtime</p> <p>Child goes straight to the toilet and back to class - no dawdling or chatting with whoever happens to be in the toilet at the same time</p>
Toilet - during break time	<p>Children go to the toilet during their break/lunchtime.</p> <p>Children are only in the school building at breaktime if they are using the toilet.</p> <p>Children ask an adult on duty if they need to go the toilet</p>	<p>Explain expectations to the children and ensure they understand why: lost learning time/lesson disruption if they go during lesson time.</p> <p>Explain why they must ask before coming in: safety as we need to know where they are in the event of a fire and we need to make sure the toilets are not overcrowded.</p> <p>Groups of friends should not go to the toilet together.</p> <p>Adults in school to ask a child why they are inside if they see them wandering the corridors - remind them of the rule and send them outside.</p>	<p>Go to the toilet during breaktime. Ideally, try to go on the way down to break, if the toilets are not too busy.</p> <p>Ask an adult on duty if you need to go to the toilet.</p> <p>Go to the toilet, wash hands, dry hands, go straight back outside.</p>
Collective worship behaviour	<p>The children show our value of RESPECT throughout Collective Worship (CW), listening attentively and joining in with any activities, e.g. singing.</p>	<p>Put children into line spaces before leaving the classroom.</p> <p>Class teacher to lead the line in.</p> <p>Model the behaviour we expect from the children.</p> <p>Praise/reward children for listening attentively and joining in appropriately</p> <p>If a child is talking or</p>	<p>Enter and exit CW in silence</p> <p>Show our value of Respect throughout</p> <p>Join in with singing.</p> <p>Listen</p> <p>Put their hand up to share their ideas, if asked a question during worship</p>

		disrupting worship in any way, they will be given one warning, if behaviour continues, move to sit with an adult.	
Movement around classroom during lessons (age appropriate)	Children are actively involved in their learning. Movement around classroom is calm, orderly and when necessary or directed.	KS2 adult leads discussion on what is expected of them in classroom - not running around classroom, not wandering around during lesson time. F2/KS1 adult leads discussion on what is expected of them in classroom - not running, moving carefully around to access areas of learning. Assist and encourage pupils to be prepared for lessons (water bottle, pencil case etc)	Be prepared for their learning with their equipment ready. Know not to get up from their desk without asking. Know to walk around the classroom. Model appropriate behaviour to peers.
Talking /responding to adults	Children will respond back appropriately and politely when spoken to an adult e.g. "Good Morning Miss X" If a child is in crisis/distress then adult supports child to calm e.g. "Tell me what's wrong". Child is not reminded of how to address an adult at this point	Adult speaks to child in warm/friendly/calm manner Reminder of expected behaviour e.g. "Pardon" rather than "What" Refer to values when praising or reminding	Children to stop if they are walking in the corridor Children turn to face staff Children to respond politely/respectfully to staff if spoken to
Appropriate times to be in the classroom (not during break/lunch)	The children will not be in the classrooms are breaktime or lunchtime, unless they are with an adult who has asked them to be there.	Ensure the children understand the reasoning behind the expectation: safety. No children should ever be in a classroom without an adult present.	Leave the classroom at break and lunchtimes and go outside/to the hall. After lunch, 5/6 to return their lunchboxes to their bag and then go straight outside.
Uniform expectations	Shirts to be tucked in Earrings to be out or taped over Long hair tied back Fingernails not painted Uniform to be addressed at the end of break and lunch - there is no expectation to	Request children adhere to uniform presentation Politely address children where there is a need to tuck/tie etc Wait until change takes place and thank the child for showing pride	Shirts to be tucked in Earrings to be out or taped over long hair tied back Respond positively to a request by staff to address presentation

	<p>adhere to the presentation during break or outside play at lunch, with the exception of earrings.</p> <p>Uniform to be adhered to within the school building</p>		
Lunchtime - dining hall	<p>Children will use their manners 'please, thank you' with staff in the dining hall.</p> <p>Noise is to be expected in the dining hall.</p> <p>Children will clean up any dropped food or alert an adult if a liquid is spilled.</p> <p>Throwing or playing with food will not be tolerated.</p>	<p>Reinforce positive behaviours.</p> <p>Calmly address children with a verbal reminder of our Peters values</p> <p>Praise any modified behaviour, - link to Values</p>	<p>Move the lunch hall sensibly</p> <p>Use table manners when eating</p> <p>Chat sensibly with friends</p> <p>Not play with food</p> <p>Clear up any mess made and/or alert a member of staff if a liquid is spilled.</p> <p>Be polite and courteous towards all</p>
Lunchtime - lining up for school lunches	<p>Children will line up quietly and sensibly. The children will talk with their friends.</p>		<p>Be polite and courteous towards all</p> <p>Hold doors open for others</p>

[Template Letters for Protocol 2 incidents](#)

Dear parent/carer,

Your child spent 5 minutes of break/lunch discussing behaviour choices with the class teacher and within this 5 minutes completed work that was not completed during the lesson. This is their third break time reflection in a week and we are notifying you in accordance with our behaviour protocol. We would appreciate positive reinforcement from home of the positive behaviours we wish to see at school.

Thank you for your support,

Dear parent/carer,

Your child displayed defiance towards school staff, spent 5 minutes of break/lunch discussing behaviour choices and we are notifying you in accordance with our behaviour protocol. We would appreciate positive reinforcement from home of the positive behaviours we wish to see at school.

Thank you for your support,

Behaviour lead CPOMS proforma

Child had three behaviour reflections within one week/displayed defiance towards a member of staff (delete as appropriate), suggesting a pattern of behaviour not in accordance with our school rules. Parents have been notified by the class teacher.