



BEHAVIOUR MANAGEMENT POLICY

This policy should be read in conjunction with the school Anti-Bullying Policy.

Mission Statement

St Peter's – building firm foundations for life
We care for others
We achieve our best
We grow in faith

AIMS

At St Peter's Catholic Primary School, children, staff and parents work together to ensure that:

- children are able to learn and teachers are able to teach
- there is a safe environment
- everyone is treated with courtesy and respect
- the views of others are acknowledged
- the children develop self-discipline

RIGHTS

Every person in our school has a right:

- to feel safe
- to learn and achieve to the best of their ability
- to be treated with dignity and respect

RESPONSIBILITIES

Every person in our school has a responsibility:

- to take care of him or herself, other children, parents and staff
- to look after our school building and equipment
- to keep our classrooms, corridors and playground tidy
- to look after school uniform and other personal belongings
- to respect the property of other people

RESTORATIVE APPROACHES

St Peter's staff have been trained in Restorative Approaches to managing serious behaviour incidents: those which cause physical or emotional harm to, or involve conflict with, members of our school community. This approach enables children and adults to unpick the thoughts and feelings that have triggered the incident, and empowers the person who has been harmed by involving them in deciding how the harm can be repaired and the relationship mended. It is far from being a 'soft option'; children are brought face-to-face with the impact of their actions, invoking true contrition and an enhanced understanding of interpersonal relationships.

What is a restorative response to harm or conflict?

Those affected are invited to share:

- What has happened
- What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
- What needs to happen to put things right or to make things better in the future.

The framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

RULES

In order to achieve our aims, protect our rights and encourage our sense of responsibility, we have core rules which we uphold in school, on the playground, on school visits and when travelling to and from school:

- Be kind and helpful
- Be cooperative
- Be honest
- Be safe
- Be polite
- Listen to people
- Look after property
- Work hard

There are also age-appropriate class rules for behaviour in all of the following areas which are developed by the children and class teacher at the beginning of each year:

Talking and Communication

- Greeting people appropriately
- Good listening
- Hands up
- Assemblies
- Racism, sexism and other hurtful remarks
- Resolution of problems
- Working noise
- Saying please and thank-you

Learning

- Asking for attention or help
- Cooperation
- Behaviour on school visits

Movement

- Lining up
- Walking along the corridors (right side)

Safety

- Keeping oneself and others safe
- Using equipment safely
- Safety on school visits
- Keeping safe going to and from school

Class teachers are responsible for:

- developing with their class clear ground rules of what is acceptable in terms of behaviour, attitude and activity, with a view to promoting high standards of self-discipline and respect for others
- guiding children in their decision making both in the classroom and playground
- handling incidents as soon as possible
- dealing with mistakes as part of the learning process and giving children the opportunity for restitution and reconciliation

REWARDS

House Points

These are awarded by teachers for positive behaviour as well as academic achievement, and are recorded weekly. The winning house is announced at Friday's celebration assembly and the captains of the winning team receive the House cup.

Certificates

These are awarded by teachers for achievements in every area of school life, including academic work, helpfulness or kindness to other people. Certificates are awarded at Friday's celebration assembly.

Stickers

These are awarded by teachers and lunchtime supervisors for good work or behaviour.

Individual Class Reward Schemes

These are developed by class teachers in discussion with the pupils and take the form of positive behaviour reinforcement strategies (e.g. jewels in the jar).

Reward Charts

These may be used as part of an Individual Education Plan for a child who exhibits challenging behaviour.

CONSEQUENCES

Teachers are responsible for correcting as positively as possible bad manners and minor misdemeanours in class and in the playground. The following strategies may be used. Children may be:

- reprimanded and asked to apologise or to help their teacher (they must not be sent to stand outside the door)
- asked to miss part of a playtime, if the teacher is prepared to stay with them
- sent for a short period to another class teacher or to a member of the leadership team, with class work to complete where appropriate
- given extra work to take home

Persistent poor behaviour should be reported to the class teacher who will contact the parent either via the Home Contact Book, by telephone or by speaking to the parent directly when he or she collects the child at the end of the school day.

Monitoring behaviour at lunchtime:

The Senior Lunchtime Supervisor will keep a record of any incidents of poor behaviour, and will report any persistent or serious offenders to the Headteacher or a member of the Leadership Team.

INCIDENTS TO BE REFERRED TO THE HEADTEACHER:

Some behaviour requires the immediate intervention of the Headteacher. In the Headteacher's absence these incidents should be referred to the Deputy Headteacher or a member of the Leadership team. They include:

- causing deliberate physical injury to another child
- causing deliberate physical injury to a member of staff
- making racist or sexual remarks
- swearing
- persistent teasing or name-calling
- stealing
- causing deliberate damage to property

A lunchtime detention may be given for these offences, and parents will usually be contacted.

REPAIR AND RESTORE

The child should be given the opportunity to repair and restore their behaviour to the standards expected at St Peter's. This may be achieved by:

- discussion with a teacher/adult
- writing a letter of apology
- making restitution if it is feasible to do so
- Personal Behaviour Plans
- RE lessons
- PSHE/SEAL lessons
- Circle Time

EXTREME DISRUPTION

- In consultation with a teacher the child will be allowed to designate a 'safe place' for time out
- The child will have an agreed signal with staff to alert them that he/she is intending to go to the 'safe place'
- If the child is causing disruption in class, the Headteacher, SENCO or a member of SLT will be called and will try to persuade the child to leave the classroom
- If this is impossible then the other children will be removed to another classroom or place of safety
- If the child concerned remains in the classroom, two adults must be present
- The incident must be recorded and parents informed

- Physical intervention will only be used as a last resort if the child's behaviour carries a risk of physical injury to the child concerned, another child or an adult
- Staff involved will be given the opportunity for a debrief and time to compose themselves before returning to their duties

If there is a serious breach of the school's school policy and all other reasonable steps have been taken, then the Surrey Exclusion Process may be implemented.

Policy Date: Autumn 2021

Review Date: Autumn 2022

Curriculum