

# St Edward's C of E Primary School Pupil Behaviour Policy

## Rationale

At St Edward's CE Primary, we promote an environment where all children have the right to learn, to be safe and to be respected. We also work hard to develop a love and enthusiasm for learning. Our school values, based on Christian principles are integral to creating this environment: These values are:



Children need to feel able to contribute to all lessons and feel their contributions are valued and built on. Children also need to know that everyone makes mistakes and when mistakes are made they need to use them as a platform for learning.

In order to prepare children for responsibility and independence, children need to know that good behaviour is rewarded, enabling them to build high self-esteem. This brings about a caring, respectful environment where children can succeed. It is also important for children to learn that there are also consequences for inappropriate behaviour.

All school staff administer rewards and consequences, together with children having the freedom to acknowledge good behaviour amongst their peers.

## Attitudes to learning and behaviour:

We aim to encourage children to:

- Model our school values
- Engage in learning both actively and respectfully
- Follow instructions the first time
- Settle quickly and quietly to work
- Have high expectations of themselves and others

## Rewards in school

- Children are praised verbally, through feedback or by giving rewards specific to classes
- Stickers or certificates are given to take home indicating the reason given

- Children are given certificates for good work and for following the school values. Their peers are also encouraged to give certificates for acts of kindness and other examples of following our school values
- Head Teacher golden stickers are given for exceptional work or behaviour
- **Any other rewards given to children must be agreed with the Head teacher**

Children are involved in ensuring there is good behaviour in the school through the following ways:

- Raising issues through the school council or directly to an adult in school
- Nominating peers for a certificate
- Given permission to handle some situations themselves e.g. moving seats if they feel another child is distracting them

## **Sanctions**

If a child displays inappropriate behaviour s/he will receive a verbal warning, reminding the child of the appropriate behaviour.

If the child repeats the behaviour again the adult says '***This is your final warning***' and again reminds the child of the appropriate way to behave.

If the child does repeat the behaviour a consequence will be given by the class teacher. This may include working in a different class or outside the Head teacher's office for a short time or sitting in the hall for 5 minutes at break time.

**Each session is a new session** so warnings from previous sessions do not carry over.

If a child displays behaviour that is extremely unacceptable e.g. physically/verbally hurting another child deliberately, there will be an immediate consequence with no warnings. They will be sent straight to the head teacher/deputy head teacher and parents/carers might be notified.

## **Playtimes and Lunchtimes**

If a child displays low-level inappropriate behaviour outside s/he will receive a verbal warning, if the child repeats the behaviour again the adult will say '***This is your final warning***'. If the child does repeat the behaviour, they will have a 2-minute sanction standing with an adult. If the behaviour continues, this will then mean a 5-minute sanction standing with an adult. If there is a serious incident, then this will be dealt with by senior staff.

## **Extreme cases of behaviour**

For a minority of children, the rewards and consequences of both classroom and playground may not be appropriate. These children may have additional special educational needs and therefore will need a very supportive approach to ensure they can succeed at school. As part of their provision, they will have a positive behaviour plan drawn up, which will outline their behaviours and the support they will receive should they display inappropriate behaviours. In extreme circumstances where staff are concerned these children may harm themselves and/or other pupils, then the strategies from Team Teach will be used. Team Teach uses strategies to transform relationships, equipping everyone to manage distressed behaviours and conflicts safely and respectfully.

"Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe." (George Matthews – Director of Team Teach Ltd)

If a child's behaviour is considered extreme and puts others or themselves at risk, then that child may be excluded from school with immediate effect. These incidents will be recorded by the Head Teacher.

A discussion will take place between parent/carer and Head Teacher/Deputy Head Teacher as to whether that child will return the following day or have further time out of school. If the child persists with that behaviour, then the LA exclusion policy may be followed.

### **Preventing and tackling bullying and peer on peer abuse**

***'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'*** (DfE 2017)

Peer-on-peer abuse is **any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children**, and within children's relationships, friendships, and wider peer associations.

At St Edward's School we are aware of the possibility of bullying and peer on peer abuse both within the school, or outside of school. Staff are vigilant in identifying behaviours that could lead to this and appropriate strategies are put in place so that any potential bullying behaviour or peer on peer abuse is stopped before it becomes serious. There is no single solution to bullying or peer on peer abuse. When incidents of bullying or abuse do occur, staff deal with these quickly and effectively, working with parents/carers and the children involved, responding to each case individually. Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support. Records and subsequent actions are kept and monitored and reported to Governors.

Children have regular opportunities to learn about behaviour; they are encouraged to talk about others' and their own behaviour, whether good or bad, and understand what bullying and peer on peer abuse in its real sense means as opposed to others simply being unkind. Tolerance, respect and an understanding of different views, and cultures are part of our school's SMSC/RSE curriculum. Cyber bullying is also part of our on-going e-safety curriculum.