

St Peter's C of E Primary School



Behaviour for Learning Policy

Review April 2027

At St. Peter's our vision starts with growth.
'The child grew and became strong in body, mind and spirit.'
(Luke 2. v40)

Growth of body; we aim to develop healthy, active, unique children who are confident in the body God has given them. Our uniqueness and individuality bring us together as one community with a common understanding.

Growth of mind; we aim to foster, nurture and develop the knowledge, curiosity and understanding of all.

Growth of spirit; we aim to nurture all members of our school spiritually by developing a core Christian, moral purpose rooted in scripture.

Scope

At St Peter's Primary School, we believe that every pupil and every member of staff has the right to be part of a safe and supportive environment that is conducive to outstanding learning and teaching. This policy applies to all pupils, adults and stakeholders at St Peter's. It has been written after opening consultation with parents, children, staff and Governors.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

Behaviour and discipline in schools

Searching, screening and confiscation at school

The Equality Act 2010

Use of reasonable force in schools

Supporting pupils with medical conditions at school

Special educational needs and disability (SEND) code of practice.

Latest Keeping Children Safe in Education

Overview

At St Peter's C of E Primary School, we aim to maintain a structured and caring environment where children and adults can work, learn and play together, with respect and care for one another. The schools' Christian ethos is built around a culture of Christian values, high expectations and this applies clearly to behaviour. This policy applies in the school building, on school trips, and at all times when pupils are wearing their uniform, including travelling to and from school.

Our aim is to work with our pupils and their families in order to help them to make the correct choices with regards to their behaviour inside and outside of school. We believe that the teaching and modelling of good behaviour is key in supporting our pupil's development. If a child's behaviour is not meeting our high expectations, then we believe it is our role, with the support of parents, to

teach that pupil how to behave and offer them the support that they need in order to make improvements.

It is the responsibility of everyone in school to promote our nurturing ethos and to make positive choices about their behaviour, take responsibility for their own actions, and promote the development of positive self-esteem and well-being.

Our core Christian Values are:

- **Faith**
- **Trust**
- **Hope**
- **Love**
- **Respect**

Principles

Our underlying principle is to help all children reach their potential, develop an enthusiasm for lifelong learning and equip them for future opportunities, responsibilities and experiences – fully preparing them to become valued members of society.

- To support each child in developing a personal code of self-discipline that will enable them to both contribute to and benefit from the education we provide.
- To emphasise the worth of good behaviour rather than highlighting the negative aspects of poor behaviour. Good behaviour is praised in the classroom, in the playground, in our acts of worship and as a general principle around the school.
- To enable each child to develop an enthusiasm for life, together with a sense of pride in themselves, the school and the community.
- To provide an environment where everybody feels welcome and where diversity is acknowledged and celebrated.
- To ensure that St Peter's pupils become confident, independent and happy lifelong learners who take responsibility for their choices in a diverse and rapidly changing world.
- To ensure the safety and well-being of those within our school community and to enable the school to function efficiently as a place of learning.
- To secure and maintain high standards of behaviour in a safe, calm and caring environment.
- To have a consistent approach to behaviour, which draws upon positive parental involvement.
- To make boundaries of acceptable behaviour explicit, by outlining any rules held by the school.
- To acknowledge good behaviour is maintained through shared responsibility by all adults

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health

issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school behaviour policy will still to all pupils if the level of poor behaviour / incidents exceeds a graduated approach. The school will aim to promote resilience as part of a whole school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing. All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Expectations of Pupils

Pupils are expected to:

- Show respect for the opinions and beliefs of others.
- Behave in a reasonable and polite manner to all staff and pupils.
- Follow the school rules.
- Move around school quietly, showing regard and respect for others and demonstrating good manners.
- Follow reasonable instructions given by school staff.
- Show respect for the working environment.
- Follow the school's expectations for playtimes and lunchtimes

Expectations of Staff:

Staff are expected to:

- Reinforce clear expectations of behaviour, managing behaviour and promoting behaviour for learning.
- Create a swift and purposeful start to the lesson.
- Deliver a suitably planned and structured lesson, which meets all individual needs.
- Deal with incidents of inappropriate behaviour by following the school's procedures.

- Promote, model and reinforce positive behaviour in the classroom.
- Always speak calmly and respectfully to the children, towards other staff and parents/adults.

Expectations of Parents/Carers / Families:

Parents can support the school by recognising that an effective behaviour and discipline policy requires close co-operation between parents, teachers and children. Parents should discuss the school ethos, values and rules with their child and emphasise that they support the rules.

Parents, carers and families are expected to:

- Work in partnership with staff to promote positive behaviour and discourage negative behaviour, understanding that the staff at St Peter's would not contact you if they did not feel there was an absolute need or concern with regards to behaviour.
- Inform staff of any concerns.
- Respond to concerns raised by members of staff to strengthen partnerships.
- Model good behaviour through speaking respectfully to and acting courteously to their own children, other pupils and to staff members.
- Ensure that children arrive at school on time ready to learn.
- Respect our school community and teaching staff both verbally and physically.

School Rules

We promote positive behaviour and work together as a community to reduce the number of negative behavioural incidents.

Pupils are expected to

- be friendly, courteous and helpful and treat others with respect.
- take good care of their own and other people's property.
- walk inside the buildings and on the paths.
- talk quietly in school.
- do their best at all times.
- make the right choice.
- treat everyone equally.

The School Council, comprised of representatives of each class, discuss aspects of positive behaviour at the start of each new academic year.

Our pupil school council devised our current whole school behavioural systems including the 'traffic likes to success' ensuring they take ownership in something they devised and hold their peers accountable to what they have agreed.

Appendix 1 'Traffic lights to success'

Praise and reward

At St Peter's, we believe that good behaviour is best promoted and developed by drawing attention to and rewarding well-behaved pupils, this was something that the pupils said was important to them. Our teachers acknowledge the importance of meaningful, informal praise in encouraging positive behaviour; for example, verbal praise given in lessons and written comments in exercise books that encourage pupils to strive for excellence. Each class teacher has their own method within the classroom for rewards. Teachers will also make regular contact with parents and carers to celebrate pupil achievement, through a chat at the end of the day, notes in pupil reading diaries or sending good news note.

The praise and reward system at St Peter's is centred on the **house system**. There are four houses. Pupils can earn house points for displaying our values, effort or approach to learning. The house with the most points at the end of the term will be awarded a special experience by the head teacher.

We have introduced a **positive behaviour reward system**, 'Afternoon at the Movies' which uses coloured counters. Children are awarded yellow counters for exemplar behaviour, moving around school quietly and following playground rules. Red counters counteract the yellow ones. The class with the most yellow counters at the end of the half term wins an afternoon in the hall watching a movie with treats. The counter system is for what happens 'outside' the classroom.

Every Friday morning the school has **celebration worship** where we celebrate the effort and achievements of our pupils and share news of their endeavours. Pupils may receive a certificate at these worships which include the

- Head Teachers Award,
- Growth Mind-set
- School Values.
- Star of the week
- Courage Certificate

In lessons a successful St Peter's learner:

- lines up quietly outside the classroom until invited into the room.
- shows excellent manners, respects and is polite to all people in the room.
- knows that they are learning by listening to the learning objective
- knows how to do well and succeed in the lesson and tasks.
- is able to assess their own work and help others with their work.
- is confident in showing others good work.
- looks at their written feedback and corrects misunderstandings
- asks and answers questions on and around the topic. May also be able to think about deeper questions around a topic.
- listens to advice given by the teacher and other pupils in the lesson.
- works hard until the teacher ends the lesson.
- thinks about the skills they are learning that could be used in another lesson.
- shows appreciation to teachers and pupils and gives praise to others.
- smiles

Traffic Lights to Success

Each class has a traffic light system displayed on the wall, as class posters. Every day, each child starts on green and for excellent behaviour, can move up to gold. If, after one verbal warning, a child continues to fall below acceptable standards, they will be asked to move their name to amber. If the inappropriate behaviour continues, they move their name to red and a sanction will be issued. If the inappropriate behaviour continues, the child will then report to the deputy / assistant head teacher. Sanctions include missing some play and golden time. The traffic light posters have the class charter and behavioural expectations displayed, so that children know what they must do to stay on green and what behaviour would constitute amber or red.

The traffic light system is for behaviour only. To reward a child for academic success when their behaviour falls below expectations is counterproductive and does not meet the needs of all academic abilities within the classroom. For example, a child should not be moved to Gold simply because they achieved 100% in a spelling test when they have demonstrated continuous low level behaviour issues also.

Children will be given a chance to move back up the traffic light colours throughout the day (Good behaviour is an expectation and should be intrinsic) Pupils who are put on red will not move up the system during the day due to the severity of the serious 'unacceptable behaviours' such as fighting and swearing.

Children will return to green at the start of each day; however this does not mean ongoing sanctions are then stopped from previous indiscretions.

Behaviours which disrupt learning and are not acceptable:

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied. Sexual harassment and abuse.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language

- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

Unsatisfactory ‘low level’ behaviour at St Peter’s Primary School

Where possible we encourage the children to take responsibility for their actions and face the consequences of negative behaviour. This links to our core values of Trust, Faith, Hope and Love

We encourage that individuals:

- Admit wrong doing.
- Apologise with meaning.
- Accept apologies.
- Make up and move on.

This applies to both children and adults. This restorative approach is based around four key features:

- **RESPECT:** for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY:** taking responsibility for your own actions
- **REPAIR:** developing the skills within the school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and allows pupils to remain in mainstream education

St Peter’s holds pupils to the highest standards of behaviour, in lessons, in all areas of the school and beyond. Every adult working in the school has the responsibility to challenge children making wrong choices so patterns of behaviour can be identified, and children can be supported in making the right choices.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code – the Class Charter, which is agreed by the children at the start of September each year and is displayed on the wall. In this way, every child and parent/carer in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during ‘circle time’.

“Low-level unsatisfactory behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour

Lunchtime Supervision

Children are supervised by a team of midday supervisors throughout the lunch period. The midday supervisors should maintain order and remind children, when necessary, of expected behaviours. The midday supervisors are aware of the children who have additional needs, and the SLT supports the midday staff in dealing with these children.

Children are expected to treat all midday supervisors with the respect at all times.

Verbal or physical abuse will not be tolerated. The following procedures should be followed for minor incidents at lunchtime:

1. Verbal warning. The child is given a polite but positive reminder that their behaviour is not acceptable.
2. Second verbal warning. This child is spoken to for a second time. The child will be reprimanded away from their peer group wherever possible. Red counter issued.
3. Time out. The child will have a short period of time out, usually on the wall during playtime for the duration of the time given by the teacher.
4. Class Teacher/SLT: If a child continues to offend it may be necessary to bring them to their class teacher or to a member of SLT. In this situation, the midday supervisor will take the child to the appropriate adult and will explain to the teacher what has happened. It is then the teacher's responsibility to decide how the behaviour is dealt with. All incidents must be logged on CPOMS and for the mid-day supervisors, the two-way diary.

The supervisor should not leave the playground if it compromises safeguarding staffing levels.

For positive behaviour and exceptional whole class lining up. Yellow counters should be awarded.

Referral to Senior Leadership Team

If there is a case of violent behaviour, genuine uncooperativeness, persistent anti-social behaviour or other major problems these should be brought to the immediate attention of the class teacher, Assistant Headteacher or the Deputy Headteacher

Who deals with the incidents?

Class Teacher: deals with immediate issues that may require sanctions and a call home.

Key Stage Lead: may work in conjunction with the class teacher or take on more serious issues

Deputy Head Teacher / Assistant Head Teacher: immediate referral for serious unacceptable behaviour / incidents

Head Teacher: escalation to instances that may require exclusion or when the AHT and DHT are not able to deal with an incident.

Managing Behaviour

Reasonable adjustment

It should be recognised by staff and the wider school community that for some pupils, the whole school behaviour systems and sanctions do not work. There is no one system fits all strategy. In some cases, using our systems for specific pupils can make issues worse rather than better.

St Peter's will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage a pupil. This would apply to pupils with learning difficulties and disabilities and other pupils as their personal circumstances warranted it.

This group of pupils may include those with dyslexia, autism, speech and language impairments, sensory and physical impairments and more complex behaviour, emotional and social difficulties such as Oppositional Defiant Disorder, Attention Deficit Hyperactivity Disorder and other medical diagnoses. These adjustments would be made before any official diagnosis if necessary and all staff would be made aware of the reasonable adjustments they would need to make. This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied "differently" but pupils, staff and parents should be reassured that adjustments are only made when necessary, in order to meet a pupil's individual need.

Low level strategies

St Peter's has standard strategies for breaches of discipline. These progress in stages but may be used in any order and some may be used at the same time. The Head Teacher reserves the right to fast track to higher level sanctions for major breaches of conduct, where the health and safety of staff and/or children are in question.

Very low-level incidents may not need recording, continuous low level or a higher level should be reported on CPOMS. This will help the school see trends, not only as an individual, but as a school.

Very occasionally, some children may forget our aims for good behaviour, or the traffic light system does not work. In these cases, the following sanctions may be applied (in any order) with due consideration given to circumstances:

- Miss playtime
- Miss lunchtime play
- Miss some golden time.
- Excluded from clubs and school teams
- 'Time Out' at playtimes – stand on the wall for a short time.
- Excluded from PTA events or educational trips.
- Work away from class (supervised).
- Excluded from special privileges, e.g. special jobs, responsibilities.
- Letter sent home.
- Sent formally to Head teacher or Deputy Head.

Supporting pupils managing their own behaviours.

We believe that the most effective way to support children in making the right choices is to:

- St Peters is committed to pupils learning from their mistakes and post incident reflecting on the right choices that could have been made.
- Praise and reinforce positive learning and behaviour choices
- Ensure all staff consistently have high expectations of behaviour and explicitly model what is expected.
- Ensure staff provide opportunities for reparation
- Ensure staff have access to a range of 'in house' strategies and support including individual reward charts, use of timers and calming down opportunities.
- Work in partnership with parents

- Work in partnership with outside agencies (eg. Educational Psychologists, Early Help)
- Utilise support from SENDCo and/or SLT, either as a one off or part of a sustained programme designed to help them manage their behaviour

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Bullying

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either emotionally or physically repeatedly over a period of time and results in pain and distress to the victim. Sometimes it is difficult for those being bullied to defend themselves. Bullying can be:

- Emotional - being unfriendly, excluding others, tormenting (e.g. hiding books, threatening gestures).
- Physical - pushing, kicking, hitting, punching or any use of violence, taking belongings.
- Verbal - name-calling, sarcasm, spreading rumours, nasty teasing, insulting, making offensive remarks including those about race, sex, religion, related to home circumstances, appearance, health conditions and special educational needs.
- Indirect - spreading nasty tales about someone, excluding someone from an activity or game.
- Cyber - All areas of the Internet, such as email and Internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities.

Bullying is not two children having an argument/disagreement or falling out over something or a physical accident. **It is not a one-off incident.**

Breaches of Discipline

This is not an exhaustive list

These include:

- Verbal abuse / threatening behaviour against another pupil or adult
- Deliberately hurting someone and leaving them injured
- Bullying, including cyber-bullying and peer on peer abuse, through physical contact, email, text messages, or any social networking sites
- Persistent disruptive behaviour / violation of school rule
- Racist, sexual and/or homophobic remarks or harassment
- Wilful damage to school or personal property belonging to any member of the school community
- Inappropriate sexual abuse or harassment
- Theft of school property or the property of any member of the school community
- Drug or alcohol related incidents
- Possession of an offensive weapon, e.g. knife or sharp bladed instrument
- The carrying of any dangerous or illegal items or substances
- Deliberate or attempted vandalism of school property or on the way to and from school which impacts on the local community

In the event of the breach of discipline, the Class teacher, then Assistant / Deputy Head Teacher and finally Head Teacher will inform the parents/carers about the incident as soon as practically possible.

The parents/carers will be contacted to discuss support for the child in moving forward. Further sanctions will be outlined in the event of there being no improvement in the child's behaviour. The Assistant / Deputy Head Teacher may withhold participation in any school event that is not an essential part of the curriculum. In areas such as sexual harassment and abuse, other policies such as child on child abuse and safeguarding will be applied in conjunction with the behaviour policy.

Behaviour Curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour. Positive teacher-pupil relationships are key to combatting unacceptable behaviour.

The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative Measures for Pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement sensory breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

Physical Intervention

St Peter's Primary School follows the non- statutory guidelines from the Department for Children, Schools and Families as contained in the document 'The Use of Reasonable Force and Restraint.' 'Reasonable in the circumstances' means using no more force than is needed. Force is usually used either to control or restrain where there is a risk to pupils' safety. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical

contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. All members of school staff have a legal power to use reasonable force. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit and bought in services such as sports coaches. School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Children with SEN will be considered in line with the SEN policy.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so,
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit,
- Prevent a pupil leaving the classroom when allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others,
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground,
- Restrain a pupil at risk of harming themselves through physical outbursts. Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

In line with the school's policy, {Team Teach} trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

- Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.
- Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.
- Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.
- When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the Classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff. The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space. The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary. The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom.

The headteacher will request that the pupil's class teachers set them appropriate work to complete. The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour.

Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Prohibited Items, Searching Pupils and Confiscation

Headteachers and staff authorised by them will 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. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below.

This is not an exhaustive list

The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
 - Phones
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

Suspension and Exclusion

St Peter's is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. Suspensions and permanent exclusions are used sparingly and only as part of the overall Behaviour Management Policy. However, suspensions and permanent exclusions may be used when other strategies and sanctions have not been effective. The school complies with the statutory framework as set out in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and the statutory guidance Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England September 2022 published by the Department for Education.

Suspensions

In all cases the Headteacher gathers evidence and takes advice from colleagues who are working with the pupil. Suspending a pupil/student from school is a serious step to take. The Headteacher alone has the statutory power to suspend a pupil/student from school. Where the Headteacher is temporarily off-site or absent from school they must be consulted and have access to relevant evidence and information prior to the final decision being made. In the case of the Headteacher being absent for an extended period of time the formally appointed Deputy Headteacher will have the power to suspend in place of the Headteacher.

The Headteacher will decide on the length of suspension in all cases. The length of the suspension will depend on a number of different factors which may include, but are not limited to, previous suspension record, severity of incident, risk to others and where and how the incident arose. Parents will be informed either by telephone, letter or email on the day the pupil is suspended.

In exceptional circumstances, where further evidence comes to light, a further suspension can be issued or a permanent exclusion to take effect after the initial suspension ends.

Permanent Exclusion

A decision to exclude a pupil permanently is a very serious one and therefore can only be taken by the Headteacher. It can be the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed to secure improvement.

Where a pupil is permanently excluded for a build-up of negative events, it is an acknowledgement by the Headteacher that the school has exhausted all support strategies and interventions for the pupil and that to allow the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school.

The decision to exclude permanently may also be taken by the Headteacher when there has been a one-off serious breach of the school's published in this policy and where the Headteacher believes that to allow the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school. Such a decision may be taken as a result of any serious incident of any of the offences listed below and includes assault towards a member of staff or student, fighting, bringing offensive weapons into school, and the use or distribution of controlled substances within the school and its immediate vicinity.

Grounds for Suspension or Permanent Exclusions

The school will only suspend or permanently exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the school's Behaviour Policy, have failed to be successful.

The following **examples** of behaviour may warrant the decision to suspend or permanently exclude a pupil:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse

Pupils can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year, or permanently excluded. Similarly, pupils can be permanently excluded following a suspension, where further evidence is presented. In all cases, the headteacher will decide whether a pupil will be subject to a suspension or a permanent exclusion.

Incidents of misbehaviour occurring outside school

The school may impose a suspension on a pupil for non-criminal misbehaviour occurring outside school where it is reasonable to do so, including:

- Misbehaviour which occurs when the pupil is taking part in a school organised or related activity, or travelling to or from school, or wearing the school uniform, or can be identified in some other way as a pupil of the school; or
- Misbehaviour at any time that could have repercussions for the orderly running of the school or pose a threat to another student or member of the public or could adversely affect the reputation of the school. The school may also sanction pupils for criminal behaviour occurring outside school even where the police have decided to take no formal action against the pupil.

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General Factors the School Considers Before Making a Decision to Suspend or Permanently Exclude

Before deciding whether to suspend or exclude a pupil permanently the Headteacher will:

- Ensure appropriate investigations have been carried out;
- Consider all the evidence available to support the allegations taking into account all relevant policies.
- Allow the pupil to give their version of events, where possible.
- Collect evidence from a range of sources and/or witnesses, where reasonable.

When establishing the facts in relation to a suspension or permanent exclusion decision the Headteacher will apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true rather than the criminal standard of 'beyond reasonable doubt'. If the Headteacher is satisfied that on the balance of probabilities a pupil did what they are alleged to have done, a suspension or permanent exclusion will be the outcome.

Exercise of Discretion

In reaching a decision to suspend or permanently exclude, the Headteacher will look at each case on its own merits. In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider:

- i. the gravity of the incident, or series of incidents as detailed in the behaviour log, and whether it constitutes a serious breach of the Behaviour Management Policy; and
- ii. the effect that the pupil remaining in the school would have on the education and welfare of other pupils and adults. Nonetheless, in the case of a pupil found in

possession of an offensive weapon, whether there is an intention to use it or not, it is the school's usual policy in this particularly serious matter to issue a permanent exclusion.

Managed Moves

The school will work closely with the local authority and other primary schools to undertake managed moves where such a course of action would be of benefit both to the pupil and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school. Where it is thought to be in a pupil's best interest to transfer them to another mainstream school permanently, the headteacher and governing board will discuss this with the parents of the pupil, and the LA if the pupil has an EHC plan – managed moves will only go ahead with the voluntary agreement of all parties involved, including the parents and the admission authority of the new school.

The school will ensure that detailed records are kept of any decision to initiate a managed move, including evidence that appropriate initial intervention has been carried out. The school will participate in information sharing with the pupil's new school, including sending data on prior and current attainment, academic potential and any risk management strategies.

The school will also cooperate with the pupil's new school to create an effective integration strategy. Parents who have concerns that a managed move is being forced on them or who are unhappy with a managed move will be referred to the Complaints Policy and Procedure.

Preventing Suspension and Permanent Exclusion

The school endeavours to avoid suspensions and permanent exclusions. However, if the strategies implemented by the school have failed, then there will be a final interview with parents or carers where the possibility of suspension or permanent exclusion will be discussed. This will be followed by a final written warning stating that the pupil is 'at risk' of suspension/ permanent exclusion.

If the child's behaviour puts the health and safety of themselves or others at risk or if there is persistent violation of school rules, it may be necessary to suspend a child or permanent exclude them.

The Head Teacher (or a member of the SLT deputising for the Head) is the only member of staff who can sanction a suspension or permanent exclusion. In the case of all suspension or permanent exclusions, parents or carers are informed in writing of the reasons for the suspension or permanent exclusion and their right of appeal.

Attendance

We recognise that in our school, pupils may be absent due to extreme illness, however, our targets for attendance and punctuality are aspirational and are intended to encourage dedication to learning and to prepare pupils for the equally high expectations of our secondary school.

Our attendance target is 98%

At the end of each academic year, we will have a prize giving ceremony where we will award prizes for academic achievement, progress and effort.

Educational Visits

At St Peter's, pupils will participate in many educational visits ranging from sporting activities to residential visits. Pupils are expected to be ambassadors for the school at all times. Participation in visits is a privilege and the expectations for impeccable behaviour for learning apply to all school activities.

Travelling to and from school

Pupils are ambassadors for St Peter's and should show high standards of behaviour outside school; pupils should exhibit excellent manners at all times, rewards will be given for any positive reports given to school.

Harassment and Prejudice

At St Peter's we believe that we are all equal, regardless of race, culture, gender, sexual orientation or religion. Learning and growth can only take place when pupils and staff have the self-confidence and security that comes from being fully valued and respected, and from experiencing equality of opportunity. Harassment and prejudice have no place in our school community of pupils, staff, parents and visitors, and will not be tolerated. This policy should be read in conjunction with our Equalities Policy.

Harassment may present itself in the following ways:

- Physical assault because of race, culture, gender, sexual orientation or religion
- Derogatory language, including name calling, insults and jokes, and also including language that is not directed at any one individual but at groups in general
- Bringing offensive printed or digital materials into school, or showing or sending them to other members of the school community
- Verbal abuse and threats
- Incitement to others to behave in an offensive way
- Ridicule of an individual for cultural differences, e.g. food, music, dress
- Refusal to cooperate with other pupils or staff because of race, culture, gender, sexual orientation or religion

In order to further promote an environment which celebrates racial and cultural diversity and mutual respect St Peter's will:

- Ensure displays reflect diversity
- Challenge any prejudiced language or attitudes within the classroom
- Challenge prejudiced language or attitudes in books and other materials
- Encourage pupils to share and celebrate cultural differences through the curriculum

This policy is brought to the attention of staff, pupils and parents in the Autumn term and is made available on the school website or from the school office upon request and is formally reviewed, along with the principles that underpin it, every two years. The policy is monitored less formally via staff meetings each term, if appropriate. St Peter's enters more serious incident onto CPOMs so we build a picture over time of any trends.

Appendix 1

Traffic Lights to Success

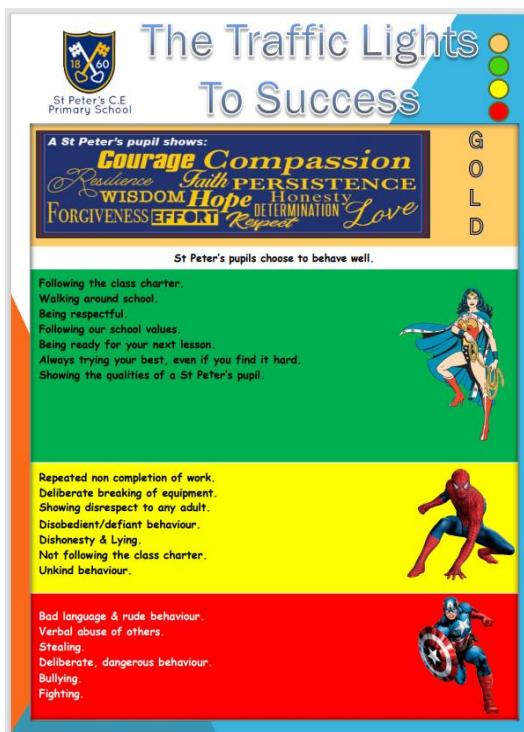
Traffic lights to success is a pupil led strategy that covers the minimum expectations for good behaviour in school. It celebrates success and reminds children of what constitutes falling below expectations looks like.

Each day, pupils will return to green no matter what they were on the day before. This does not however cancel the sanctions for any previous day's indiscretions. Sanctions will continue; however, the concept of today is a new day applies as part of our ethos and values.

For some pupils, systems like this do not work and could exacerbate issues. Teaching staff are expected to know who these children are and have individualised measures in place with the help of the SENCO, Behaviour Lead and any other external agencies.

If a child goes to Red immediately, this is a serious incident and should be referred to the Key stage lead / Deputy Head.

Key Stage 1



Key Stage 2



Appendix 2

House Points

Pupils are awarded house points around school for a variety of measures. The weeks winners are then placed on boards in the school hall.



Week	Kenny	Simmonds
7		
6		
5		
4		
3		
2		
1		

"When I did well in my first race, it felt so good that I pushed myself to do even better in the next. If you sit back and relax, you will never achieve what you are capable of. You need to develop resilience, courage and belief in your own ability" Laura Kenny



"We're athletes, we train as hard as the Olympians, we are dedicated, we enjoy it all. If you've got a disability, you're normal, it's just something that's different. Don't ever tell me you can't, everyone can, everyone!" Ellie Simmonds



Week	Daley	Brown
7		
6		
5		
4		
3		
2		
1		

"When I was younger, I didn't think I'd ever achieve anything because of who I was. To be an Olympic champion now just shows that you can achieve anything." Tom Daley



"I want to spread the message that it's OK to fall sometimes, you are going to fall, Beyoncé's going to fall, all your heroes are going to fall. It's how you pick yourself up and then try again that counts." Sky Brown



Appendix 3

Behaviour Management Flowchart

Behaviour is everyone's responsibility. The following flowchart is a guide, it does not negate the responsibility of staff to deal with a situation that they see or is brought to them. A child not being in your class does not mean it is not your issue to deal with. From time to time the Head teacher will deal with issues that he witnesses, and children will be asked to accompany him to the head teacher's office to either deal with a low-level issue or ward off any potential issues. This does not mean that the offense is now being taken out of proportion, just that it is being dealt with as part of the whole school approach.

The following chart is summary of behaviours and consequences, these are not exhaustive and reference to this policy should add greater detail. As professionals, teachers and staff should be able to match actions to consequence.

	Typical, but not exhaustive behaviours.	Typical Consequences dependent on the issue.
Day to Day Behaviour Management	<ul style="list-style-type: none">• Pupil friendly bullying policy• Class Charter• Teachers own strategy• Regular assembly / worship reminders	<ul style="list-style-type: none">• Low level verbal reminders about expectations.• Visual reminders and praise
Mid-Day supervisors and playtime	<ul style="list-style-type: none">• Not following playground rules.• Escalation of behaviour during games.	<ul style="list-style-type: none">• Warning• Repeated warning – red counter• Time out on the wall
Teachers	<ul style="list-style-type: none">• Traffic Lights to Success behavioural expectations.• Continuous low-level disruption• Continuous deliberate underachievement	<ul style="list-style-type: none">• Traffic Lights to Success sanctions.• CPOMS if deemed necessary• Call parents if deemed necessary
Key Stage Lead	<ul style="list-style-type: none">• Persistent defiance, breaking rules, poor behaviour.• Damaging school property• Theft – classroom resources.• Traffic lights sanctions not working with the teacher.• Child moved to RED on the Traffic Lights.	<ul style="list-style-type: none">• Removal of privileges• Loss of breaktime• Parents called• CPOMS• Report card• Sitting outside HT office
Deputy Head Teacher	<ul style="list-style-type: none">• All serious 'unacceptable behaviour' as highlighted in the behaviour policy, including pupils moved to RED.	<ul style="list-style-type: none">• Depending on type of offense, pupil is moved away from the classroom environment.• Parents called for either a telephone or face to face meeting.• A moving forward action plan put in place• Suspension

Head Teacher	<ul style="list-style-type: none"> • In consultation with the Deputy Head. • All serious ‘unacceptable behaviour’ as highlighted in the behaviour policy 	<ul style="list-style-type: none"> • Further meeting with parents outlining the possibility of suspension / exclusion. • Letter sent home as a final warning. Child at risk of permanent exclusion.
Head teacher	<ul style="list-style-type: none"> • Significant one off or number of serious incidents. 	<ul style="list-style-type: none"> • Exclusion Panel
Governing Board		