



St Peter's C of E (Aided) Primary School

Little Green Lane, Farnham, Surrey, GU9 8TF

☎: 01252 714115 Fax: 01252 721215

✉: info@stpeters-farnham.surrey.sch.uk

www.stpeters-farnham.surrey.sch.uk



Our Vision Statement

"At St Peter's we have high expectations where everyone achieves and succeeds within a safe, inclusive Christian community. We promote independence, respect and empathy. Through an exciting curriculum, children are inspired to become lifelong learners and active world citizens."

BEHAVIOUR MANAGEMENT

Person Responsible:	Head Teacher
Committee Responsible:	Children & Learning Committee
Review Period:	Every 3 years or in light of any new regulation
Status:	Statutory
Date Adopted:	Autumn Term 2019
Next review:	Autumn Term 2022
Ratified by Governors on:	27 September 2019

This policy is to be read in conjunction with the following policies: Equality, Anti- Bullying, Teaching and Learning, SMSC, Homework, Health and Safety and our school's statement on British Values. Please note the guidance on exclusions towards the end of this document.

At St Peter's C of E Primary School, we have high expectations regarding behaviour and academic performance for all our children. We are committed to providing an environment where all pupils are able to learn and explore together in a caring, co-operative and safe atmosphere. Behaviour reflects shared values which have been clearly expressed, discussed and agreed by all and consistently enforced.

OUR AIMS ARE:

- To enable children to feel both safe and secure.
- To enable children to solve their problems calmly and openly.
- To enable children to feel confident in a system to which they have contributed and in which they trust.
- To achieve consistent expectations, rewards and sanctions.
- To achieve a working environment that is calm and free from disruption.
- To encourage children to think of others and develop respect and tolerance for each other's views and property.
- To create and encourage a code of conduct which will act as a model beyond the School.

HOW WE INTEND TO ACHIEVE OUR AIMS:

Through:

- consistent adult examples which promote mutual respect and good relationships;
- consistent use of school rules;
- Learning For Life (PSHE) and Religious Education, including regular discussion on appropriate/inappropriate behaviour;
- promoting a positive climate of high expectation of pupils in all aspects of school life;
- praise, rewards and sanctions;
- appropriate sanctions for inappropriate behaviour and
- involving parents, recognising their role as partners in promoting good behaviour.

School Rules

These are the three School rules:

1. Keep your hands and feet to yourself.
2. Treat other people the way you would like to be treated.



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3. Follow the instructions from all adults.

Bullying

At St Peter's we have zero tolerance for bullying behaviour. Please read our Anti-Bullying Policy which sets out clearly our actions. The school also works carefully to ensure that any cyber-bullying is tackled. See the Computing Policy and Anti-Bullying policy for more details.

Class Rules

Teaching and learning must be able to take place undisturbed in classrooms. If this is prevented from happening by an individual or group, the behaviours must be tackled. The aim of our positive behaviour management policy is:

- to help pupils realise the appropriate behaviour and provide strategy/guidance on putting it right;
- to reward positive behaviour and
- to help support behaviour modification if pupils persist in making 'wrong' choices with their behaviour.

At the beginning of each school year the school rules are reinforced.

House Points

Each pupil is a member of a House (Liverpool, Lincoln, Exeter).

They can gain house points for a number of reasons e.g. Good effort in learning, behaviour, good manners, inter-house competitions and Sports Day.

Head Teacher's Award

Every fortnight, each class teacher selects a child/ren from their class to receive the Head Teacher's Award. These children are congratulated at the Celebration Assembly and receive a certificate. Parents of the children receiving a certificate are invited to the Celebration Assembly.

Classroom Sanctions

At St Peter's, we have a consistent approach to sanctions in both Key Stages. In the first instance the class teacher will deal with the situation and if it continues then the Key Stage leader will be involved, followed by the Deputy Head and finally the Head Teacher.

Lunchtime Supervisors

It is important that the children and staff have a stress-free and happy lunch time. Play is crucial for children's personal and social development. We aim to work as a team, with all staff supporting one another by ensuring good communication. Please note that all children must be supervised at all times. Children will be asked to stand next to lunchtime supervisor if their choices are inappropriate. For more serious incidents they will be sent into the school to be spoken to by teaching staff (see below).

We have a Lunchtime Charter which our children are expected to follow:

- Children will respect all lunchtime supervisors at all times and follow all instructions.
- Children will thank the staff for their food and help.
- Children will talk quietly in the canteen.
- We expect children to be kind at all time to one another, show respect and keep their hands and feet to themselves.
- Children should not re-enter the school buildings unless told to do so by an adult.
- Children need permission from the lunchtime supervisors to go to the downstairs toilets in the new building.

If they choose not to then the following consequences will happen: See Exclusion Policy for severe behaviour.



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Regular meetings will be held with the midday supervisors and their line manager to discuss any relevant issues.

Playground management

Playtimes are an integral part of the school day. They are part of a child's social development and should provide opportunities for imagination to develop, for children to learn to share and to care for each other. Playtimes should also be a time which both children and adults look forward to.

General Playtime Guidelines:

- No one may leave the school grounds without permission.
- All children to be outside (weather permitting).
- Children may enter the school building with permission to use the toilets.
- Only fruit or vegetables are allowed to be eaten and waste disposed of in compost bins.
- Consider joining in with the activities arranged by the Young Leaders.

Sanctions which support the Lunchtime Charter

These are the three School rules:

1. Keep your hands and feet to yourself.
2. Treat other people the way you would like to be treated.
3. Follow the instructions from all adults.

If a pupil is sent to the HT/DHT office these are the following sanctions:

Actions	Consequence
Hitting another child	Removed from playground until 1pm
Kicking another child	Removed from playground until 1pm
Damaging school property	Removed from playground until 1pm
Pushing another child over	Removed from playground until 1pm
Swearing at a child	Removed from playground until 1pm
Rude to an adult	Removed from playground until 1pm
Person in charge (SLT or teacher) to call the parents on same day.	

HT/DHT may choose to follow the Exclusion Policy. See Policy. The parents of the child will be spoken to by the class teacher or if exclusion is decided upon by the HT/DHT.

Good practice:

A child should have their sanction on the same day – it shouldn't be carried over. However, in some cases this may have to happen if the incident was right at the end of lunchtime. Whoever is in charge will make that decision.

Exclusion Guidance

Please read this in conjunction with the Appeals Policy and Surrey County Council website 'guidance on appeal against exclusion' and Exclusion Policy.

It is the policy of St Peter's Primary School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, to avoid such issues reaching the point of exclusion. We seek to avoid exclusions and they are extremely rare in this school. They take place only for very serious incidents or when other strategies have been tried and have failed over time. In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.



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The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies. Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult
- Verbal abuse / threatening behaviour against pupil
- Verbal abuse / threatening behaviour against adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school
- Sexual misconduct
- Drug and alcohol related
- Damage to property
- Theft
- Persistent disruptive behaviour
- Other

Each individual situation will be investigated according to need. The Head Teacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done; the Head Teacher may exclude the pupil.

Should the need for exclusion arise, following a sustained period of unacceptable behaviour or a single case of extremely dangerous and/or violent act, the school will adopt the following recommended approach.

- Parents/guardians will be notified immediately by telephone and asked to remove their child from the school.
- They will be given a formal letter outlining the reason for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure.
- The Chairman of Governors will be notified at the time exclusion is decided, as will the appropriate agencies.
- There will be a re-integration meeting on the child's return to school which the parents should attend, where a plan is agreed to support the child.

Should a parent feel that the school has not dealt with the situation satisfactorily, the parents can appeal the decision.

Should it be decided for whatever reason that the matter needs to be put in the hands of another agency, i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency.

It is hoped that in most cases following an exclusion, the child will be able to return to school and that the support programme will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

Managing serious or persistent problems

- We accept that it is the behaviour that is the problem and not the child.



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- The behaviour of children giving cause for concern will be assessed.
- Triggers need to be established.
- Individual programmes will be planned to help modify inappropriate behaviour.
- The child may be referred for some extra support, e.g. anger management training.
- Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

Individual Behaviour Support Plans

Behaviour Support Plans will be used to help pupils at risk of exclusion in order to support him/her to make correct behaviour choices. They will:

- identify objectives and address one target at a time;
- include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviours;
- emphasise teaching the child alternative positive behaviours,
- specify the behaviour that is unacceptable, and the consequence should it occur e.g. time-out, reporting to Head Teacher etc and
- include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour.

Types of exclusion

1. Fixed term exclusion

This is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed.

- Violence towards an adult or child (which is deliberate and/or causes serious injury)
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)

Parents of all pupils who are excluded on a fixed term will be invited to a reintegration meeting, usually on the pupil's first morning back into school, so that an appropriate way forward can be agreed. A Pastoral Support Plan will then be put in place to support the pupil.

2. Permanent Exclusion

Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly. Only the Head Teacher can permanently exclude a pupil or a named Deputy if the Head Teacher is out of school. The Head Teacher may decide to permanently exclude a pupil only when s/he is sure that:

- the pupil has seriously breached the school's discipline policy or
- if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school

There is a formal process for all exclusions, and these have to be reported to the Local Authority. The school is able to seek advice from the relevant LA officers, such as the Inclusion Officer and the Exclusion Officer if necessary. Parents are able to seek advice from the Local Authority if they have concerns and may also contact the school's governors following exclusion if they wish to.