



Saint Pierre School,
16 Leigh Road, Leigh-on-Sea, Essex SS9 1LE

Promoting Positive Behaviour Policy

Policy Owner (Position)	Last Updated By (Name)	Date of Last Review	Date Next Review Due
Deputy Head	Peter Lane	30 th September 2021	30 th September 2022
Read in Conjunction with: Anti-Bullying Staff Code of Conduct			

Introduction

This document is a statement of the aims, principles and strategies for behaviour management at Saint Pierre School.

Purpose of the Policy

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Aims

Our aims for behaviour at Saint Pierre School are:

- Treat others the way they would like to be treated themselves.
- Learn well and behave in a way that lets others learn.
- Feel that they are a very important valued member of the school. All members of the school community are valued equally and treated with respect.
- Ensure parents and families understand what is happening in school and work with us to make sure that every child has the best learning opportunity.
- For children to understand what they need to learn and how to help themselves reach their next target.
- For children to feel pleased with success and enjoy seeing themselves and others take the next steps towards their learning goals. We want children to be successful, to value their achievements, monitor their own progress and celebrate the success of others.
- To understand why children behave the way they do.
- To agree rules, rights and responsibilities with our pupils so that everyone is clear about how we should all behave inside and outside of school.
- To help everyone in school to understand the part we can all play in helping to create a nurturing and welcoming environment.
- To ensure every child has the opportunity to take part in exciting lessons, school trips and after school activities that will help children learn new skills, including working well with others. Through the curriculum, and extra-curricular activities, we aim to teach behaviour and academic skills which will enable pupils to develop their capacities to the full.

Our Core Principles

- Every child has the right to learn and no child has the right to disrupt the learning of others.
- Everybody must be treated with respect, politeness and tolerance.

Responsibilities

All members of the school community (teaching and non-teaching staff, parents and pupils) work towards the school's aims by:

- Valuing children and adults as individuals and respecting their rights.
- Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Rejecting all conduct involving bullying, harassment, or inappropriate social conduct.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom and applying these consistently.
- Fostering a pride in belonging to the school community.
- Caring for, and taking a pride in, the physical environment of the school.

The leadership team work towards the school's aims by:

- Taking a lead in the establishment of a positive school ethos.
- Taking responsibility for devising and implementing a Staff Code of Conduct, Anti-Bullying Policy and PSHE/SMSC Policy which guides our pupils towards an understanding of our core aims and principles.
- Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken.
- Recording and reporting incidents of serious misconduct.

Teachers work towards the school's aims by:

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude.
- Enabling children to take increasing responsibility for their own learning and conduct.
- Ensuring that learning is progressive and continuous.
- Being good role models – appropriately dressed, punctual, well prepared and organised.
- Taking quick, firm action to prevent one child inhibiting another's progress.
- Providing opportunities for children to discuss appropriate behaviour.
- Working collaboratively. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

Pupils work toward the school's aims by:

- Being appropriately dressed, punctual and ready to begin lessons on time.
- Being organised - bringing necessary kit, taking letters home promptly, returning books efficiently.
- Conducting themselves in an orderly manner in line with the school's expectation of behaviour.
- Taking responsibility for their environment and for their own learning and conduct.

Parents work toward the school's aims by:

- Ensuring that children attend school in good health, punctually, and regularly and trying not to take pupils on holiday during term time.
- Providing prompt notes/calls to explain all absences.
- Providing support for the discipline within the school and for the teachers' role. If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school.
- Participating in discussions concerning their children's progress and attainments.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- Taking an active interest in children's learning by giving due importance to homework, hearing reading, and assisting in learning of tables and spellings.
- Allowing children to take increasing personal and social responsibility as they progress throughout the school.
- Accepting responsibility for the conduct of their children at all times.
- By conducting themselves in an appropriate manner whilst on school premises.

All members of the school community are involved in various aspects of the following:

- Regular verbal/written contact between parents/carers and teachers about behaviour.
- Meetings of staff to review behaviour issues as required.
- Frank and open debate about behaviour at staff meetings.
- Causes of concern by class teachers raised at staff meeting or directly with SLT
- Lunch time incidents are reported to class teachers by duty staff.

Effective partnership with parents is encouraged by:

- Regular informal contact with teachers who are accessible to parents before/after school on a daily basis (not during a pandemic) or via email or Teams.
- Good communication channels emails, phone calls, discussions, notes in Reading Records and Parent's meetings.
- Information for new parents which outlines the school's behaviour policy and explains the parents' role in this.

Children are provided with opportunities to discuss appropriate behaviour in the following ways:

- A School Council of pupil and staff representatives that meets regularly.
- A programme of PSHE/SMSC which encourages children to reflect on their Spiritual, Moral, Social and Cultural well-being.
- The compilation, by each class, of a set of positive rules at the beginning of the school year.

How can we help children to behave well?

- Each class will have clearly identified rules agreed by the whole class
- Each class will have a copy of the Saint Pierre School rules
 1. Always pay attention and never speak whilst someone is talking.
 2. Show good manners, kindness, respect, common sense and consideration for others.
 3. Be presentable in your school uniform at all times.
 4. Your cap/hat must be worn every day to and from school.
 5. Show respect for property and equipment of others

6. Take care of your belongings.
7. Do not run in any part of the building
8. Be silent in the corridors and on staircases.
9. Take note of playground rules
10. BEST AND PROUD!

In most lessons these rules are just visual reminders and rarely have to be mentioned.

There are a range of strategies that Saint Pierre School staff employ to ensure that good learning takes place and that behaviour does not impact negatively on learning. On the rare occasion when pupils need reminding of the code of conduct in lessons there is an agreed consequence for breaking the learning rules. These consequences should be applied only after all appropriate strategies from the list have been used. Staff apply these rules consistently to enable uninterrupted learning. The rules need to be displayed next to a white board so that initials of children can be written beside them. If a child breaks a rule their initial is put beside the rule broken. There should be no discussion about it as all children will be aware of the rules and how they can be kept and broken. If the child breaks a rule again (either the same rule or a different one) they should be moved to a designated seat in the classroom away from the main body of the group. If they offend a third time their initial goes up and they are removed from the classroom and sent to an agreed place. This could be at the back of another class. They should take their work with them or be given something that they can do independently. The member of staff who accommodates the child should not discuss their misdemeanours with them but continue to concentrate on their own class.

So...

- Initial up once...just a warning
- Initial up twice...moved to designated seat in class
- Initial up three times...out of the classroom to an agreed venue

At the end of the session the initials are removed. There will be 3 sessions (before break, after break and afternoon).

Incentives and Celebrations- What happens when things go well?

Classroom staff have a variety of ways to show children that they have done well:

- Praise and appreciation
- Child to be sent to another member of staff for praise and congratulations
- Awarded certificates during Celebration Assemblies
- House points awarded
- Receiving awards won in and outside of school in the Friday Celebration Assembly
- Being sent to Head Teacher for praise
- Postcards sent home
- Telephone call to home to comment on improved behaviour
- Conversations with parents at the end of the day, commenting on good behaviour

Undesirable behaviour is minimised through the use of:

- Clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of, all teaching and non-teaching staff.
- A schedule of sanctions for undesirable behaviour.

- Conscientious supervision of pupils at all times.
- Rapid and stringent response to incidents of bullying and racial or sexual harassment.
- A readiness to tackle persistent behavioural problems through strategies such as: talking to parents; report cards; Chance cards; regular meetings with pupils.

Inappropriate or Undesirable Behaviour- Inappropriate or undesirable behaviour includes:

- All aspects of bullying as identified in the anti-bullying policy.
- Stealing
- Damage to property
- Violence
- Swearing
- Insolence
- Non-adherence to school rules
- Inhibiting the learning opportunities of others
- Inappropriate dress.

Infringement of any of the above may result in the following sanctions being taken:

1. Being sent into another class
2. Missing part/all of break/lunch times
3. Being sent to the Headteacher or SLT member
4. A call to parents
5. Writing a letter of apology
6. Fixed term or permanent exclusion

Corporal Punishment

We do not permit the use of corporal punishment, nor the threat of any such punishment at any time. Similarly, we expect our teachers and other staff to remain calm in all situations and to refrain from any sort of verbal intimidation such as shouting, sarcasm or aggressive body language, whether on or off the school premises.

Children Who Do Not Respond

There may be occasions when in the event of a serious incident, e.g. fighting in class, teachers will need support from the SLT straight away. A learning support assistant (not the teacher) must be sent to get help from the head or the school office. If behaviour is serious, the teacher, or other named members of staff, may decide that it is necessary to use positive handling techniques to control or restrain children.

Racist Incidents

The school will not tolerate any form of racial discrimination or abuse. All racist incidents will be dealt with seriously by the school, and the appropriate procedure followed.

Process for Reporting Poor Behaviour

Poor behaviour in class is reported as soon as possible to a member of the Senior Leadership Team, as appropriate. This is then referred to the Headteacher depending on the severity of the incident. Poor behaviour at break/lunch-time is reported by the teacher on duty to the appropriate member of the senior leadership team.

In order to promote the Principles and Aims of this Policy all adults in the School are given the following information:

- Always give clear boundaries and expectations and stick to what you say
- Help children to understand the timetable for the day so that they know what to expect
- If rewards are being used, once they have been achieved give them immediately whenever possible
- Deal with the incident then move on, never refer back to past misdemeanours
- Use a sense of humour
- Act in a friendly and fair way
- Give clear 'I' and 'You' messages i.e. When you call out it makes it hard for others to hear what they have to do and I feel annoyed.
- Never discuss the children's negative behaviour in front of them unless it is an agreed part of the behaviour management process
- Always ensure that the child understands that it is their behaviour you do not like and not them personally
- Never give a sanction to the whole class if only a few pupils have broken the rules
- Always look for as many positive behaviours to praise as possible
- The main strategy to use is proximal praise and tactical ignoring. Most of the teacher's attention should be on those pupils who are doing exactly what is expected of them.
- The teacher should be in the classroom before the pupils to set the tone of the lesson. The tone set should be calm and conducive to learning.
- At all times the emphasis is on managing the learning rather than managing the behaviour.
- The Saint Pierre School rules should be in a prominent place within each classroom.
- If a child's behaviour is interfering with:
 - o Safety
 - o Learning
 - o Respectthen the teacher should intervene.
- Behaviour interventions should be well managed and planned for.
- Non-verbal interventions could be all that are needed to start with:
 - o Warning look
 - o Hand signal
 - o Going over to the child.

- Should the pupil need to be reminded three times within one lesson that they are disrupting learning, safety or respect then there should be a consequence of this behaviour:
 - o Moving seats within the class
 - o Missing break in two minute increments
 - o Removal from the learning environment to another classroom.

- At all times the focus is on the learning of the whole class and breaking of class rules should be dealt with quickly, confidently and with as little disruption as possible.
- If a pupil breaks a rule with serious impact on the safety, respect and learning of others then the following should take place:
 - o The pupil needs to be aware of the rules they have broken and need to think about how they can 'put right' what they have done wrong.

- o The pupil may need to go to the head teacher to discuss their behaviour. If this is necessary then an adult should go with the child to ensure that the head teacher is very clear about what rules have been broken.
- o If it is deemed appropriate that a junior pupil should miss their entire break then an adult should take them to the school hall with work to complete.
- o The pupils' parents/guardians may need to be informed of the behaviour.
- o Any serious breaking of rules should be recorded in the incident book which can be found in the school office.

- At all times focus should be on the positive behaviour within the classroom.
- Behaviour management strategies should be carried out with consistency and confidence.

Recording

Incidents should be recorded in the behavioural section of our online SIS by the class teacher or if appropriate an SLT member. Normally the necessity to record is dictated by the class teacher however incidents elevated to SLT must be recorded. Incidents which may lead to a pattern of concerning behaviour should also be recorded. If SLT feels the incident requires confidentiality they may store it in another appropriate location.

Pupil behaviour review meetings

Every pupil has the right to expect a safe and secure environment in order to access the aims of the school. Therefore when the behaviour of any pupil adversely affects the learning environment, this policy will come into effect. Where there is cause for concern regarding the repeated poor behaviour of a pupil a meeting will be called to provide a forum for reasoned debate with both the parents and the pupil. The meeting must always include the Head Teacher. A meeting can be initiated by either the school or parents.

The aims of such a meeting are defined as follows:

- To discuss and review a situation of concern which is brought to attention
- To address inappropriate pupil behaviour.
- To offer support to the Head Teacher.
- To offer support to parents and pupil.
- To resolve conflict by eliciting parental support of sanctions taken.
- To establish target setting within an identified Action Plan Procedure

The procedure for dealing with the concerns of parents or staff should be followed as set out below. They should be followed as far as is appropriate and applicable to the individual situation.

1. Parent and teacher meet together to discuss concerns raised by either party.
2. Parents meet with the Head Teacher.
3. If not resolved at Stage 2-Parents and child are asked to attend a Pre exclusion meeting with the Head Teacher.
4. Resume of the content of the meeting to be sent to the parents, including a review date.

Exclusions

Fixed term exclusions of less than 5 days

- Head Teacher to inform staff immediately.
- Head Teacher to inform parents by phone call and letter.

- Parents and pupil are invited to a Re-integration meeting and appropriate behaviour contracts are signed.

See our Exclusions policy.