



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
Head	Molly Singleton	1 st August 2024	1 st August 2025
Read in Conjunction with:			
Anti-Bullying			
Staff Code of Conduct			

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Introduction

This document is a statement of the aims, principles and strategies for behaviour management at Saint Pierre School. Here good behaviour is seen as central to good education.

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:

- To create a calm, safe and supportive environment where children can learn and thrive.
- To enhance the well-being of teachers and ensure that they enjoy their jobs.
- To create a culture where pupils and staff flourish in safety and dignity.
- Pupils learn well and behave in a way that lets others learn.
- Pupils feel that they are a very important valued member of the school and treated with respect.
- To 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.
- 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.

Our Core Principles

- We expect the highest standards of good behaviour in all areas of school life.
- Every child has the right to learn and no child has the right to disrupt the learning of others.
- Everybody must be treated with dignity, 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:

- Creating a culture that promotes excellent behaviour and has a clear vision of what good behaviour looks like.
- 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.
- being highly visible and engaged in the maintaining of the behavioural culture and positive environment of the school.
- Ensuring this policy is implemented effectively and understood by all staff including staff new to the school.
- Ensuring staff are appropriately trained especially for pupils with additional needs.
- Ensuring the school has high expectations of pupils conduct and behaviour which is commonly understood by staff and pupils and applied consistently.
- Ensuring staff are visibly and consistently supported in managing pupil behaviour.
- Ensuring interventions are both general and targeted as required and support is provided to all pupils to help them meet behavioural standards making reasonable adjustments where necessary.
- Ensuring pupil behaviour does not normally disrupt teaching learning or routines.
- Ensuring all members of the community create a positive safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, In which people are safe and feel safe and everyone is treated respectfully and incidents are dealt with quickly and affectively.
- 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:

- Being fully aware of the school's policies on behaviour, discipline, and the guidance set out in keeping children safe in education.
- Ensuring the behaviour of all pupils is within the guidelines of this policy

- 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 fully aware of the schools rules and expectations on behaviour.
- Being fully aware that they have a duty to follow the school behaviour policy and uphold the school rules.
- 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:

- Having an understanding of the school's behaviour policy
- 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.
- 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.

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.

The School Behaviour Curriculum

Good behaviour is taught to all pupils through the school's behaviour curriculum. This curriculum is centred on what good behaviour looks like. It is delivered by class teachers and in assemblies. Routines are used to enhance the pupils' understanding of and adherence to standards and expectations although adjustments are considered for children with additional needs.

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 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 posted
 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. If a child breaks a rule their initial is put on the whiteboard. 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/email to home to comment on improved behaviour.
- Conversations with parents at the end of the day, commenting on good behaviour.
- Positive marks on behaviour cards.
- Marbles in reward jars which equate to golden time.

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

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.

Sanctions that may be used:

Wherever possible support should accompany any sanction. The following sanctions may be used at the school:

- Negative mark on their behaviour card.
- Removal of marbles from class reward jars.
- Being moved within the class.
- Being sent into another class or an agreed location such as the office.
- Missing part/all of break/lunch times to complete a meaningful form of community service or outstanding work.
- A detention outside of school hours.
- Being sent to the Headteacher or SLT member.
- A call to parents.
- Confiscation of items.
- Writing a letter of apology.
- Writing an account of behaviour.
- Loss of privileges (such as a responsibility e.g. school council or head pupil)
- Being placed on report.
- Verbal reprimand.
- Fixed term internal exclusion
- Fixed term or permanent exclusion.

Supporting Pupils Following a Sanction:

Following a sanction strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behavioural expectations of the school. This might include:

- A targeted discussion with the pupil explaining what they did and how they could improve.
- A phone call with the parents.
- Inquiries into the conduct of the pupil with staff.
- Inquiries into circumstances outside the school by the designated safeguard lead.
- Considering support for behaviour management for the individual child.

Removal from Classrooms:

This involves a child being removed from a classroom for disciplinary reasons and is different to 'stepping outside' a classroom for a brief conversation. This is considered a serious sanction and only used if one of the following applies:

- To maintain the safety of all pupils or restore class stability.
- To enable disruptive pupils to continue their education in a managed environment.
- To allow a pupil to regain calm.

Parents should be informed if a pupil is removed from a classroom.

Removal from class can be for a single lesson or for a whole day if authorised by a member of SLT.

All removals should be entered on Smoothwall and will be analysed by SLT. The reintegration of the pupil should be carefully managed by the teacher and should be low key and 'matter of fact'. Consideration should be given to talking to the pupil and/or class to make re-integration as seamless as possible.

Conduct outside the school premises,

The schools has the power to sanction pupils for misbehaviour outside of the school premises including online conduct, to such an extent as is reasonable.

Examples are:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

SEND Children

The school accepts its duties to balance their behavioural policy in practise particularly when a pupil has additional needs. We will take such steps as are reasonable to avoid any substantial disadvantage to a SEND pupil caused by our policies as outlined in the Equality Act 2010. We accept all responsibility to use our best endeavours to meet those with SEND needs under the children and families act 2014

The Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation, Searching and Screening

We follow the DfE document: "Searching, Screening and Confiscation Advice for schools" July 2022.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

Prohibited Items:

- knives and weapons;
- alcohol;
- illegal drugs or any medication
- stolen items;
- 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, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

School staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. School staff can confiscate items from a pupil where appropriate.

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

If the headteacher decides to introduce a screening arrangement, they will inform pupils and parents in advance to explain what the screening will involve and why it will be introduced.

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.

Process for Reporting Poor Behaviour

Poor behaviour in class is entered on Smoothwall and 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.

Low Level Concerns

We consider low level concerns important as these can be indicative of behavioural patterns which may develop if not addressed. Staff should enter all LLCs on Smoothwall and SLT will study these monthly to identify patterns or concerns.

Preventing Recurrence of Misbehaviour

Saint Pierre has a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of temporary and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

Our range of strategies includes:

- Frequent and open engagement with parents.
- Providing a mentor or coach.
- Report cards for behaviour.
- Engaging with local agencies .
- Pupil behaviour review meetings (including any of mentor, SLT, parents, teacher).

SLT monitors behavioural entries on Smoothwall but any serious incidents (removal from class etc.) should also be emailed as soon as possible to an SLT member. Weekly staff meeting provide an opportunity for behavioural concerns to be raised and discussed if deemed appropriate.

Recording, Monitoring and evaluation

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 and Low Level Concerns should also be recorded. Incidents which may lead to a pattern of concerning behaviour should also be recorded.

Entries on Smoothwall are monitored and evaluated monthly by SLT looking for patterns or other concerns.

Pupils undergoing any form of prevention strategy are monitored continually by the Deputy Head or SENCO/Pastoral lead.

Exclusions

See our Exclusions policy.