

ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL



The Green, Cassington, Oxfordshire. OX29 4DN

E-mail: office.3651@st-peters.oxon.sch.uk Tel: 01865 880443

Website: www.st-peters.oxon.sch.uk

Headteacher: Mr Jon Jeffries



BEHAVIOUR AND REWARD POLICY May 2024

This policy was agreed by Governors on:

Date:.....

To be reviewed:.....

Chair of Governors:.....

Headteacher:

Unlocking minds that learn, hearts that love, faith that gives.

Everyone at St.Peter's is encouraged to embrace life with the boldness and hope of Peter, who stepped out of the boat, walked on water and achieved the impossible. Through Christian worship, values and love, helping hands are offered to support every member of our community to reach their potential.

We use our vision and values in our approach to both positive behaviour and that which needs addressing.



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Aims of behaviour policy:

- ❖ To enhance the self-esteem of everyone in the school;
- ❖ To enable everyone to have respect for themselves and others;
- ❖ To create a climate in which high quality relationships can develop between everyone in the school;
- ❖ To help all children, whatever their needs, to feel happy and safe at school;
- ❖ To develop a partnership with parents to enable us to make a joint contribution to the lives of the children as happy and valued members of the school, their families and their community;
- ❖ To contribute to the personal and social development of children;
- ❖ To develop emotional literacy, self-awareness and self-discipline in children;
- ❖ To promote an ethos of mutual understanding in order that an atmosphere is created for effective learning;
- ❖ To encourage children to make informed, well-balanced choices and to understand the consequences of the choices that they make.
- ❖ To encourage children to consider the need for good behaviour within the context of the Christian faith, specifically that Christians are to love God and love their neighbours and that the idea of forgiveness is central to the Christian faith.

Working in partnership

We believe that all members of the school community have a role to play in behaviour being excellent at St Peter's CE Primary School.

Children

Children need to know that they are responsible for the choices they make. Children also need to know they have the right to be listened to if they have any concerns.

Staff

Staff have the responsibility to provide a positive role model for children, to be calm, sensitive and fair when dealing with children. Consistency in using rewards and sanctions is also important. Staff have the right to expect children to work hard and to respect all adults in the school. All staff will agree to follow this behaviour policy when working at this school, so that the children experience a consistent and clear approach.

Parents and carers

Parents and carers are by far the biggest influence on children. They have a responsibility to ensure that when their child comes to school they are ready to learn and to support the school's behaviour policy, as stated in the home school agreement (appendix 1) Parents have the right to expect any concerns they have to be taken seriously by the school.

All adults on school premises are expected to abide by school expectations regarding behaviour. We do not tolerate physical violence, swearing or discriminatory/abusive language. The school is entitled to ban from the premises adults who do not abide by these expectations.

Both in and out of school, children are expected to:

- ❖ Achieve the best that they can both in their learning and in their behaviour;
- ❖ Have respect for everyone and everything;
- ❖ Make it as easy as possible for children to learn and for the teacher to teach;
- ❖ Speak politely to everyone;
- ❖ Move calmly and quietly about the school;
- ❖ Try to understand other people's point of view.

Home School Agreement

Our Home School Agreement has our vision and values at its core. It was written in large part with children's consultation and their voice driving what they expect of themselves and staff.

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Class Codes of Conduct

At the start of each school year, a class Code of Conduct is agreed between the children and adults in each class. This is referred to regularly and reviewed at the beginning of each term, as well as displayed in the classroom.

The class Code of Conduct provides:

- ❖ A clear focus on children's behaviour and attitudes at the start of every school year/term
- ❖ A clear framework against which children's behaviour can be monitored
- ❖ Ownership by the children of class and school behaviour expectations
- ❖ Each class also writes their own class prayers to cement school values and class rules

PROMOTING POSITIVE BEHAVIOUR FOR LEARNING

In our school, we choose to reward and celebrate achievement and high standards. There are a number of strategies we use to promote and actively encourage good behaviour and learning. All adults can actively encourage good behaviour in children if they:

- ❖ Model the kinds of behaviours they want to see pupils develop, learn and imitate.
- ❖ Are constantly aware and anticipate in order to prevent poor behaviour
- ❖ Are alert to signs of children becoming vulnerable
- ❖ Consistently apply rewards and sanctions, when appropriate, in line with policy
- ❖ Try to understand the motives behind a child's behaviour
- ❖ Allow children to make amends & redeem themselves/have a 'way out' of a situation
- ❖ Remove disturbing influences before they have an impact on the behaviour of others
- ❖ Avoid name calling and derogatory remarks
- ❖ Criticise the action not the person
- ❖ Have a readiness to be flexible and use a variety of strategies in those cases where children find it difficult to conform to the normally expected patterns of behaviour
- ❖ Involve parents at an early stage
- ❖ Emphasise good behaviour & praise whenever possible
- ❖ Involve children by encouraging them to take responsibility for their own actions
- ❖ Give pupils time to comply with reasonable instructions and have an expectation of compliance
- ❖ Provide strategies for the children to develop their independence such as 5Bs

These strategies need to be applied consistently by all adults if we are to achieve our aims.

We all recognise that behaviour expectations will vary with the activity, place and child but will generally be considerate and calm.

In Class

Each class will establish its own routines for behaviour.

For FS & KS1 children this will include:

- ❖ Establishing a rota of jobs
- ❖ Tidying away at the appropriate times (to help the children with tidying up, staff will use labels to identify the storage of equipment)
- ❖ What to do when coming into school in the morning
- ❖ In KS1, each class will also have a tray for the children to be encouraged to put their own homework in.
- ❖ When getting ready for break time, routines will be established for lining up, washing hands and changing shoes
- ❖ At the end of the school day, routines will be established for book bags and collecting coats etc. There will be one staff member at the class door to make sure children go home with the correct adult

Also in KS2 routines will be established for:

- ❖ Knowing what to do with homework when handing it in
- ❖ Lining up
- ❖ Getting ready for particular times of the day

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- ❖ Tidying up
- ❖ Working with others e.g. peer assessment

Moving Around School

Children will walk quietly around buildings and site, for example when coming and going to the hall for games, collective worship and all other activities.

Children are expected to enter and leave the assembly hall in silence.

Staff/parents are expected to be quiet in assembly too so as to model good behaviour.

Children will be expected, out of respect, to hold doors open/stand aside for adults and other children.

Working with Parents, Lunchtime Supervisors, TAs & Volunteers

The same respect, courtesy and politeness are expected when children work with any adult. If expectations are not met, poor behaviour must be reported to the teacher. Teachers will "keep an eye" on volunteer helpers to ensure the children are continuing to work as expected. Groups should be manageable in size and composition. TAs follow the school reward system and give children house points for excellent work and behaviour. They also contribute to individual class behaviour targets/reward systems. They use language of choices and consequences and expect respect and polite behaviour from the children. With serious behaviour issues, the support staff and other teachers will communicate with the class teacher who will decide an appropriate consequence. When working with small groups, TAs will set clear expectations and in some situations arrange 'group rules'. All volunteers in school will be provided with a 'volunteers' handbook' which will include behaviour guidance.

Play and Lunch Times

Children must not be inside the school building without adult supervision. If a child has lost some playtime due to poor behaviour, that child's teacher is responsible for informing the teacher on break duty. The child will stand/sit at the benches near the teacher. Children who are being picked up because of illness, for example, must also be supervised. The lead lunchtime supervisor for that day (in blue on the duty timetable) will decide when the field and equipment is usable after rain and inform staff and children. Children are not allowed to bring in their own toys or play equipment.

The lead lunchtime supervisor must inform class teachers of any moderate incidents at lunchtime and the behaviour recorded in the break/lunchtime behaviour book. Serious issues will be dealt with by a senior member of staff.

In the dining hall

When coming in for dinner, children shall:

- ❖ Collect their lunchboxes and walk to the hall or queue sensibly if lining up for a hot lunch
- ❖ Sit on their bottom and put their hand up if they request help
- ❖ FS and KS1 children will be required to show their tray to the adults in the hall before moving on to their dessert
- ❖ Use a knife and fork to eat their food
- ❖ Be expected to talk in an inside voice whilst talking to their friends
- ❖ Carry out good table manners e.g. not talking with their mouth full or overfilling their mouths
- ❖ Be encouraged to eat as much as they can of their savoury food before moving on to their dessert
- ❖ When the children have finished, they must tidy their tray away and walk out to play

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At the end of play, the following will apply:

12.55 two whistles - Children stand still and get down from the play equipment, tidy up and put any equipment e.g balls and hockey sticks away.

1.00 ring bell - Children will walk and line up in their classes on the playground. There is no expectation that this will be done in silence. However, a degree of calmness is necessary for the children to make the 'move' from playtime to the next lesson.

Teachers **MUST** be on the playground **AS** the children are lining up.

No class should be left outside unsupervised.

RECOGNISING AND REWARDING POSITIVE BEHAVIOUR

Every child is valued at St Peter's CE Primary School and should receive equal opportunities for taking responsibility in the school. Everyone should also expect fair treatment.

Rights: to work, play and learn in a friendly, safe, helpful school.

Rewards: In order to promote children's self-esteem, we will reward as much as possible.

We recognise positive behaviour by rewarding:

- attitudes (eg good manners, being thoughtful, commitment, caring, fairness)
- work (eg completing work, achievement, effort, taking pride, perseverance)
- demonstrating our school values

Actions from staff might include the following rewards:

- ❖ Smile, nod, thumbs up, specific "Well done for ...", verbal praise
- ❖ Pointing out good behaviour, eg "I like the way ..."
- ❖ Show whole class/explain why, child to choose who they show work to
- ❖ Teach another child how to ...
- ❖ Praise within marking
- ❖ Read to class/group/younger class
- ❖ Group/class points charts/reward system
- ❖ Inform parents
- ❖ Sent to Headteacher (showing work as appropriate) to receive special sticker
- ❖ Presentation of certificate in weekly whole-school celebration assembly

Team Points – at St Peter's, we feel it is important to foster working together for the common good so we have a simple team point system. The school is divided into four teams: Sparrowhawks, Red Kites, Kestrels, Buzzards. These teams are of mixed ages. Children can be given team points for showing the school's values, class rules, completing work to a high standard, playing well at breaktime etc and are given at the discretion of all staff.

Team points are recorded in the classrooms and totals are collected weekly. The team with the most points each week wins the team trophy which is presented every Friday. This is also recorded on a chart in the hall and at the end of the year a shield is awarded to the team with the most wins. On sports day, the children earn points for their teams and a cup is awarded to the team who scored the most points on the day.

Equality

We have the same high expectations of behaviour for all. Adults are expected to give careful consideration to their own response to behavioural issues and expectations, actively discouraging gender stereotypes such as 'boys will be boys' and 'girls are naturally quiet'. Further guidance can be found in our equality policy.

WHAT HAPPENS WHEN EXPECTATIONS ARE NOT MET?

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If a child's behaviour falls below the high standards that we expect at our school, sanctions will be used. These will be applied fairly and without prejudice.

We always seek to understand and address, in consultation with parents/carers as appropriate, the triggers for persistent inappropriate behaviour, as well as the behaviour itself. Persistent inappropriate behaviour could be a result of more complex needs eg an indicator of a special educational need (SEND). Liaison with parents, class teacher, SENDCo would occur to ensure a whole understanding.

Whole school strategies for addressing unacceptable behaviour at break times and lunch times

Lunchtime supervisors will address any child's behaviour that is brought to their attention and will deal with minor incidents using Values Wheel/ scripts lanyard.

For more serious incidents, reflection sheets will be completed with the child and discussed with parents.

If three reflection sheets are completed within a six-week period, the behaviour will be treated as persistent unacceptable behaviour and a major incident.

Should the severity of the problems continue, the school will exercise their right to request that parents/carers make their own arrangements for the supervision of their child during the lunch period.

MINOR INCIDENTS – Dealt with by responsible adult

Follow poor choices procedure – appendix one displayed in all classrooms.

If at break time or lunch time, pupil will sit on bench for time out.

MODERATE INCIDENTS – Dealt with by class teacher or SLT if thought necessary

Follow poor choices procedure – appendix one displayed in all classrooms

Time out/cool off in classroom or other supervised place

Reflection sheet completed and discussed with parents

Three moderate incidents/reflection sheets in in six week period – treated as major incident

MAJOR INCIDENTS – Dealt with by headteacher or assistant headteacher

SEVERE BEHAVIOUR - Dealt with by headteacher

Exclusions from school

If the education and/or well-being of the child or others would be harmed by allowing the child to remain in the school, the headteacher will consider a fixed period of exclusion. The exclusion guidelines on the school website will be followed. Usually following a fixed term exclusion, a Pastoral Support Plan would be drawn up, with copies to parents/carers and the Governing body. Outside agencies would be involved.

Headteacher informs Chair of Governors of considerations for permanent exclusion or transfer to an alternative school. Procedures implemented.

However, there may be a small minority of children with persistent and severe behaviour problems as a result of emotional, psychological or neurological trauma for whom achieving positive behaviour is much more difficult than for other children. In such cases, the behaviour of the child is: usually present early in the child's development; regardless of which teacher s/he has encountered; extreme.

In such cases, the school will be as supportive as possible towards the pupil concerned, but the safety and well-being of the class/school as a whole will remain paramount.

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The aim of all our consequences is that the child will understand what went wrong and why, and the expectation is that behaviour will improve as a result. We also take into account the age of the child and the context of the incident/misbehaviour.

Power to Use Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils acting in a way that injures themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff should make themselves familiar with DFE guidance 'Use of Reasonable Force' - advice for school leaders, staff and governing bodies.

BULLYING

Bullying is distressing for the victim and harmful for the perpetrator. If unchecked, it leads to an atmosphere of unhappiness and possible failure to cope. St Peter's CE School does not tolerate bullying and all staff are active in minimising its effect. We comply with the new Equality Duty under the 2010 Equality Act and take part in the annual 'Anti-Bullying Week'. We recognise that bullying may occur in a variety of ways, such as:

1. Physical - punching, kicking and spitting
2. Verbal - name calling, whispering behind backs, smear campaigns
3. Exclusion - cutting someone out from a group, preventing play with others
4. Reverse - falsely accusing someone
5. Gesture - making threatening or rude gestures
6. Extortion - demanding things from others
7. Use of modern technologies, such as text messaging and emails, etc

Whilst recognising that bullying does happen at times in most of these categories, it is nevertheless not a common problem in school and the ethos is such that incidents can usually be quickly sorted out.

The school handles issues of bullying sensitively and follows these guidelines:

The child being bullied:

1. Is taken seriously and believed
2. Is supported in their struggle to cope
3. Has ownership of the situation
4. Is helped, if necessary, to put it in perspective
5. Will have someone trusted to talk to
6. Sees the situation monitored
7. Sees that justice is done

The child displaying bullying behaviours:

1. Has to face up to the fact that they are bullying
2. Receives appropriate punishment
3. As needed, will get support by a trusted adult
4. Is supported in their effort to reform
5. Has their behaviour monitored
6. Has a positive new start once sanctions have ended

The action taken to prevent bullying will involve:

1. PSHRE (Personal, Social, Health, Relationships Education) lessons. We use Inside Out's '5 Keys to Happiness and Wellbeing';
2. Anti-bullying assemblies led by the headteacher and partnership schools;
3. The child voice being included in our anti-bullying policy through learning in anti-bullying week;
4. Circle times to teach children about what bullying is and how to deal with bullying (led by class teachers);
5. Safe use of the Internet will be taught throughout the school (see Safeguarding policy on safety);

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6. A clear procedure for reporting acts of bullying is in place (see staff handbook);
7. The school ethos of caring and respecting each other;

Action will be taken onto the next level if no progress is achieved:

1. The class teacher will act on a report of bullying, work with the children and discover what is happening
2. The headteacher will be involved
3. Parents will be involved
4. Other staff will be informed to enable whole school monitoring
5. Other agencies will be involved
6. Once the problem is resolved, all involved will agree to give a positive new start

For looked after children and children with caring responsibilities, we also follow the guidance in the 2010 Equality Act. The school uses the OCC Anti-bullying form (<http://intranet.oxfordshire.gov.uk/links/intranet/anti-bullying>) to record all reported incidents of bullying. The Headteacher reports to the Full Governing Body three times a year on incidents of bullying (see Head's Reports). The school also takes part in the annual 'Anti-Bullying Week'.

Monitoring and Evaluating Effectiveness

The effectiveness of this policy will be monitored and evaluated by: the overall ethos and atmosphere in the school; visitors' comments; children's/parents/carers comments when asked to share views on the positive behaviour policy and its effectiveness; comments and observations from adults at sports events, residential courses, day trips etc; review of the policy every two years.

Zones of Regulation

The Zones of regulation are used as a whole school approach to improve children's emotional literacy and support children to develop appropriate strategies to manage their feelings. Staff will refer to the zones of regulation when helping children to reflect on their behaviour.

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Appendix One: procedure if children choose not to follow school rules

If children choose not to follow the school rules

For example:

- *Not trying your hardest in class*
- *Not following instructions*
- *Disrespecting property*

There will be consequences:

1st offence - A reminder of the school rules/values wheel/refer to zones of regulation

2nd offence - name on the class board as a warning

3rd offence - X next to name explaining there will be an appropriate action at break e.g apology, completing work, repair damage

4th offence - reflection sheet to be completed

All names will be erased at the end of each day.

There will be some actions that will have more severe consequences.

For example:

- *Physically hurting another person*
- *Racism*
- *Bullying*

One of the consequences for these actions will be completing a reflection sheet.

There will also be an appropriate restorative action

This will be signed by parents and filed in the headteacher's office.

A child will speak to the headteacher if two reflection sheets are completed in a week and appropriate action taken

*Every behaviour is a choice
Are you making the right choices?*

Example scripts for dealing with behaviour to minimise escalation

Classroom minor incidents

1. **Playfulness** – nip in the bud with your voice or expression e.g. *'I know you can sit much better than that!'* Perhaps increase presence here too, standing nearer the child in a non-threatening way
2. **Acceptance** – This is the way the child feels at this moment. Accepting it first helps the child to engage in reflection. *'I can see you have come in really upset after break/this game has left you feeling really cross/ this writing feels difficult to you'*
3. **Curiosity** – In the interim the adult can be thinking about why the child is behaving like this. What are they communicating? *'How can I help you?'* Increase presence – *'What do you think this is about?'* Refer to zones of regulation.
4. **Empathy** – *'No wonder you feel worried about this: it's new and maybe you think it looks difficult.'* *'I can see why you feel really cross. It's horrid to have an argument at break with your friends.'*
'But it's not ok to talk when I'm teaching/hit other children....I will think about what we need to do at break to fix this, we will work on this together.' (apology, complete work, repair damage)
5. **Reflection sheet** – *'You will complete a reflection sheet at lunchtime, you might like to think what you can do and we will discuss it.'*

Classroom major incidents

See 5 above

Break/Lunch

1. **Positive** message

e.g. *'Great game.../I saw you do....on Tuesday...'*

- 2a. **Describe** – **minor** e.g. rough play, being rude

'I have just seen what's happened.' Describe this briefly in detail: *'I just saw you come over and take the football from xxx'* Staff could be curious at this point: *'I wonder if you are in 'colour' zone.'*

'That's not ok – we are going to decide what to do' (Give child direction e.g. say sorry). *'It's ok to feel that way but we need to respond to our feelings in a more appropriate way'*

End on a positive: *'It's time to head inside now. I wonder if you will be doing some more fantastic writing/showing your teacher how good you are at..... I was so impressed with....'*

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2b. **Describe – more serious** e.g. physically hurting, swearing, bullying

'I have just seen what's happened.' Again, describe briefly but in detail with no emotional language or shame. *'I wonder if you are in 'colour' zone. It is ok to feel 'name emotion' but we must respond to this feeling in an appropriate way.*

'That's not ok, we don't xxxx in our school'. 'We spread positive ripples, not negative ripples here'.

'I'm going to talk to your teacher about what we can do about this'

'You might like to think about how we can make this better and we will talk about it again later''

Give child direction e.g. move away from incident, stop playing with X

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Appendix Two: - Zones of Regulation

Zones of Regulation			
Blue	Green	Yellow	Red
			
Bored Lonely Sad Tired Unwell	Calm Content Focused Happy Ready to learn	Anxious Confused Excited Frustrated Worried	Angry Aggressive Terrified I need time and space

Blue Zone
Tools: Rest Stop

- Take a break.
- Think happy thoughts.
- Talk about your feelings.
- Ask for a hug.
- Draw a picture

Green Zone
Tools: Go Time

- Complete your work.
- Listen to the teacher.
- Remember your daily goal.
- Think happy thoughts.
- Help others.

Yellow Zone
Tools: Slow Down

- Take a break.
- Talk to the teacher.
- Squeeze my stress ball.
- Go for a walk.
- Take three deep breaths.

Red Zone
Tools: Stop

- Take a break.
- Squeeze my stress ball.
- Take three deep breaths.
- Count to ten.
- Talk about my problem.

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Team Points at St Peter's CE School



Every child in the school belongs to a house.

*Whenever anybody does anything that warrants a reward,
they will earn a house point for their team.*

Children may be rewarded house points for:

A good piece of work

Being kind and helpful

Displaying an example of one of the school values

Impressing an adult

Good manners

Showing initiative and independence

Following school rules

*House points will be collected in the classrooms and will be collated
on a Friday every week, where they will be added to the team chart in
the hall.*

*Every term the house points will be counted and the winning team
will be rewarded.*

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Appendix Four – Behaviour reflection sheet

Thinking about my behaviour – FS, KS1

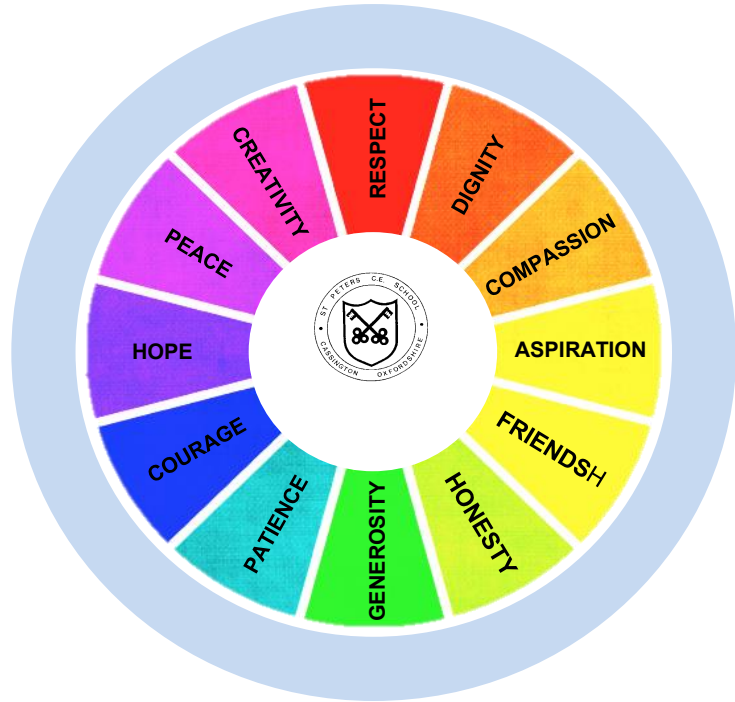
Name:

Date:

Adults involved:

Which one of our school values
have you questioned?

Adult records key points of what happened
with input from the child – refer to positive
and negative ripples



Write or draw a picture to show how you will put it right.....

Examples:
Say sorry
Write letter
Complete work
Repair damage

Signed by

Child:

Parent:

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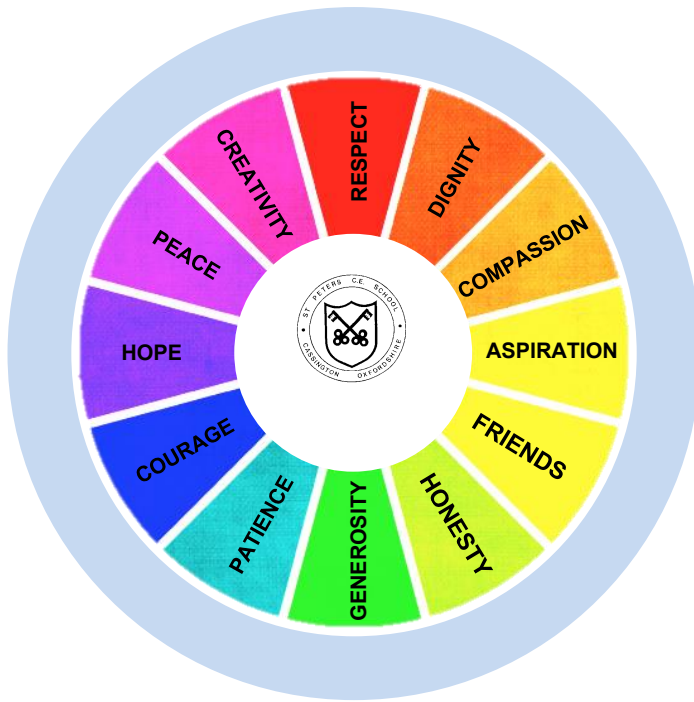
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Thinking about my behaviour –KS2

Name:

Date:

Which one of our school values have you questioned?

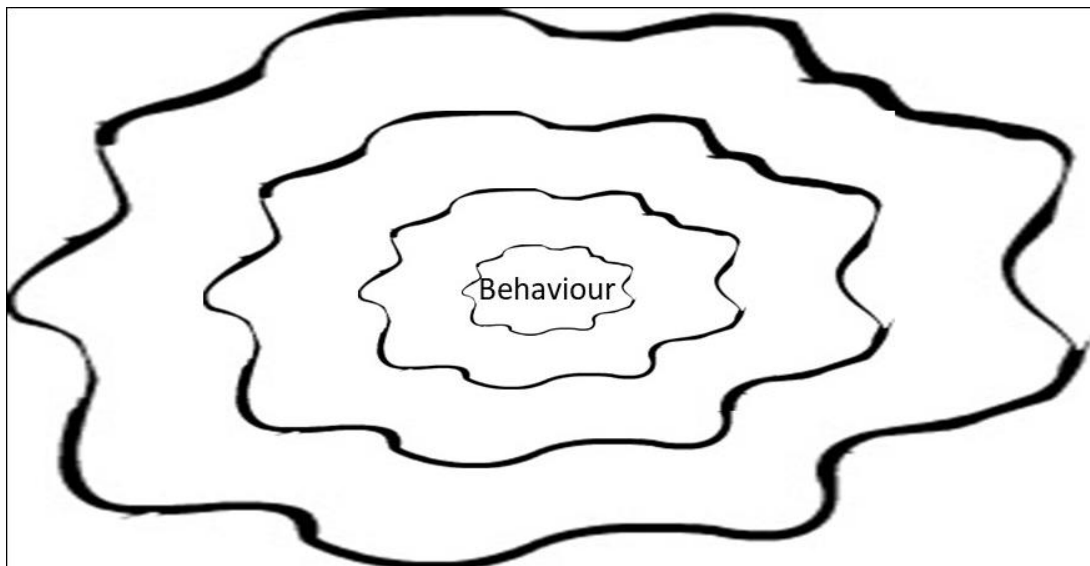


The behaviour that spread negative ripples was...

To put it right I am going to....

In future, I will avoid spreading negative ripples by...

Who, and how affected?



Signed by

Child:

Parent:

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Appendix Six – Behaviour Incident Recording Form

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Major/Severe Behaviour Incident Recording Form

Name:

Year Group:

Record sufficient detail to enable the monitoring of incidents.

Type of behaviour	Tick	Locality	Tick
Name calling		Classroom	
Verbal abuse		Around school	
Threatening language or behaviour		Dining Hall	
Damage/theft/taking property		Playground	
Physical abuse		Field	
Intimidation		Adventure playground	
Excluding		To, or from, school	
Written derogatory comments incl graffiti		Toilets/cloakrooms	
Other (record in description below)		Other (record in description below)	

Date:		Time:
Description of what happened:		
Pupils involved:	Year:	Role: (Target/Aggressor/witness/reported to)

Name of staff recording the incident:
Role: (Target/Aggressor/witness/reported to)

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Details of any subsequent actions or follow-up:
(include dates)

Empty box for details of subsequent actions or follow-up.

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Appendix Seven – Examples of incidents – minor, moderate, major, severe

MINOR INCIDENTS – Dealt with by responsible adult	
eg. constant chatting, shouting out in classrooms, unfinished or unacceptable work due to time-wasting, not looking after resources carefully, not sharing or co-operating, thoughtless 'rough' play, interrupting teaching or other adult, running around the school, rudeness (including 'back-chatting', refusal to follow reasonable request)	<p>Follow poor choices procedure – appendix 2</p> <p>If at break time or lunch time pupil sit on bench for time out.</p> <p>Guidance for SEN support document may be requested.</p>
MODERATE INCIDENTS – Dealt with by class teacher or SLT if thought necessary	
eg. being deliberately rude, being disruptive – no physical danger, being involved in negative/aggressive arguments, teasing that causes upset, swearing, minor untruths	<p>Follow poor choices procedure – appendix two</p> <p>Time out/cool off in classroom or other supervised place</p> <p>Recorded by teacher in class behaviour book – new page per child</p> <p>If at break-time recorded in playtime behaviour book</p> <p>Parents informed</p> <p>Guidance for SEN support document may be requested.</p>
MAJOR INCIDENTS – Dealt with by headteacher or assistant headteacher	
eg. racism – racist comments or abuse threatening/aggressive behaviour deliberately hurting another child, spitting, stealing, deliberate deceit, deliberate damage to property, unsafe behaviour, bullying, violence directed at an adult in school,	<p><i>The following is at the discretion of the headteacher who will be involved throughout the process:</i></p> <p>Refer to/call for headteacher/assistant (remove child from class)</p> <p>Write letter of apology – child sets own targets – put into headteacher's file.</p> <p>Sanction implemented</p> <p>A letter to go home from the headteacher</p> <p>Record kept of incidents and meetings (see appendix four)</p> <p>Negative behaviour recorded – new page per child</p> <p>Racist incident report form completed</p> <p>Parents/carers called in</p> <p>Exclusion</p> <p>A financial contribution may be requested to repair/replace damaged property</p> <p>Positive Handling Support (Team Teach) by trained adults</p> <p>Guidance for SEN support document may be requested.</p>
SEVERE BEHAVIOUR - Dealt with by headteacher	
eg. regular repetition of moderate and major incidents, refusal to accept school rules or school authority on a persistent basis, extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare on a persistent basis, violent behaviour towards other children which does not improve after adult intervention, extremely violent behaviour resulting in injury, repeated racist behaviour	<p>In extreme cases, at the discretion of the headteacher, exclusion may be appropriate</p> <p><i>If unacceptable behaviour continues and no improvement is seen, in consultation with parents throughout, the following actions may be taken:</i></p> <p>Home-school diary/chart/notebook set up between parents/carers and class teacher and monitored carefully.</p>

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	<p>Guidance for SEN support document completed in order to add child to SEN register with appropriate need(s)</p> <p>Meeting with child, parents, class teacher and headteacher/deputy/SENCo (Special Educational Needs Co-ordinator). Individual Behaviour Plan (IBP) or Inclusion Support Plan (ISP) drawn up. Progress towards targets monitored regularly.</p> <p>Setting up an agreement between child, parents/carers and Head teacher – reviewed regularly. Consult with Behaviour Support Service (BSS). Involve outside agencies such as the Educational Psychology Service, if necessary/appropriate.</p> <p>If behaviour targets are not met and the inappropriate behaviour continues, the parents/carers will be called to a meeting with the Head teacher to try to find a way forward. Head teacher refers behaviour to Governing Body. Parents are free to contact the school's Governing Body if they so wish.</p>
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Unlocking...

Minds that learn, Hearts that love, Faith that gives

