



St Peter's Bratton Church of England Academy Behaviour Policy

Behaviour Policy- Document Status			
Policy Creation	January 2022	Named Responsibility	Assistant Principal
Next Review Due	January 2023	Named Responsibility	Assistant Principal
Approved by:	Principal		

Behaviour Policy

St Peters Bratton C of E Academy is a warm and welcoming community school, stemmed from our Christian distinctiveness, with strong links with our governors and families. We believe in fostering a caring and supportive environment with a calm atmosphere where everybody is valued. We aim for our learners to excel in all areas through a rich curriculum offer and their strengths to be celebrated. We prioritise our pupil's happiness and safety and aim to build in partnership with families, confident and resilient learners.

Our School Values and Ethos:

Enriching lives everyday; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'

Our Values:

Excellence

Nurture

Respect

Integrity

Compassion

Hope

These values were selected in collaboration with staff, governors, pupils, and families and play a key role throughout our school day including during lunchtimes and assemblies.

Promoting positive behaviour

St Peters Bratton C of E Academy always promotes positive behaviour throughout the school day. We aim to focus on the positive actions and excellent work of our pupils, administer rewards and celebrate their achievements. These recognitions can include instant verbal praise and reward. We also include the following rewards.

- **House points**- each child is allocated one of our 4 houses: Haughmond, Wrekin, Stiperstones or Caer Craddock. These have been recently introduced in school and were decided between the staff and pupils. Children can earn team points. These will be collated throughout the week and totals celebrated during a weekly assembly lead by a member of Senior Leadership (SLT). House points will be included in various individual and teamwork and/or competitions such as sports day. The team with the most points is celebrated at the end of every term/year.
- **Proud Cloud**- Children in every class have their name on a peg. They may be asked to move their peg to the proud cloud because a member of staff is proud of an achievement that day.
- **Postcard home**- Any adult in school may choose to send a postcard home as a reward for something positive the child has done. This is a postcard to them, thanking them for their hard work or success.

- **Lunchtime VIP-** Decided by lunchtime supervisors and celebrated in the newsletter and weekly assembly. Lunchtime VIPs wear a special lanyard for the following week and have special privileges at lunchtime.
- **Special Mentions-** class teachers select 2-3 pupils who have demonstrated excellence in any area of school during that week. A member of SLT visits classrooms each week to announce their special mentions.
- **Outstanding board-** each classroom displays an outstanding board. Teachers will display examples of outstanding work produced by the children in their class.
- **Principals Award-** Every half term, each class teacher selects 2 pupils for the Principals Award. Parents receive a letter in the post from the principal, explaining why their child has been selected for the award. The principal then visits the classroom at the start of the next half term, with a special Principals Award badge to wear with their uniform.

Unacceptable behaviour

Although we focus on the promotion of positive behaviour at St Peter's Bratton C of E Academy, it is important that pupils understand that poor actions have consequences and should they decide to make these, children will be given a sanction alongside the opportunity to reflect on their behaviour with a view to not repeat it.

Unacceptable behaviour includes

- Physical violence/hurting others
- Swearing
- Defiance
- Racism
- Homophobic/transgender related behaviour
- Throwing furniture/equipment
- Disobeying school expectations
- Disturbing the classroom
- Rudeness
- Telling lies
- Vandalism
- Drug-related behaviour
- Carrying a weapon

If a child's behaviour is unacceptable, the staff will decide the best course of action to follow this up. In the first instance, the class teacher will lead on this and will quietly speak to the child who is displaying poor behaviour, always providing them with the opportunity to turn the behaviour around. Should the behaviour continue, or be of greater severity, then the class teacher may feel it necessary to take a stronger course of action. This may include moving the child away from their peers in the classroom, taking away a privilege and/or calling on a member of SLT. When behaviour has escalated to where a more serious course of action is required, this may include the child being taken out of class and taken into isolation to complete their work, their parents being called, and their behaviour discussed, recorded and consequences agreed. We aim to always have the children to return as quickly and safely back to their classroom, ensuring reflection time and restorative discussions have been had, where appropriate.

We aim for our pupil's behaviour to not escalate to this point but if it does, we endeavour to provide reflection time and to support the child in preventing this type of behaviour happening again. When more serious or constant behaviour has occurred, then the class teacher and a member of SLT may agree a more structured and/or specific response to enable the child to learn from this behaviour, reflect and give them the strategies to manage this differently or better, in the future. Through discussions with parents, it may be decided that other help is support or referrals to other external agencies made to help support the child, staff, and parents to manage the behaviour as effectively as possible. This might include a referral to Behaviour Support (BSAT) or an Educational Psychologist who will assist the school in best supporting the child's needs. This course of action will be led by the school's SENDCo.

Meeting pupil needs in school

Pastoral Support

At St Peter's Bratton C of E Academy, we prioritise the children's emotional well-being and therefore have a pastoral support system in place to support any pupil who is experiencing difficulties. This may include pupils exhibiting challenging behaviour. In this instance, staff will refer the child to pastoral support who will work closely with the parents and staff involved with the pupil to provide a program of support. Depending on the need, this may involve short term or longer-term provision such as therapy sessions or emotional literacy support.

Exclusions

If the unfortunate and rare event of excluding a pupil is required, this decision can only be made by the Principal or the Senior Leader acting in place of the principal on that day. If the Principal is absent, the Senior Leader (if practicable), will seek permission from the principal. A pupil can be excluded from school for one or more fixed periods during a school year. The Principal may also permanently exclude a pupil. This would be an absolute last resort following a significant level of support had been implemented over a period of time. In all cases regarding exclusions, current DFE guidance and requirements will be followed.

Parents are contacted immediately if their child is permanently excluded from school. It will be made clear that should they wish to appeal against the decision they should log this appeal to the Local Academy Committee (LAC). The principal will inform the LAC about any exclusions beyond a 5-day period. The school should provide work to be completed for up to the first 5 days of exclusion. It is the parent's responsibility to ensure this is completed and returned to school for marking. From day 6 of an exclusion, temporary arrangements are made for the child's schooling and in the event of a permanent exclusion, the local authority will contact the parents regarding next steps.

The LAC has the responsibility of setting guidelines and expectations regarding behaviour and discipline. The committee members support the principal in implementing and reviewing the behaviour policy on a regular basis. The principal will report to governors during their termly report. When the LAC meet, they will discuss the circumstances around the exclusion of a child. Should they decide a permanently excluded pupil should be reinstated (following an appeal), then the school should comply with their decision.

Special Educational Needs and disabilities (SEND)

A small number of our children may require additional support over and above that that is already in place through our behaviour policy. This may include children who are on the special needs register for social, emotional, and mental health needs (SEMH), or those experiencing some form of trauma. Provision may be implemented for these children in the following ways

- **Pastoral support referral**- agreed course of support that specifically meets their current needs. This may include adjustments to their school day such as changes to lunchtime provision
- **Working on specific targets**- set on the child's Assess Plan Do review (APDR) plan as part of their provision for SEND. This may include the implementation of specialist resources to help this process. More structured support may be sought via Behaviour support or a referral through the Fair Access Panel (FAP). On rare occasions, pupils may be working part time in school and at the Linden Centre for the other time or, a reduced (modified) timetable may be agreed between school and family
- **Early Help Assessment (EHA)**- This is a meeting held by school where parents are involved, and actions may be agreed to refer to external agencies or services such as behaviour Support of BEAM.

Pupil's conduct outside the school gates

Non-criminal bad behaviour and bullying which occurs outside the school grounds but is witnessed by a member of staff or is reported to school will be considered by senior leaders and where necessary, proportionate action may be taken.

Confiscation of inappropriate items

A member of staff may confiscate inappropriate items from a pupil provided it is reasonable in the circumstances. In this event, the parent would be informed and asked to collect the item from school, or have it handed to them when they collect the child at the end of the day. Prohibited items that would be confiscated include.

- Knives and weapons
- Tobacco/cigarettes
- Stolen items

Power to use reasonable force

Members of staff can use reasonable force to prevent children committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in school. In the event of requiring reasonable force, this would be used only as a last resort and to protect the child, other children, or staff from risk of harm and be proportionate to the at-risk behaviour/s.

For further information please follow

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

<https://www.gov.uk/topic/schools-colleges-childrens-services/school-behaviour-attendance>

