**ST PETER’S SCHOOL**

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**BEHAVIOUR POLICY (includes Medical Needs)**

**Date Reviewed: May 2020**

**Date of Next Review: October 2021**

Reviewers: Christopher Bennet/Mike Gregory

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| **Document Control** |
| **Edition** | **Issued** | **Changes from previous** |
| 1 | 05/02/17 | 6.2 addition of restorative conversations7.4 change to Student Support ManagersAddition of section 8 students responsibilities |
| 2 | 2019 | Change of rewards to recognition2.1 – reference to the ‘red button’3.3 – inclusion of school ethos9.0 – inclusion of searching and confiscationNew Appendix 1 and 2 (flowcharts) |
| 3 | May 2020 | Covid-19 Appendix 3 |

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| **Policies/Documents referred to in this policy** | **Post holders/Persons named in this policy** |
| This policy **links to other school policies** on: Teaching and LearningCode of good practice for adultsCode of conduct for students Safeguarding policySearching, screening and confiscation (2018, DfE)Checked for compliance with section 89 of the Education and Inspections Act 2006Guidance for safer working practice for those working with children and young people in education settings - May 2019  |  |

# 1.0 INTRODUCTION

1.1 At St Peter's School, we recognise that fostering positive student attitudes is an essential pre-requisite to achieving our main aims as a school. The Learning and Teaching policy should be read in conjunction with this policy.

1.2 All members of St Peter's School community have a right to a positive learning environment where the views of individuals are respected and where each individual can achieve their full potential.

1.3 This policy on supporting positive student attitudes is the core policy document which brings together a number of separately published policies on related issues. It incorporates a code of good practice for staff, a code of conduct for students and sets the context for major school policies on rewards, sanctions, bullying, attendance, student involvement and the recognition of achievement.

1.4 It is our intention to give this policy wide publicity among the whole school community. It forms an important part of the partnership between parents, school and students, which is the basis for successful education. We recognise that this policy must be communicated to all parties including students and discussed with them on a regular basis.

1.5 The main aims of the policy are to:

* encourage positive attitudes to learning and to the school as a whole;
* encourage high levels of attendance and punctuality;
* recognise and celebrate student achievement;
* encourage positive attitudes in the classroom;
* develop student self-discipline;
* encourage students to be accountable for their behaviour;
* encourage students to recognise and respect the rights of others;
* affirm co-operation as well as a responsible independence in learning.

# 2.0 CODE OF GOOD PRACTICE FOR STAFF - see Code of Practice for Adults for more detail

2.1 At St Peter's, we wish to have a community in which students and teachers can work together to achieve our school aims and ensure that all students reach their full potential. Developing positive attitudes in students is an essential pre-requisite to achieving these aims and it is vital that the policy is understood and applied by all staff.

2.2 All staff must accept responsibility for promoting the positive attitudes policy and this code of good practice gives guidance as to how this objective may be achieved. Staff should endeavour to adopt a positive attitude to students at all times. They should take every opportunity to publicise and celebrate the successes of the school as a whole, and of individual students in particular. Negative and cynical comments should be avoided.

2.3 Students should be praised for good work and good conduct. Praise is much more effective than criticism in achieving positive development.

2.4 The quality of relationships within the school is vital for our success in promoting positive attitudes. Staff relationships with students should be based on a philosophy which:

* emphasises rights, responsibilities and rules;
* minimises hostility and embarrassment in staff/student interactions;
* develops and maintains respectful treatment of students as individuals;
* provides due right of reply to the student;
* creates a working and social environment for students that is both positive and supportive;
* is based on mutual respect.

* 1. Staff should set a good example to students at all times in terms of attendance, punctuality, standard of speech, manner and dress. When out and about in the school, staff should be seen to take the initiative at every opportunity. It is important to start a dialogue with the students, to greet students and to engage them in conversation.
	2. Staff should never ignore poor behaviour. Students will take this to mean that the behaviour is condoned. For the most part, just a quiet word will be enough to re-establish the code of conduct expected of all students at St Peter's School (for expectations please see Appendix 1).

2.7 In the classroom, it is vital that all teachers create and sustain a positive, supportive and secure environment. Well-prepared, stimulating lessons generate positive attitudes and earn respect. It is important to:

* arrive before the class, if possible, and start on time;
* be prepared for the lesson;
* have high expectations of all students;
* place emphasis on achievement at the highest possible level for each individual;
* ensure adequate differentiation in order to extend and motivate all students;
* make appropriate use of the recognition system;
* set out the aims of the lesson clearly at the beginning;
* place emphasis on attendance at lessons and ensure that a register is seen to be taken;
* insist that students are silent when you are talking to them or when class discussion is taking place;
* set appropriate ground rules for your classroom;
* set homework regularly according to school policy and homework timetable;
* mark all work promptly and constructively;
* encourage creative dialogue; confidence in discussion is important;
* keep an attractive, clean and tidy classroom; maintain interesting wall displays;
* use first names.

2.8 It is important that all staff maintain school policies in their classroom. These are:

* maintaining the school dress code in the classroom;
* expecting punctuality and an apology and explanation for lateness ;
* that offensive or abusive language is not tolerated;
* no eating is allowed in class;
* ensuring orderly, safe and quiet movement around the school;
* ensuring that students respect the property of others including that of the school;
* ensuring that rooms are tidied before the lesson commences if necessary. This includes picking litter up from the floor and that all rooms are left litter-free and tidy after use;
* ensuring that rooms are graffiti-free.
	1. Teaching is an essentially co-operative exercise with teachers and students working together. It is not correct to assume that students will automatically know the ground rules necessary for effective communication and classroom interaction. For self-responsibility and self-discipline to become established, it is essential that staff teach the necessary rules and skills in such a way that students feel involved in drawing them up and committed to maintaining them
	2. The policy requires our approaches to discipline to be positive too. It is vital to have a balance between a positive policy, rewards and sanctions. This does not mean that we should be afraid to apply sanctions firmly but fairly when necessary. Discipline is applied most effectively at the point at which the problem has arisen. If possible, inappropriate behaviour is best tackled in the front-line by the class teacher and not passed down the line for someone else to solve. Students are much more likely to respond positively to actions taken by the teacher in whose lesson they have contravened the positive behaviour policy. Teachers should, of course, seek appropriate advice and support from senior colleagues and inform them of repeated indiscipline or incidents of a serious nature. In maintaining the positive behaviour policy in your classroom you should:

* establish your authority firmly and calmly ;
* insist on high standards of behaviour, work and respect ;
* apply the code of conduct uniformly, fairly and consistently ;
* follow the school policy on sanctions ;
* be positive and avoid escalation and confrontation.

Try to do all you can to avoid the following reactions, all of which have been shown to lead to deterioration in good behaviour:

* **shouting** at students. This is humiliating for them and for you and is evidence that you are losing your self-control. Remain calm and speak in a normal voice.
* use **abusive language** or swear at students.
* **humiliating** students. Cynical and humiliating remarks build resentment and is likely to lead to confrontation.
* **over-reaction**. Positive behaviour needs to be encouraged by actions on a sliding scale. Usually a quiet word is enough. Over-reaction merely provides an audience for the perpetrator.
* **criticising a person rather than his or her behaviour**. "Shut up, you are an idiot" is not a constructive way of dealing with someone who is talking during a discussion. Draw attention to the effects of their actions. Be positive towards the "sinner" but condemn the "sin".
* **blanket punishments** - whole class punishments should be avoided as they breed resentment in the innocent.
* **over punishment**. Sanctions need to be on a sliding scale: always try to use the minimum possible to make the necessary point. All such sanctions need to be followed through by action.

* 1. Students should only be sent out of the classroom in the most extreme cases and this should never be a first reaction. Students should not be left sitting outside classrooms or standing in corridors for more than a very short time (maximum 2 minutes). If their behaviour is so extreme that the lesson cannot continue, the **Emergency Support System (“Red Button”)** should be used as described at the end of Appendix 2. **Under no circumstances must a student be sent on their own to their Student Support Manager (SSM), Head of Year or senior member of staff.** This course of action is unsafe, unlikely to be effective and will disrupt other lessons. Unless in extreme circumstances, Heads of Year and other senior colleagues cannot be expected to deal with students when they are responsible for a class of their own.
	2. If classroom misbehaviour is persistent or extreme, planned withdrawal is one of the options for sanctions. This may be arranged with the Head of Department, Student Support Manager, Head of Year or SLT as appropriate. Departmental isolation will operate in the first instance and placement in the Isolation Unit will only occur after consultation with the Head of Year and Senior Leader with responsibility for Behaviour. See Appendix 2 "Managing Behaviour".
	3. Physical contact with students should be avoided. **Under no circumstances must physical punishment be administered.** This is illegal and a serious breach of the school's disciplinary rules for staff. The law does allow the physical restraint of students where it is judged necessary to prevent serious injury to the student or others. This is likely to be a very rare occurrence and does not include restraining or barring the way of a student attempting to run away from a teacher. This should be avoided, as it is likely to lead to escalation of the incident. **Further advice on the use of physical restraint is provided in a separate guidance document**.

# 3.0 BEHAVIOUR POLICY - STUDENT CODE OF CONDUCT

3.1 The school believes that successful learning and teaching can only take place in a stable, caring and orderly environment. We attach, therefore, great importance to good discipline and to encouraging the development of responsible and positive attitudes.

3.2 The school's high expectations of students are made clear to them from the start and re-emphasised regularly.

3.3 The school has 5 expectations for students which link to our ethos

* To be able to LEARN effectively, always display appropriate and on task behaviour.
* ASPIRE to have your attendance at over 96% and be punctual to school and lessons.
* In order to LEARN, ASPIRE and EXCEED, always follow instructions.
* To be able to LEARN effectively, be fully equipped for lessons and in full uniform.
* In order to LEARN, ASPIRE and EXCEED complete all work to the best of your ability.

# 4.0 ANTI-BULLYING

4.1 St Peter's has an established anti-bullying policy which is subject to regular monitoring and review. The policy was originally established in full consultation with students, staff, Governors and parents. The complete policy is available as a separate document.

4.2 The main principles of the anti-bullying policy are:

* Every student at St Peter's School has the right to enjoy learning free from intimidation;
* The staff and students at St Peter's School will not tolerate any unkind action or remark, even if these were not intended to hurt or offend ;
* Any wilful, unkind action or comment will be considered bullying ;
* Students should support each other by reporting all instances of bullying to a teacher ;
* All bullying will be dealt with seriously ;
* Parents and friends should help victims of bullying ;
* Bullying is too important NOT to report.

# 5.0 RECOGNITION

5.1 At St Peters, we believe it is very important to recognise achievement of all kinds. We believe that young people respond positively to praise and are motivated by it.

5.2 Individual classroom teachers are encouraged to praise good work and celebrate success in both formal and informal ways. The use of e-Behave is essential.

5.3 Teachers are encouraged to report examples of good work and achievement to senior staff. The success of individual students will be recognised by the Group Tutor, the Student Support Manager, the Heads of Year and the Senior Leadership Team.

5.4 Assemblies are also used to celebrate whole-school and individual successes.

5.5 The school has a well-established system of recording good behaviour, effort and attainment. This is done through the eBehave system, nominations from staff and the analysis of half termly assessments.

5.6 School achievement and individual successes are promoted in the local media. The Publicity Officer makes regular press releases and invites local newspapers and television into school to report events. Stories concerning school and individual success and photographs appear in the local newspapers,

most weeks. A press cuttings folder is maintained in the school library and displayed on the Notice Board in the Reception Area.

# 6.0 SANCTIONS

6.1 The vast majority of students will respond well to the positive behaviour policies and code of conduct. The school recognises, however, that a minority of students will break this conduct code from time to time and that sanctions will be necessary.

6.2 The school adopts a policy of graded sanctions according to the seriousness of the offence. These sanctions are normally accompanied by restorative conversations, but are applied firmly and fairly. This is done through the e-Behave system.

6.3 Serious misconduct or concerns are always communicated to parents who are usually invited to school to discuss the matter with the relevant member of staff. Such parental involvement is of great importance; successful education can only take place when school, parents and students are working together.

6.4 The variety of sanctions used by the school are outlined, with the level of observed behaviour in Appendix 2.

6.5 Exclusion will be used only in cases of very serious indiscipline. The Head Teacher alone will decide whether or not to exclude students. Permanent Exclusion is used only in the case of very extreme or repeated indiscipline and is subject to confirmation by the School Governors. The school then follows appropriate national and local guidelines.

6.6 The wrong behaviour choices can arise from many causes and the use of sanctions is not always the appropriate response. We need to distinguish between general misbehaviour and that caused by the personal and social circumstances or special needs of the particular student.

Appropriate advice and support will be given through the student support system, using outside agencies as appropriate.

6.7 A copy of the Behaviour Policy is available on the school website for sanctions.

# 7.0 ATTENDANCE AND PUNCTUALITY

7.1 At St Peter's, we attach great importance to maintaining high levels of attendance and instilling good habits of punctuality.

7.2 The attendance policy is an essential feature in encouraging positive student attitudes. It also is a focus of co-operation with parents and the local community. The policy sets out the way in which the school encourages high levels of attendance. The policy also sets out how the school monitors attendance and follows up absence.

7.3 The school uses the Bromcom Management Information System to monitor attendance in every lesson as well as at the start of each school session.

7.4 We give high importance to establishing effective working relationships with the Education Welfare Service and regular meetings take place between Student Support Managers, the Attendance Officer and senior staff.

# 8.0 STUDENTS’ RESPONSIBILITY AND INVOLVEMENT

8.1 At St Peter's, we believe positive student attitudes are much enhanced by involving students as far as possible in the organisation of the school.

8.2 The school is arranged in a Guild system where each of the four Guilds consists of a series of vertical tutor groups for Years 7 -10.This provides many opportunities for older students to mentor and support younger students in their tutor groups. Year 11 students have their own tutor groups to prepare more carefully for GCSE exams. The 6th form have a separate tutoring system.

8.3 In addition to this formal structure, students are consulted on individual proposals. Student questionnaires are used at both the whole school level and at individual department levels.

8.4 The school’s Guild system also provides the basis for sporting and other competitive activities. Each student, tutor group and member of staff belongs to a guild and departments are guild-based. Students are encouraged to become involved in the organisation of their guilds and to represent their guild in the various competitions.

8.5 The school has a Student Leadership model which is led by the Head Boy and Head Girl team. Students apply for posts within this team at the end of Year 10 and hold the post for a year.

8.6 Student Leaders are encouraged to help with major school events such as open evenings, parents’ meetings, awards evenings, sports events, drama productions, musical events and charity events.

8.7 Sixth Form students are encouraged to become involved with lower-school activities and tutor groups.

8.8 Each year, staff elect a Head Boy and Head Girl, each with a Deputy. This team represents the school at various functions and activities. Student Ambassadors are also nominated by staff from Years 12 and 13.

1. **SEARCHING AND CONFISCATION (Searching, Screening and Confiscation 2018 DfE)**
	1. School staff can search a pupil for any item if the pupil agrees.
	2. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
	3. You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
	4. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
	5. Prohibited items are: ( The ability to give consent may be influenced by the child’s age or other factors )
* knives or weapons
* alcohol
* illegal drugs
* stolen items
* tobacco and cigarette papers
* fireworks
* pornographic images
* 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 the property of, any person (including the pupil).

9.6 Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

* 1. Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. (Searching, screening and confiscation, January 2018 DfE)

**Appendix 1**

**Expectations**

The school has 5 expectations for students which link to our ethos

* To be able to LEARN effectively, always display appropriate and on task behaviour.
* ASPIRE to have your attendance at over 96% and be punctual to school and lessons.
* In order to LEARN, ASPIRE and EXCEED, always follow instructions.
* To be able to LEARN effectively, be fully equipped for lessons and in full uniform.
* In order to LEARN, ASPIRE and EXCEED complete all work to the best of your ability.

**Appendix 2**

**Recognition and Sanctions**

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| **Level** | **Negative** | **Positive** |
| 1 | Not meeting the standard (Reminder) | Meeting the Standard. In lesson recognition. |
| 2 | 30 min afterschool (set by class teacher, work/behaviour to be complete in department) | Teacher recognition.Contact Home. |
| 3 | 1 hour afterschool (extreme poor behaviour/ fail level 2 to be completed centrally) | Department recognition.Contact Home. Postcard. |
| 4 | Isolation | Year Team / Senior Leader recognition. |
| 5 | Exclusion | Headteacher recognition |





**Appendix 3 – COVID-19 adaptations**

From March 2020, the global Covid-19 pandemic has led to a change in how we define some of our children’s behaviours in school and our assessment as to whether these are difficult or dangerous, particularly where a child or young person’s behaviours could cause an increased risk to their own health or the health of others. Examples of this might include (but are not limited to):

• spitting/coughing at other members of school community

• repeated disregard of social distancing rules

• not staying in their assigned class groups therefore increasing the risk of spreading the virus

We will work together with the student if they are struggling to meet these expectations along with their parents/carers to carry out a risk assessment which will explore whether a child can manage in the school environment, under current circumstances.

In exceptional circumstances, the outcomes of the risk assessment may mean we are unable to offer a place in school, at this time. If a child is unable to manage within the safety rules to minimize Covid-19 risk, then an offer of a school place may be removed until a new plan and phased return can be implemented that ensures the current guidance can be adhered to. In all cases, the child’s Risk Assessment and plan will be regularly reviewed and the school will work with the family to ensure support to the child is provided in other ways, through reasonable endeavours**.**

We also need to be mindful that staff and students have had very different experiences of Covid-19 and the resulting lockdown. Some will have been very isolated from other members of society and may find being out of their own home difficult. Others may have taken on other responsibilities, such as caring for family and as such will have had a significant break from the day to day experiences of school. It is vital that all members of the school community treat each other with courtesy, respect and kindness to ensure that we are able to make rapid progress together.