



St Peter's Bratton Church of England Academy Behaviour Policy

Document Status			
Date of Policy Creation	September 2022	Named Responsibility	Emma Oakley
Next Review Due	December 2023	Named Responsibility	Emma Oakley

Purpose of this policy

Objectives

To demonstrate how St Peter's Bratton C of E Academy

- aims to create a safe environment in which all pupils learn
- Christian distinctiveness underpins everything we do alongside our school ethos and values within our academy community
- builds strong links with our governors and families
- fosters a caring and supportive environment with a calm atmosphere where everybody is valued
- aim for our learners to excel in all areas through a rich curriculum offer and their strengths to be celebrated
- prioritise our pupil's happiness and safety and aim to build in partnership with families, confident and resilient learners

Our academy ethos and values

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

Our values:

Excellence

Nurture

Respect

Integrity

Compassion

Hope

Leadership and Management

The Senior Leadership Team (SLT) consists of the Principal, Vice Principal and Assistant Principal. At St. Peter's Bratton C of E Academy, we like leaders to engage and be visible to pupils, parents, and staff. We believe this is crucial to supporting our academy in maintaining a culture of a calm environment with positive behaviour systems where our pupils and staff feel safe and supported. The Assistant Principal Emma Oakley is the leader responsible for the management of behaviour systems at St. Peter's. In the first instance, behaviour management begins with the class teacher and any other staff working in the classroom. However, when behaviour exceeds that deemed as low-level and/or is repeatedly occurring, then the Assistant Principal will become involved. Other key staff members who may also support pupils with misbehaviour are the Pastoral lead, Richard Wilkes and/or Pastoral Support, Lucy Precey. These key staff then work closely with class teachers and parents in supporting the pupil with improving their behaviour and resolving

any underlying difficulties. The Local Academy Committee (LAC) is involved in and updated regularly, regarding any changes to our academy behaviour management systems. The steps taken for a child exhibiting misbehaviour depends upon the individual circumstances and will be discussed and agreed with the pupil and all adults involved with them.

Academy Systems and Social Norms

Responding to good 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 Craddoc. Children can earn team points. These will be collated throughout the week and totals celebrated during a weekly assembly lead by a member of SLT. House points will be included in various individual and teamwork and/or competitions such as sports day. The house with the most points is celebrated at the end of every term and year. Any member of staff can award house points to pupils.
- 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 their teacher is proud of an achievement that day
- Postcard home- Any member of staff may choose to send a postcard home as a reward for something excellent 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

Responding to misbehaviour

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 misbehaviour has consequences, and should they decide to misbehave, pupils will be given a sanction alongside the opportunity

to reflect on their behaviour with a view to not repeat it. The purpose of any sanctions given are to with an aim to deter, protect and improve the behaviour of any pupil requiring support.

Misbehaviour 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
- Child-on Child abuse (including online)
- Carrying a weapon

If a pupil misbehaves, 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 misbehaviour, always providing them with the opportunity to turn this around. Should the misbehaviour 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 (Assistant Principal in the first instance). When misbehaviour 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 misbehaviour 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.

Staff Induction, development and support

Our Principal is responsible for implementing measures to secure acceptable standards of behaviour that ensure the academy's approach to behaviour meets the national minimum expectations. At St. Peter's Bratton C of E Academy we have high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment. All staff are aware of

these and how they should be implemented. This is also key to supporting our safeguarding systems. It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE). Included in the induction process is behaviour systems for new staff.

Staff have a key role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined in this policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff will challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff will communicate the school expectations, routines, values, and standards both explicitly through teaching behaviour and in every interaction. Staff should consider the impact of their own behaviour on the academy culture and how they can uphold the school rules and expectations. Our staff will also receive clear guidance about school expectations of their own conduct. Those requiring or requesting support with managing behaviour, will receive this as agreed by the Senior leadership Team and as deemed appropriate for the member of staff. As part of the academy's CPD cycle, consideration for any training on behaviour will be included in this plan or when it is deemed, as necessary.

Pupil transition and 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 pupils who are experiencing difficulties. This may include pupils exhibiting challenging misbehaviour. In this instance, staff will refer the child to pastoral support who will work closely with the parents and staff involved with them 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. The Inclusion Team which is lead by the Assistant Principal oversees this provision and line manages the Pastoral Lead and Pastoral Support staff members. Our SEND TA, Vicky Harris, is also part of this team who may also be involved with the pupil, depending on their need or needs. Please refer to our SEND policy for more detail. The pastoral Lead is ELSA trained and receives training where needed. The Assistant principal regularly liaises with external services following consent from parents, regarding additional support we feel the child would benefit from. These services include the Educational Psychologist and Behaviour Support Advisory Team (BSAT).

Behaviour expectations for pupils with Special Educational Needs and disabilities (SEND)

At St. Peter's Bratton C of E Academy, we promote a culture of high standards of behaviour and strive to provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. It is important that all pupils, staff, and parents feel they belong in the Academy community and high expectations are maintained for all pupils. We aim to create calm environments which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely be associated with types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction.

Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. We aim to manage pupil behaviour effectively if the pupil has underlying needs or not. When a pupil is identified as having SEND, our assess, plan, do and review system (APDR) will track the impact of the support being provided.

It is also possible that a pupil's behaviour changes suddenly due to some form of trauma-bereavement for example. These pupils may also require additional support with their behaviour and emotional needs.

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 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 and agreed with the local authority
- 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.

Child on child abuse

Child-on-child sexual violence and sexual harassment

In the event of any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the safeguarding principles set out in Keeping children safe in education (KCSIE). The Designated Safeguarding Lead is the Principal, and the Vice Principal and Assistant Principal are Deputy DSLs. The lead DSL is the most appropriate person to advise on the school's initial response. Each incident will be considered on a case-by-case basis. At St Peter's Bratton C of E Academy we are clear in every aspect of our culture that sexual violence and sexual harassment, are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned and supported where required. All staff are supported in understanding the importance of challenging all inappropriate language and behaviour between pupils. St Peter's Bratton C of E Academy will not normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We consistently expect high standards of conduct between pupils and staff and demonstrate and model manners, courtesy, and Safe and respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing. At St.

Peter's Bratton C of E Academy, all victims (and perpetrators where appropriate), are reassured they will be supported, kept safe, and are being taken seriously. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will not be given the impression that they are creating a problem by reporting something, nor will a victim ever be made to feel ashamed for making a report or their experience minimised. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate for the individual who made it as per our behaviour policy. As with every safeguarding incident, it may be appropriate that a safeguarding lead makes referrals to other support services for any of the pupils involved.

Behaviour incidents online

Negative interactions online can damage the Academy's culture and can lead to school feeling like an unsafe place. Misbehaviour online can be difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. We are clear to our pupils that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect, and dignity.

Online misbehaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

If we suspect a pupil of criminal behaviour online, SLT will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented. Once a decision is made to report the incident to police, we will ensure any further action they take does not interfere with any police action taken. However, St Peter's Bratton C of E Academy retains the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead. When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated. We will follow the principles as set out in Keeping children safe in education.

Many online behaviour incidents amongst pupils occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. We will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the

academy or if the behaviour could adversely affect the reputation of St Peter's Bratton, C of E Academy.

Mobile phones

Pupils are not permitted to bring a mobile phone into school. In the event of this occurring a member of staff would take the phone to the office to be kept safe. The parents of the pupil would be then contacted to arrange collection of the mobile phone. It is the parent's responsibility to ensure that their child or children do not bring mobile phones or smart watches with cameras/recording devices into school, and to collect them when they have been confiscated.

Banned items

At St. Peter's Bratton C of E Academy we may confiscate, retain or dispose of a pupil's property as a sanction. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Confiscation will be proportionate and consider any special circumstances relevant to the incident or pupil before doing so. 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 will be confiscated include.

- Mobile phones
- Smart watches with camera/recording functions

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 pupil, other pupils, or staff from risk of harm and be proportionate to the at-risk behaviour/s. Please see our reasonable Force policy for more detail.

Supporting pupils following a sanction

Following a sanction, staff will endeavour to help pupils to understand how to improve their behaviour and meet the behaviour expectations of the academy.

These might include:

- a restorative conversation with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant persons
- a phone call or face to face discussion with parents, and the Virtual School Head for looked after children
- inquiries into the pupil's conduct with staff involved in teaching, supporting, or supervising the pupil in school

- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy
- considering whether the support for behaviour management being provided remains appropriate

Suspension and permanent exclusion

If the unfortunate and rare event of excluding a pupil is required at St Peter's Bratton C of E Academy, 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 suspended 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 having been implemented over time. In all cases regarding suspensions and 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 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 for marking. From day 6 of an exclusion, temporary arrangements are made for the child's learning 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 the LAC 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 academy should comply with their decision.

Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream setting permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves will only occur when it is in the pupil's best interests.

Notes

The policy has been created in conjunction with the following academy policies which can be accessed via our website <http://www.brattonstpeters.org.uk/>

Safeguarding Policy

Reasonable Force Policy

SEND Policy

In addition to these, the following documents have been consulted.

Behaviour in schools- advice for head teachers and school staff, DFE July 2022.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf

Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement- guidance 2022, DFE, September 2022.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf

Keeping Children Safe in Education 2022- statutory guidance for schools and colleges, DFE September 2022.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf