

Ireleth St Peter's CofE Primary School (ISP)

BEHAVIOUR POLICY



Policy Rationale:

At Ireleth St Peter's (ISP), we want everyone to feel happy, safe and secure, whilst surrounded by God's love. In turn, all pupils will feel inspired to be successful, reaching their full potential and therefore prepared for a bright future ahead. This policy sets out the expectations of behaviour at ISP. Working in partnership, the governing body, staff and pupils seek to create an environment that encourages and reinforces good behaviour and fosters positive, respectful and caring attitudes. Support and shared responsibility from parents/carers is crucial for encouraging our children to demonstrate good behaviour at all times.

Aims:

At Ireleth St Peter's we aim:

- To promote a positive, respectful and caring ethos in the school where children feel surround by God's love.
- To create a consistent environment that encourages and reinforces responsible behaviour with the aim of the best outcomes for all pupils.
- To define acceptable standards and the principles of good behaviour.
- To encourage consistency of response to both positive and negative behaviour so that pupils excel and are able to negotiate differences respectfully.
- To promote self-esteem and confidence through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood by all involved.
- To work in collaboratively with parents/carers, creating a successful partnership that reinforces the school behaviour policy.

Role of Staff:

The adults encountered by the children at school have an important responsibility to model high standards of behaviour within our Christian vision through or monthly Christian values. This is the case both in their dealings with children and with each other, as their example has an important influence on the children.

As adults, following our Christian vision, we should aim to:

- Create a positive climate with high expectations and aspirations, encouraging hope for all.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty, compassion and friendship.
- Ensure children are safe and secure at all times.
- Provide a caring and effective learning environment where pupils feel confident to ask questions.
- Encourage relationships based on love, kindness, respect and also understanding the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation and thankfulness of the efforts and contribution of all.

All adults are responsible for dealing with incidents in and around school. If in doubt, they can refer further to the relevant staff member for example Class teacher and/or Headteacher.

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Role of the Head Teacher:

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children and staff in the school.

The Headteacher supports staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of unacceptable behaviour and liaises with governors when necessary.

Role of Parents/Carers:

The schools works collaboratively and in close partnership with parents/carers, so the children receive consistent messages about how to behave at home and at school.

We expect parents/carers to support their children's learning and to co-operate with school, as set out in the home-school agreement. We try to build a supportive dialogue between home and the school, informing parents/carers immediately if we have any concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, it is essential that the parents/carers should support the actions of the school. If parents/carers have any concerns about the way in which their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Role of the Governors:

The governing body has the responsibility of setting down these guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but the governors may respectfully give advice to the Headteacher about particular disciplinary issues, whilst showing compassion. The Headteacher must take this into account when making decisions about matters of behaviour.

The governors should follow the normal grievance procedures in cases of complaint.

Curriculum and Learning:

We believe that an appropriately structured curriculum, shared Christian values and effective learning contribute to good behaviour. Through the planning for the needs of individual pupils, the active involvement of pupils in their own learning and the structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children and differentiated to meet the needs of all children of different abilities. Oral feedback, marking and record keeping can be used as supportive activities, providing feedback to the children on their progress and achievement. It is important that our children see that their efforts are valued and that they are making progress.

At Ireleth St Peter's, we use the *My Happy Mind* programme to actively support children's mental health, wellbeing, and positive behaviour. Rooted in the principles of neuroscience and positive psychology, *My Happy Mind* empowers children to understand their emotions, build resilience, and develop strategies for self-regulation. Through weekly lessons and reflection, children learn to recognise their strengths, show

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empathy towards others, and approach challenges with confidence and optimism. This proactive focus on emotional literacy and wellbeing has a significant impact on behaviour, creating a calm, respectful, and nurturing learning environment where all children can flourish—academically, socially, and spiritually—in line with our Christian vision of inspiring successful partnerships through God’s love.

Classroom Management:

Classroom management and teaching methods have an important influence on children’s behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Our classrooms should be organised in a way that encourages the children to be respectful and develop independence and personal initiative.

Teaching methods should encourage enthusiasm, perseverance, and the active participation of all and develop the skills, knowledge and understanding that enable children to work and play together harmoniously.

Praise should be used to encourage good behaviour and attitude as well as good work. Situations should be handled sensitively, with compassion, and dealt with in a way appropriate to the matter.

Rules and Procedures:

Praise and reward for good behaviour are the key to creating a positive atmosphere where the children have the opportunity to be successful and make personal progress. Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- ✓ Be kept to a necessary minimum;
- ✓ Be positively stated telling the children what to do rather than what not to do;
- ✓ Give clear choice and consequence options;
- ✓ Actively encourage everyone to take part in their development;
- ✓ Have a clear rationale and be made explicit to all;
- ✓ Be consistently applied;
- ✓ Promote the idea that every member of the school has responsibilities.

If school rules are broken we need to discover what happened, when and how often this is occurring. We also need to know who is taking part in the rule breaking and in what circumstances it is taking place. Each individual and situation is different it is not possible to lay down guidelines for every situation. Distinction needs to be made between minor and serious incidents; the latter includes physical or verbal bullying (see Anti-Bullying Policy), deliberate injury, stealing and truancy.

Rewards:

Positive behaviour and good role models consistently demonstrating our Christian values will be rewarded through a variety of strategies including verbal praise, stickers, certificates and Class Dojo points. Pupils can also be sent to headteacher to show good work. All classes use our ‘Worker of the Month’ and ‘Star of the Week’ to reward good academic and creative work, behaviour, effort and attitudes. We realise the importance of an agreed whole school practice to promote and model the development of this. Each class writes and shares their own classroom rules. These are an affirmation of good practice rather than listing things we do not do.

Vulnerable groups, including SEN, children all have their own individual targets. Rewards are given for small steps on a regular basis. Many children have charts to record when they achieve targets, usually on a daily basis to gain frequent reward.

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Sanctions:

The approach that is taken encourages children to understand that their behaviour and actions can impinge on the rights of others and as a result will have consequences. Regular rule reminders are to be used as a non-confrontational approach to disruptive behaviour.

Staff are right to punish misbehaviour, but it must be fair and consistent, in proportion and moderate. The humiliation and degrading of pupils should be avoided, as should the punishment of whole groups for individual acts should be avoided, ring leaders need to be identified and dealt with separately. Sanctions should be put in place to deal with incidents and will include a variety of actions.

Normally a straight reprimand is sufficient, but other sanctions for more serious incidents may include:

1. Losing Dojo points
2. Missing part or all of a play time or lunch time
3. 'Time Out' from the class/ play ground where the incident has taken place
4. Referral to Head Teacher (when the above sanctions have failed)
5. Letters of apology
6. Extra tasks to fulfil at leisure times
7. Non-participation in extra-curricular activities
8. Headteacher may ask to see a child's parents/carers
9. Letter home to parents/carers
10. Isolation for a set period with TA/Headteacher, no longer than 3 days
11. Fixed term external exclusion for upto 5 days
12. Permanent Exclusion (following LA Guidelines)

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate them as contributory factors.

Time to discuss issues with children is important and may take place during 'circle time', PSHE lessons or discrete SERIS sessions. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school.

Where it is felt necessary, help from the Educational Psychologist and/or Behaviour Support Team may be called upon through discussion with the SENDCo.

Serious Incidences:

In the unlikely event of a serious incident occurring an 'Incident Form' will need to be completed and the following actions taken:

Bullying or stealing - the head teacher will be informed and parents will be contacted immediately to inform them of the seriousness of the incident.

Biting, spitting, swearing and kicking - the child will be immediately removed from the situation and parents will receive a letter detailing the incident. Depending on the seriousness of the incident the child may be withdrawn from school for an agreed period

Exclusion:

For repeated or very serious acts of anti-social behaviour including physical violence with an adult or other child, the Headteacher, at their discretion and consultation with the Chair of Governors, may issue a fixed term exclusion for up to five days. The school follows the DFE's strict guidelines for exclusion. Should

this occur, parents/carers will be notified immediately making it clear that they can appeal, should they wish. The Local Authority will also be informed.

Should behaviour issues continue, both the Headteacher and governors would discuss permanent exclusion of a child. This is not the desired outcome at ISP as we value each and every individual therefore would strive to avoid this until there was no alternative.

Bullying:

At ISP, bullying is not tolerated. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children feel safe in school.

All reported incidents of bullying will be treated seriously and as such, may well necessitate the involvement of the class teacher, Headteacher and parents. (For further information see school's anti-bullying policy.)

Monitoring:

The Headteacher monitors the effectiveness of this policy on a regular basis, reporting to the governing body on the effectiveness of this policy.

The school keeps thorough records of any serious incidents of unacceptable behaviour. The Headteacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

This policy will be reviewed annually.

Signed: *R E McFarlane*

Rachael McFarlane
Headteacher

Date: September 2025

Signed: *S Hughes*

Stephen Hughes
Vice Chair of Governing Body

Date: September 2025

Review Date: September 2026