

St Peter's Catholic Primary School



Behaviour Policy

*'Start children off on the way they should go,
and even when they are old they will not turn from it.'*

Proverbs 22:6

Approved by:	The Governing Body	Date: 12 th October 2023
Last reviewed on:	Autumn 2023- KCSiE 2023 update (Update with KCSiE) and mention of prohibited imitation/replica weapons	
Next review due by:	Autumn 2024	

Overview of Policy for Review	
Origin of Policy	'The Key' website
New/existing Policy	Existing with reference to weapons including replicas
All changes tracked	Highlighted in yellow

Contents

1. Aims.....	2
2. Legislation and Statutory Requirements	3
3. Roles and responsibilities	3
4. Pupil code of conduct.....	5
5. Behaviour management, including rewards and sanctions.....	5
6. Bullying and discriminatory behaviour.....	7
7. Physical restraint.....	8
8. Confiscation	9
9. Pupil support.....	9
10. Pupil transition.....	10
11. Training.....	10
12. Monitoring arrangements	10
11. Links with other policies	10
Appendix 1: Definitions of misbehaviour and prohibited items.....	11
Appendix 2: List of related documents to support implementation.....	12
Appendix 3: Management checklist.....	13
Appendix 4: Playtime behaviour management.....	14

1. Aims

As a school we aim:

- to see Christ in everyone,
- to build a community where there is mutual respect and all feel valued, safe and secure,
- to develop skills of self-control and self-discipline,
- to create an environment that supports learning.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Preventing and Tackling Bullying](#)
- [Cyber Bullying](#)
- [Exclusion Guidance](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

2. Roles and Responsibilities

We believe that children behave well when:

- relationships are positive and children feel they are listened to,
- the school's expectations are described clearly, positively and are consistently applied,
- partnership exists between parents and school,
- the curriculum is engaging, provides support and challenge,
- individual needs are taken into consideration.

Therefore adults in school are responsible for:

- implementing the behaviour policy consistently, **believing every child is every adult's responsibility** and maintaining high expectations
- modelling positive behaviour and the behaviour we expect from children, and so leading by example and showing **Christ's love**, forgiveness and kindness
- helping children understand that if they make a wrong choice in their behaviour, it is the behaviour that is unacceptable not the child
- ensuring quality relationships with each child and so allowing for a sense of fun, but also being firm and fair when dealing with children, and so encouraging and guiding children to take responsibility for their own behaviour
- being alert to racism, stereo typing and sexism
- involving parents in developing positive behaviour
- providing a personalised approach to the specific behavioural needs of particular pupils as we strive to understand the underlying reasons for a child's behaviour

The senior leadership team will support **all adults** in responding to behaviour incidents as required.

The adult will:

- put “Christ at the Centre”, **model** Gospel teachings with positive behaviours and build relationships, remembering the importance of verbal and non-verbal communication
- be **calm** and give ‘take up time’ when going through the steps. **Prevent** before sanction
- **follow-up** every time, retain ownership and engage in reflective dialogue with children
- **work in partnership** with parents from an **early stage**

Practical steps to this include:

- **Meeting and greeting** at the door
- **Referring often to our 3 Golden Rules:** Respect, safe and learn
- **Planning** lessons that engage, challenge and meet the needs of **all** learners
- **Consistently applying** the behaviour policy throughout the extended school day
- **Never ignoring** or walk past children who are not following the Golden Rules, remembering:
The behaviour we walk past is the behaviour we accept
- **Consistently expecting and modelling** the Courtesy Code
- **Establishing** clear routines
- Having a **plan** for dealing with low-level disruption
- Using **positive reinforcement**
- **Concluding** the day **positively** and starting the next day afresh

Adults will find it helpful to adopt a common language of:

- **Reassure** – ‘I can see that you are upset...’
- **Distract** - ‘We can go and and ...’
- **Remind** – ‘Safe’ and ‘unsafe’ behaviour/place, ‘(name) I am waiting for you so that we can all continue our learning, thank you’, ‘Use your words’, ‘Be kind, be kind, be kind some more’, ‘Make the right choice’, ‘Stop’ – using hand signal

Children will:

- put “Christ at the Centre”
- follow the school behaviour policy and our Golden Rules
- show **kindness** and **respect** to all children and adults within the school community
- each play their part in helping to create a co-operative, happy school
- learn to **accept responsibility** for our own behaviour to keep everyone **safe** and able to **learn**.

Children will find it helpful to:

- Use their words
- When upset say: I don’t like it when It makes me feel In the future I will
(empowerment, restorative approach)

Parents will:

- support and aim to be **role models** of the school behaviour policy
- work in **co-operation** with the school in implementing the policy
- inform the school if there are **factors at home** that will influence a child's behaviour
- **inform** the class teacher if they have any general behaviour concerns

4. Pupil code of conduct

We recognise that at times inappropriate behaviour will arise. We accept that this is normal when children are learning and testing the boundaries of acceptable behaviour. However, we assert that everyone has the right to be safe, respected and children have the right to learn.

The **Golden Rules** are for everyone at St Peter's.

These rules are simple and are designed to create a calm, happy and safe atmosphere.

1. Everyone has the right to learn
2. Everyone has the right to be respected
3. Everyone has the right to feel safe

The Golden Rules are widely publicised at St Peter's and clearly set out principles that must be respected and adhered to. The Golden Rules are exemplified through each **class charter**.

The **School Courtesy Code** is for everyone at St Peter's.

The Courtesy Code highlights the behaviours that stem from the Golden Rules.

Do...

- smile and make everyone feel valued
- remember "please", "thank you" and "excuse me"
- walk with pride

We believe that each pupil should be given every opportunity to take responsibility for and to make a full contribution to setting and maintaining high standards of behaviour in school. We must all have a collective commitment to this policy and will support each other in ensuring the 'St Peter polish'.

5. Behaviour management, including rewards and sanctions

At St Peter's Catholic Primary School, we have clear and high expectations of the pupils and their behaviour. Our mission of holding 'Christ at the Centre' underpins all that we do.

We recognise and reward learners who go over and above expectations of good behaviour. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger more public award. It is not what you give but the way that you give it that counts. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Rewards

Informal praise

At St Peter's we recognise that often the most effective reward for any child is instant recognition through words of praise or non-verbal communication such as a smile. A member of staff may also choose:

- to celebrate the achievement with others eg class, members of leadership team, office staff, parents. This can be done through using the 'Tell me about...' stickers.
- to display work
- to award class golden time
- to share 'shout outs' for over, above and beyond kindness and behaviour

Formal praise

The school also has a more formal reward system. A class teacher may choose to more formally reward exceptional behaviour/attitude by:

- presenting a certificate in class or phase assembly
- recording certificates awarded on a praise list in class Blue Behaviour Folder to share weekly with headteacher or deputy head
- sending a 'congratulations' postcard home

Sanctions

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the following steps for dealing with poor behaviour.

The Reminder

A reminder of the expectations for children of everyone's right to be **Respected, to Feel Safe and to Learn**. However if a child continues his/her disruptive behaviour, the teacher adopts the following procedure without discussion so that teaching and learning is not interrupted further.

Each class has a Blue Behaviour Folder containing a weekly sheet on which to record children's names. This serves a log for disruptive behaviour and is monitored by the class teacher and SLT to look for patterns of behaviour and for consistency. This is also useful evidence in discussion with parents.

The Caution

A clear verbal caution is delivered individually to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

The Action

- The child's name is recorded in the blue folder. The nature of the disruption is recorded beside the name: S, L or R – Safety, Learning or Respect. At the earliest opportunity, the adult will have a conversation with the child about the incident.
- Subsequent disruption by the child will result in a cross being placed next to his/her name (up to 2 crosses). Class teacher will have a further conversation with the child and also with the parent at the end of the day. Teachers may recognise the need to schedule a separate meeting for this.
- If the child then makes the right choices during the lesson/day, the teacher can decide to cross out the child's name and/or crosses against their name. This provides evidence that the child is recognising and accepting responsibility; and is trying to readdress their behaviour.
- Each new day begins with a fresh start and so the above system begins afresh in the record keeping the next day. At any step, a teacher can decide to talk to parents.

Consequences

- A child can miss part of their lunch time (up to 15 minutes) to reflect on behaviour or to complete work missed during the lesson. This needs to be balanced with the social, physical and emotional need of the child.
- The use of 'Thinking Time' is used in for some children to enable time for self-regulation, connection with adult and reparation. For some children 'Thinking Time' may be at the thinking table, where they are supported in reparation through conversation or a social story.
- A child can receive a Yellow Card for 'time out'. Teachers and teaching assistants have the option to send a child to another member of staff for a 'time out' period (normally for up to 10 minutes). The pupil is accompanied by another child (or adult if necessary) and will take a Yellow Card. The child's name will also be recorded in their class' blue folder. The child is asked to sit and reflect on the affect their behaviour has had on safety, learning and respect. S/he discusses this with the member of staff before returning accompanied to their classroom. The child will complete any work missed during lunchtime or at home. The member of staff to whom the child was sent, will seek to catch up with the child and check on his/her behaviour at the earliest convenient time (preferably the same day but within 2 days).
- The member of staff is expected to use their professional judgement as to when to involve the Phase Leader. Parents will also be included in this part of the conversation.
- Patterns of behaviour will be monitored through the use of Blue Behaviour Folders and SENDCo or DSL will be involved as required.
- Monitoring by SLT ensures that DSL, DHT and HT become involved at an appropriate stage. Phase Leaders are expected to make professional judgements as when to escalate. The headteacher will aim to check Blue Behaviour Folders weekly.
- Individual children may require bespoke behaviour support plans, individual risk assessments and other support tools. These will be devised by the SENDCo and class teacher.

If a child's behaviour is severe or unsafe at any time this may lead to a child receiving a temporary, fixed term suspension sanctioned by the headteacher in line with DfE guidance.

Because we put 'Christ at the Centre', we do not tolerate violent or aggressive behaviour towards children or staff. All incidents of violence or aggression will be investigated and addressed. Please see Appendix Four for 'Playtime behaviour management'.

Impact of behaviour on others

At St Peter's we recognise that the negative behaviours of some children can have a significant impact on the well-being of those around them. We will always offer support to children should it be needed, such as circle time, ELSA, individual conversations and including parents if necessary.

Reparation – a practical step in managing and modifying poor behaviour

Staff will take responsibility for leading reparation meetings when poor behaviour needs to be discussed and rectified. Phase leaders will support when requested. Hampshire Primary Behaviour Support Service (BPS) have pictorial aids to support this approach.

Restore approach – 5 restorative questions

1. What happened?
2. What did you do?
3. How did you feel? Why?
4. How did other people feel?
5. Next time I will

It is good practice to set a date for when staff member and child/ren can review how things have been following this meeting- and so children are being held to account and staff can ensure the correct support is in place.

6. Bullying and discriminatory behaviour

In aspiring to see Christ in everyone, **we do not tolerate bullying or discriminatory behaviour** at St. Peter's. Our definition of bullying behaviour is shared and understood by all children and adults in our school community. It is displayed in every classroom:

'Bullying is deliberately and repeatedly saying or doing anything that makes others unhappy.'

This includes physical, emotional, cyber bullying, prejudice based or discriminatory bullying, such as racism.

A reported incident is always investigated. An incident is deemed to be bullying behaviour if it is **deliberate**, **targeted** and **repeated** in its nature. Bullying behaviour is dealt with and documented using the 'bullying' tab on our electronic monitoring system (CPOMs). Each incident of bullying on CPOMs is monitored and documented monthly by the SLT during Designated Safeguarding Lead (DSL) meetings. This will continue until all parties consider there has been no re-occurrence, and all feel safe and supported. Please see Appendix Four for 'Playtime behaviour management' which also relates to allegations of bullying.

Staff will be mindful of the impact that comments or actions made to a child with protected characteristics can have on that individual child, regardless of the perceived significance of the comment or action.

Incidents reported by children

- Adults will ensure that children understand our definition of bullying.
- Children are encouraged to inform an adult immediately if they feel they are being bullied or witness an incident of bullying.
- Children are reassured that reporting the incident is the right thing to do.
- The school supports and listens to all parties involved.
- The child feeling bullied is made to feel safe and is offered support.
- The child accused of bullying is made to understand how their behaviour affects others and may be classified as bullying.
- If it is possible, the aim is to resolve the incident with both parties together.
- Staff continue to discreetly monitor a reported incident of bullying for as long as is necessary. This may be recorded on CPOMs and is recorded and monitored by SLT during safeguarding meetings.

The recipient

The aim is that the bullying behaviour stops, that the child feels safe and happy, along with being empowered to inform adults should they feel bullied again. Parents are informed that their child has been subjected to bullying behaviour, its nature and outcome.

The perpetrator

The aim is that the bullying behaviour stops because the child accepts responsibility for their behaviour and makes the right choices. Parents are informed or involved if/when necessary. However, should a child continue to exhibit bullying behaviour, parents will be informed immediately.

Incidents reported by parents

Parents may report concerns of bullying directly to the class teacher, SLT, deputy or head teacher. These will be dealt with immediately.

Discriminatory Behaviour

All incidents of discriminatory behaviour (including racial, sexism, sexual harassment, homophobic, cultural and disability) are dealt with and recorded by staff. Parents are informed or involved if/when necessary. However, should a child continue to exhibit discriminatory behaviour, parents will be informed immediately. Procedures to deal with child-on-child abuse are detailed in the school's Child Protection Policy, with behaviours that count as child-on-child listed within Keeping Children Safe in Education (KCSiE). Through this approach, the school aims to respond in a proportionate, considered and supportive manner, decided on a case-by-case basis, taking the wishes of the victim into account. Pupils are encouraged to share concerns through a variety of approaches, such as the 'tell any adult in the school' mantra, worry boxes and RSHE lessons.

7. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Please refer to the school's Restrictive Physical Intervention policy

8. Confiscation

Any prohibited items (See Appendix One) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils or parents after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, Hampshire County Council (HCC), an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

We recognise that negative behaviour choices can affect other children and therefore, we endeavour to put in additional support, such as circle time, Relationship and Health Education or ELSA support.

Children with long term complex Emotional Behavioural and or Social Difficulties

- These children are identified by the SENDCo. They are made known to staff so that there is a consistent approach to support and communication with them.
- Some of these pupils will have an Individual Behavioural Support Plan set up for them or have received external/internal support e.g. HCC Primary Behaviour Support Service, ELSA. The SENDCo and class teacher will be working closely with parents. Therefore, they may have different approaches to the behaviour policy that help them make the right choices.
- We believe that **every adult is responsible for every child**. Vulnerable/disadvantaged children are monitored for their emotional and academic needs.
- At St Peter's, positive social skills are taught through a variety of means, from role modelling to more structured methods, such as the use of zones of regulation, circle time and specific programmes with ELSA staff.
- Some of our vulnerable/disadvantaged children who may persistently disrupt lessons will have this recorded through on-going monitoring (formal/informal) by the class teacher so that patterns of behaviour can be identified and an understanding of the factors driving behaviour choices can be formed. Adaptations can then be made to the Individual behaviour plan to support the child.
- It is important that all children and adults are safe. If a child's behaviour is severe or unsafe, then s/he may receive a temporary, fixed term exclusion out of school sanctioned by the headteacher.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour as part of their induction process and at other opportunities, eg, through Primary Behaviour Service input, other outside agencies and with INSET days as behaviour management forms part of continuing professional development. It may also be included within annual appraisal.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the governor's health and safety committee every year. At each review, the policy will be approved by the full governing body.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy

- Safeguarding policy
- Child Protection policy
- Restrictive Physical Intervention policy

Appendix One

Definitions of Misbehaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons- real or replica unless part of a history theme day where there will be careful management by staff
 - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member 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)

Appendix Two

List of related documents to support implementation

Filed in 'Policies' in 'Office'

All classrooms and key communal areas to have laminated...	
1.	Christ at the Centre- Mission statement
2.	Golden rules
3.	Courtesy Code
4.	Keeping safe
5.	School prayer
6.	Yellow and red cards
Class to also have...	
7.	Blue folder insert- behaviour records (class, break, lunch KS1, lunch KS2, BC, ASC)
8.	Blue folder front covers for classes and phase playtime
9.	Own Class Charter that is regularly reviewed by class
10.	'Tell me about...' stickers
Occasional use...	
11.	Definition of Bullying
Teacher resources	
12.	Reassure Distract Remind
13.	Restorative Approach- 5 questions

Certificates	
14.	St 'Peteronian'
15.	St Peter Polish
16.	Good manners
17.	Be kind, be kind and be kind some more
18.	Postcards home (Sally to place four in class register at the end of each half term for teachers to complete, address and office to post)

Appendix Three

Management checklist

Teachers will:
<p>Display in the classroom a laminated coloured copy of:</p> <ol style="list-style-type: none"> 1. Mission Statement 2. Golden Rules 3. Courtesy Code 4. Keeping Safe 5. School prayer
<p>Plan and deliver an annual Mission Statement Week which will include;</p> <ul style="list-style-type: none"> - expectations of behaviour - developing a shared class charter - unpick what makes a St 'Peteronian'? - what is 'St Peter Polish'? - what the 'Courtesy Code' really looks like every day
<p>Throughout year maintain the class charter adapting as needed and displayed with pride</p>
<p>Using the school's definition of bullying ensure issue addressed in RSE, phase assemblies and use poster</p>
<p>Issue 'Praise postcards' each half term</p>
Headteacher will:
<p>Ensure annual reminder to all parents of policy</p>
<p>Ensure policy on website</p>
<p>Review behaviour policy and procedures half termly with range of staff, children and parents</p>
<p>Consider House-points and other rewards (refer to Staff Consultation 2018) before end of year</p>

Final considerations:
Zones to be confirmed with staff
Further adaptations for minibuses, Breakfast Club, Afterschool Club

Appendix Four

Playtime behaviour management

Children will:
<ul style="list-style-type: none"> • Ensure that they are being respectful and safe in their play • Support peers to ensure that all children feel safe and respected when outside at playtime. Playtime 'Friends' will support younger children in their play • Be respectful and safe when using equipment • Play within allocated zone • Attend 'KS2 Chill Club' when they need support due to lack of structure at playtime or have difficulty with social interactions
Adults outside will:
<ul style="list-style-type: none"> • Actively support children in engaging in positive play through modelling • Oversee the well-being of all children supporting them in positive interactions with their peers to ensure that they are safe and respecting each other in their play • Ensure opportunities to use equipment safely and with respect • Re-inforce play zones to support safety • Use blue folders to support positive behaviour choices by children and share with Phase Leaders • Train, organise and oversee 'Friends' in supportive play with younger children • Remind children to access 'Chill Club' as required • Inform SENDCo of children who would benefit from accessing 'Chill Club'
Phase Leaders will:
<ul style="list-style-type: none"> • Monitor blue folders after each playtime to celebrate good choices and to follow-up repeated issues with individual children • Ensure that class teachers keep parents informed as necessary • Ensure that any follow-up is recorded on CPOMS with DSLs copied in

Head and Deputy will:

- Monitor blue folders at the end of each week speaking to individuals as required
- Be informed by CPOMs and act accordingly