



St Peter's Junior C of E School

A place for all to flourish

Behaviour Policy

Last Reviewed:	March 2025
Review Frequency:	Every 2 years
Due for Review:	March 2027

Positive Behaviour Policy

Our vision: A Place for All to Flourish

Our mission: To empower and inspire a community of lifelong learners by providing an education of the head, heart and hands in order to change our World for the better

Our values: Contribution; Kindness; Aspiration; Resilience; Growth; Enjoyment

At St Peter's Junior School, it is expected that every member of the school community feels valued and respected, and that each person is to be treated fairly. The school's Behaviour Policy is designed to support the school in creating an environment in which behaviour is good and pupils can learn and feel safe. We believe that our pupils should be able to learn in a calm, safe and supportive environment and protect them from disruption in order for us to fulfil our vision of being 'A place for all to flourish.' Our behaviour policy is the starting point for laying out this vision and is one of the important ways the school culture is communicated to pupils, staff, and parents and carers.

Aims and Expectations

At St. Peter's Junior School, we will:

- As adults, treat each other with respect at all times, therefore providing a positive role model for the children and each other;
- Support the way in which all members of this school community can live, work and learn together in an environment that is happy, safe and secure and where effective learning can take place;
- Reward good behavior;
- Provide encouragement and stimulation to all pupils;
- Treat all children fairly and apply this policy in a consistent way;
- Ensure that children are aware of the 5 school rules and that each class has its own classroom charter:
 - Always try your best
 - Be kind and thoughtful
 - Show excellent manners
 - Take pride in our school
 - Keep everyone safe and healthy;
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Role and Responsibilities

Leadership & Management

The headteacher is responsible for implementing measures to secure acceptable standards of behaviour. They will ensure the school's approach to behaviour meets the following national minimum expectation:

- the school has 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;
- school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;

- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

At St Peter's, the school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

School leaders should consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

Teachers and staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

Parents

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.

School systems and social norms

A Positive Approach

At St Peter's, we believe that an effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting high expectations for behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

Routines

At St Peter's, we have a behaviour curriculum which defines the expected behaviours in school, rather than only providing a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for both staff and pupils. Our behaviour curriculum represents the key habits and routines required in the school.

We regularly use routines to teach and reinforce the behaviours expected of all pupils. We believe that repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. We make any aspect of behaviour expected from pupils into a commonly understood routine, for example, entering the class after break. These routines are simple for everyone to understand and follow. Adjustments are made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.

Rewards

Children deserve recognition and praise for good behaviour and this is rewarded in the following ways:

- Verbal praise and smiling at children to indicate approval;
- Stickers and stamps;
- Certificates;
- Sending examples of quality learning to other staff members for reward or praise;
- Sending examples of quality learning to the Head Teacher for reward or praise;
- Special responsibility jobs;
- Positive phone call home or a text to parents / carers;
- Class wide rewards;
- Dojo Dollars;
- Weekly 'Celebration Assembly' certificates;
- Our half-termly Head (academic), Heart (character) and Hands (making a difference) trophies;
- Behaviour Charts within each classroom act as a visual reminder with all the children's names displayed. Children with appropriate behaviour will be displayed as 'green' on the behaviour chart.

Sanctions and inappropriate behaviour

Positive responses should be our main means of encouraging good behaviour. However, a number of sanctions may be employed when inappropriate behaviour occurs.

Inappropriate behaviours may include:

- Persistent calling out;
- Inappropriate answering back;
- Deliberate failure to follow instructions;
- Disrupting learning;
- Dishonesty;
- Inappropriate language;
- Bullying including cyberbullying;
- Damage to school or other people's property;
- Refusal;
- Spitting;

- Verbal abuse;
- Physical abuse;
- Removal of self from the class/site;
- Prejudice related incidents, including homophobia, sexism and racism.

As with matters relating to reward, consistency should be our aim in the vast majority of circumstances but we recognise that sanctions should be appropriate to each individual situation. In determining whether a punishment is reasonable, circumstances that will be taken into account will include; the pupil's age, history, any SEN or disability they may have and any religious requirements affecting them. We will also take account of other significant matters beyond their control that may influence behaviour, for example family bereavement and home circumstance.

Dealing with inappropriate behaviour

When dealing with all forms of inappropriate behaviour, staff should follow these **three** over-riding principles

- 1) Be calm** – Children should be dealt with calmly and firmly, without shouting, belittling or intimidation, referring to *what the action is and why the action is being taken*. Pupils' self-esteem should always be taken into consideration when dealing with inappropriate behaviour. It is the behaviour that should be addressed, not the child, for example;
 - if a child threw a stone across the playground they should be told that their behaviour was thoughtless and dangerous, not that they are a thoughtless and dangerous child.
 - If a child had carried out an inappropriate action, we might say "that was a silly thing to do" not "you're a silly child".
- 2) Logical consequences** – A logical consequence is a sanction that should "fit" the offence.
- 3) Fresh Start** – Although persistent or serious misbehaviour needs recording, every child must feel that once a consequence has been dealt for a misbehaviour, they can then move on ~ no 'grudges' are held.

Applying sanctions

When children's behaviour needs to improve, they will be verbally reminded of the behaviour expected and staff will implement the steps on the Class Behaviour Chart using the four colours: green, yellow, orange and red.

Concerning behaviour that occurs outside of normal class time (e.g. break times) should be reported to the class teacher who will decide what further action to take if necessary.

Step 1 –After a reminder of appropriate behaviour, if inappropriate behaviour continues, the child's name is moved on the behaviour chart within the classroom - from green to yellow - in order to provide the child with a visual message that their behaviour is unacceptable. Examples of this include: low-level disruption, persistent calling out, not managing their distractions adequately. The teacher should give support and guidance to the child as to how to change/improve their behaviour. If this happens their name will be moved back up the behaviour chart to green.

Step 2 – If poor behaviour continues, the pupil's name will be moved from yellow to orange. The member of staff placing the child on orange needs to make it clear why the child has been put on orange. The pupil will then be sent to their designated partner class for up to 15 minutes.

Step 3 – If unacceptable behaviour is still displayed, or for more serious incidents (see below) the child's name will move to red. This will trigger a more serious response from teachers who will mostly likely need to make a phone call home. A member of the senior leadership team will speak to the child and a 'triple' will

be issued. The member of SLT will log the behaviour incident in the behaviour log and will also record the incident on Safeguarding Software.

Behaviour log

Colour	Recorded on Safeguarding Software (Y/N)	Name	Class	Date	Incident	Member of SLT involved

Serious Incidents

A serious incident may involve; swearing, verbal aggression, physical aggression, stealing, damage to property or intentional disregard for our school's rules.

Following such an incident, children could be moved straight to 'red on the Class Behaviour Chart at the discretion of their teacher or our senior midday staff.

In such cases, the following sanctions may be implemented:

- The child may be moved to a partner class for a period of 'time out' (as decided by the teacher) to reflect on their inappropriate behaviour;
- The child will go to the Head Teacher, Deputy or member of the SLT as appropriate;
- Teachers may confiscate pupils' property (reasonable to the circumstances, staff may confiscate a pupil's property and then return it to them at an appropriate time);
- A 'Triple' may be used for more serious actions, where the punishment should be immediate – see appendix.

A 'Triple' consists of missing three consecutive playtimes where the child is asked to reflect on their behaviour. The child will need to sit at one of the desks outside the Head teacher's office and complete one task for each playtime missed using one of the task sheets;

Task 1: Children are expected to write what happened in the incident and who was involved.

Task 2: Children are expected to write about what they think they should do to make sure that what they have done wrong is put right and how they are going to make amends to the people that they have hurt, upset or troubled.

Task 3: Children are expected to write about what they think they should do in the future to improve their behaviour and should write how they think they should respond if a similar situation happened again.

On occasions, pupils may be required to spend a limited amount of time out of the classroom at the instruction of a member of staff as a serious sanction. The use of removal should allow for continuation of the pupil's education in a supervised setting. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. Removal should be used for the following reasons: a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space

Bullying

St Peter's Junior School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded, and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).

Child on child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE). The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident should be considered on a case-by-case basis and the procedures set out in our Child on Child abuse policy will be followed.

Involving Parents

With incidents that require a phone call home to parents, a summary of the incident and a summary of the phone call home are recorded on the **Incident Management log**. This is kept on the school server and can be accessed by all members of staff. This is monitored by all members of the SLT.

Incident Management log

Pupils Involved	Date	Class	Summary of Incident	Parents notified and response	Member of staff who dealt with incident

Exclusions

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Extremely poor behaviour will be reported to the Head Teacher or Deputy Head Teacher immediately. A phone call will be made to the parents to invite them to discuss their child's behaviour with the Head Teacher and class teacher.

Arrangements may be made to internally exclude the pupil from the playground or class by having them educated in school, but away from the class for a period of time. In some cases, the school may decide that it is necessary to involve external behaviour support services. In these instances, parents or carers will be informed of the support being offered and will have the opportunity to discuss this with the class teacher, SENCO or head teacher.

For continual unacceptable behaviour or in case of very serious verbal or physical violence, the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion. In doing so, the school will follow the policy and guidance provided for all Nottinghamshire Local Authority Schools.

Following an exclusion, the school shall reintegrate the pupil before returning. This will involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. We will also consider what support is needed to help the pupil meet the expected standards of behaviour.

Pupil Support

At St Peter's we believe that we can create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils will be regularly taught explicitly what good behaviour looks like. We also know that some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support will be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

However, should a sanction occur, strategies will be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion 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 person, if appropriate;
- a phone call with parents
- 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; or
- considering whether the school's needs to adopt a range of initial intervention strategies to address underlying factors leading to misbehaviour.

Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. We have a system in place to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

In the same way that some children have additional physical or learning needs, some may have additional needs in terms of managing their behaviour. In this instance, we may set behaviour targets as part of an individual behaviour plan, which are regularly reviewed. As far as possible, we will anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

The use of reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

The necessary use of any physical intervention at St Peter's is taken very seriously. All appropriate reporting and recording processes will be followed after an incident with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in physical interventions.

We **only** use physical intervention as a **safety measure**, never to bring about compliance. Such interventions would be in line with current legislation, LA guidance and MAPA training.

These restrictions on physical intervention do not mean we are a 'no-touch' school. We recognise that touch can be used to gently guide pupils, to console and reassure and to congratulate. Staff are advised however to avoid any form of physical contact with a child if the pupil is being reprimanded or corrected in any way at the time.

Searching, screening and confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. 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. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

The Power to Discipline beyond the School Gate

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" *Section 90 of the Education and Inspections act 2006:*

"In subsection (1), the reference to conduct, in relation to a pupil, includes—

- (a) conduct which occurs at a time when the pupil is not on the premises of a school and is not under the lawful control or charge of a member of the staff of a school, but only to the extent that it is reasonable for the school imposing the penalty to regulate the pupil's conduct at such a time, and*
- (b) conduct which consists of a failure by the pupil to comply with a penalty previously imposed on him."*

Teachers may discipline pupils for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity;
 - travelling to or from school;
 - wearing school uniform;
 - in some other way identifiable as a pupil of the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school;
 - poses a threat to another pupil or member of the public;
 - could adversely affect the reputation of the school.

In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, the head teacher will investigate the incident fully. Sanctions imposed will be in line with this behaviour policy.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Pastoral Care for School Staff Accused of Misconduct:

If allegations are made against school staff, the Headteacher will draw on the advice given in the most current DfE document 'Dealing with Allegations of Abuse against Teachers' (Oct 2012) and any other guidance offered by the Local Authority when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

Monitoring

The Senior Leadership Team and Governing Body will monitor the behaviour file in order to identify patterns of behaviour. The termly Head Teacher's Report to Governors includes data regarding prejudice related incidents and bullying. Any persistent poor behaviour, which the school feels constitutes bullying will be managed in accordance with the Anti Bullying policy. The school Senior Leadership Team will become involved in very serious individual incidents or persistent unacceptable behaviour.

**St. Peters Junior
CofE
Ruddington**

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CofE
Ruddington**

TASK 1

Name: _____

Class: _____ Date: _____

Your task is to: **explain why you are here**. In your own words, write down what happened in the incident. Include the names of all the people that were involved in the incident and how they were involved.

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St. Peter's Junior School – Triple

TASK 2

Name: _____

Class: _____ Date: _____

Your task is to: **explain what you are going to do to make sure what you have done wrong is put right.** In your own words, write down how you are going to do that. What are you going to say? Who are you going to say it to? What are you going to do?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

