



"...The fruit of the spirit is...

love, peace, kindness, gentleness, joy, patience, generosity, faithfulness, self-control"

Galatians 5:22-23

ST. PETER'S CE PRIMARY SCHOOL & NURSERY EDGMOND

Behaviour & Relationships Policy

At St. Peter's CE Primary School & Nursery, we strongly believe that positive, warm relationships, built on dignity, kindness and respect, are the key to good behaviour. Developing these relationships between staff, children and parents is at the heart of everything we do. By having simple, clear and well-communicated expectations of behaviour, as set out in this policy, we aim to manage behaviour consistently so that both children and staff at our school can thrive, achieve and build positive relationships based on predictability, fairness and trust.

Purpose

The purpose of our Behaviour & Relationships Policy is to ensure a safe, calm, predictable school environment in which all children can learn and reach their full potential. We know that behaviour is a form of communication and that not all behaviour is a matter of 'choice' or always within a child's control. We encourage all staff to respond in a manner that focuses on the feelings and emotions that may be driving certain behaviour, rather than the behaviour itself. Good behaviour in school is central to a good education. We therefore aim to build and maintain high-quality, effective relationships between all our stakeholders and provide a safe and supportive setting which our children want to attend and where they are all able to learn and thrive. Being taught how to behave well and appropriately within our school context is vital for all our children to succeed and flourish both now and in later life.

St. Peter's Primary School has high expectations of conduct and behaviour, which through this policy we seek to ensure are commonly understood by staff and children and applied consistently and fairly by all adults in school and nursery to help contribute towards our calm and safe environment. Pupil behaviour does not normally disrupt teaching, learning or school routines at St. Peter's, however, we are aware that even successful schools need to continually work to maintain high standards of behaviour which is what this policy sets out to do. It is particularly important to us that all members of our school community feel safe and secure in an environment in which bullying, physical threats or abuse and intimidation are not tolerated, everyone is treated respectfully, and where any incidents of bullying, discrimination, aggression or derogatory language are dealt with quickly and effectively.

Positive behaviour reinforcement

Our high expectations of behaviour are explicitly taught to all children, so that everyone understands what behaviour is expected and encouraged at St. Peter's and what is not acceptable. We do our best to ensure that every pupil is supported to achieve our behaviour standards by making sure that all children are taught or revisit our school rules, **Ready, Respectful, Safe**, at the beginning of every autumn term and then reminded of these regularly over the course of the school year.

Routines are also used to teach and reinforce the behaviours expected of all our children. These repeated practices promote our school values and positive behavioural norms and provide certainty on the consequences of unacceptable behaviour. We make sure that our school routines are simple for everyone to understand and follow.

We ensure that positive reinforcement takes place when routines are followed, and expectations are met, in the following ways:

- Teaching staff **meet and greet** children at the classroom door/gate at the start of every morning and afternoon session.
- All staff celebrate behaviour that is '**Over and Above.**'
- Our school rules and values are regularly discussed and taught.
- Friday assemblies are used to celebrate good behaviour with the whole school.
- Staff model the positive behaviours we want to see from children.
- Staff regularly communicate positive behaviour with parents.

Rewards

Acknowledging good behaviour encourages repetition and communicates our expectations and values to all our children and families. Using positive recognition and rewards provides an opportunity for all staff to reinforce the culture and ethos at St. Peter's. Positive reinforcements and rewards are always applied clearly and fairly to highlight the routines, expectations, and norms of our school behaviour culture.

Examples of rewards used at our school include:

- Physical gestures, for example a smile or a thumbs-up
- Verbal and written praise
- House points
- Stickers, including 'Over and Above' stickers
- Positive postcards
- Pompoms (at lunchtimes)
- Lunchtime awards
- 'Table of Awesomeness'
- Teacher and Headteacher awards
- Whole class rewards, for example golden time or extra playtime
- Extra responsibilities, for example being a Librarian or a Play Leader

Managing challenging behaviour

When children do misbehave, we aim to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

When a member of staff becomes aware of misbehaviour, they should respond calmly, consistently, and swiftly in accordance with this policy. The first priority will always be to ensure the safety of pupils and staff and to restore a calm environment. At St. Peter's we believe that consistent and clear language should always be used when addressing any misbehaviour. It is important that all staff in our school and nursery respond in a consistent, fair, and proportionate manner so that our children know with certainty how any misbehaviour will be addressed.

We will respond to instances of misbehaviour in the following ways:

- Staff will always respond calmly and consistently.
- Staff will initially redirect children whose attention is wandering with "Eyes on me, please."
- If unwanted behaviour continues, all staff will follow our **30 second script** (see page 5).
- A **restorative conversation** will always take place if Step 3 of the script is reached.
- Nursery staff will intervene and model wanted behaviour before removing a child from a situation.
- Incidents of unwanted behaviour will be recorded on CPOMS under the relevant category (see page 6).

Staff will consider whether the misbehaviour gives cause to suspect that a child is suffering, or is likely to suffer, harm. Where this may be the case, as set out in Part 1 of Keeping Children Safe in Education, staff will follow our Child Protection & Safeguarding Policy and speak to one of our Designated Safeguarding Leads who will then consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. Should an incident of inappropriate behaviour be regarded as child-on-child abuse, our Child-on-Child Abuse Policy will be followed and the incident dealt with accordingly.

At St. Peter's, we understand that for various reasons some children will need additional support to reach our expected standard of behaviour. This support is always identified and put in place as soon as possible. We aim to anticipate likely triggers of misbehaviour and put in place support to prevent these.

Examples of preventative measures may include:

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

Any preventative measures will always take into account the specific circumstances and requirements of the child concerned. All our staff have received training in adverse childhood experiences (ACEs) and trauma informed practice and understand how toxic stress and trauma in childhood can impact on a child's behaviour.

Consequences

Consequences are required where rules are broken in order to restore a calm and safe environment in which all children can learn and thrive, and to prevent the recurrence of misbehaviour.

Consequences at our school are as follows:

- If Step 3 of the script is reached, children will stay behind at the end of the morning or afternoon session for 2 minutes to discuss their behaviour with the teacher.
- A 'time out' may be issued (Step 4) or in Nursery, a child may be removed from a situation.
- Children who have not completed an adequate amount of work in class due to misbehaviour may be asked to complete their work at home that evening (parents will be informed).
- The Headteacher or Deputy Headteacher may speak to a child about their behaviour.
- The class teacher may speak to parents (either face-to-face or over the telephone).
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- A child may lose a privilege for a fixed amount of time, for example being able to play football at lunchtime or losing their position as a Play Leader.
- A child may be given an unenjoyable task to complete during their break time(s) which contributes to the smooth running of the school, for example sharpening pencils or sweeping leaves.

In very rare cases, for example when a child is persistently disruptive and support or sanctions are not deterring misbehaviour, further action such as suspension or exclusion may be needed. School will always consult the Department for Education specific guidance on suspension and permanent exclusion to ensure that these interventions are used appropriately.

Restorative practice

Following a consequence, strategies will be employed to help all children to understand how to improve their behaviour and meet the behaviour expectations of our school.

These will be in the form of a restorative conversation, during which the following questions will be considered:

- What happened?
- How has this made people feel?
- Who has been affected by it and how?
- What should be done to put things right?

Roles and responsibilities

The **Headteacher** is responsible for implementing measures to secure acceptable standards of behaviour. It is her aim to create a culture where children and staff flourish in safety and dignity. Alongside the school leadership team, the Headteacher strives to be highly visible and routinely engage with children, parents and staff on setting and maintaining our behaviour culture in school and ensuring that St. Peter's is an environment where everyone feels safe and supported. Where possible, the Headteacher will ensure that staff are provided with bespoke training on the needs of particular children at our school so that all staff feel able to understand their needs and support them appropriately.

Our **school leadership team** are responsible for visibly and consistently supporting all staff in managing children's behaviour through following this policy. They will encourage positive behaviour reinforcement and the use of rewards as detailed above with all staff and be role models in the use of these themselves. They will also support other members of staff with managing challenging behaviour, giving consequences and holding restorative conversations when necessary.

KCSIE is clear that **all school staff** have a responsibility to provide a safe environment in which children can learn. Staff have an important role in developing and maintaining our calm and safe environment and establishing clear boundaries of acceptable pupil behaviour. All staff are expected to uphold our whole-school approach to behaviour

as detailed in this policy by teaching and modelling expected behaviour and positive relationships so that our children can see examples of good habits and are confident to ask for help when needed. Staff should also challenge children to meet our school expectations and maintain the boundaries of acceptable conduct. It is expected that all staff will communicate our school expectations, routines and values both explicitly through teaching behaviour and in every interaction with children.

At St. Peter's, it is expected that all staff will:

- Smile and greet children when they arrive at school.
- Refer to the school rules and values regularly.
- Model positive behaviours and build positive relationships with all children.
- Maintain consistent routines, for example when moving around school or transitioning from one activity to the next.
- Use agreed rewards (see above) to reinforce good behaviour.
- Always remain calm and in control of their own emotions.
- Follow our 30 second script when managing unwanted behaviour.
- Take responsibility for managing behaviour around school (not just in their own classroom/workspace).

Our **children** will be taught that they have a duty to follow our Behaviour & Relationships Policy and uphold our school rules, and should contribute to the school culture. They will be regularly asked about their experience of behaviour at our school and to provide feedback on this in order to help support the evaluation, improvement and implementation of this policy.

We believe that **parents and carers** are crucial partners in supporting our school and nursery to develop and maintain good behaviour. Building and maintaining positive relationships with parents, for example, by keeping them updated about their children's behaviour, encouraging them to celebrate pupils' successes, or holding sessions to help them understand this policy is very important to us. Parents have an important role in supporting this policy and are encouraged to reinforce it at home as appropriate. It is our aim to involve parents and carers in school life as much as possible and we always welcome their feedback.

Monitoring and evaluating behaviour

Our school leadership team regularly monitor and analyse incidents of behaviour using our electronic CPOMS system. This enables the Headteacher to report on behaviour culture clearly and accurately to the Governing Body. Data is analysed at school level, group level and individual staff and pupil level so that leaders and governors are able to pose questions and drill down further to identify possible factors contributing to any patterns of behaviour and to ensure that our school provides appropriate support to those who need it. Additionally, analysing data by protected characteristic and using these findings to inform policy and practice helps us to ensure that we are meeting our duties under the Equality Act 2010.



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30 Second Script at St. Peter's CE Primary School

Always deliver steps privately

Step 1	Reminder	<p>I've noticed that you are This is not being ready/respectful/safe. I expect you to Thank you for listening - walk away.</p>
Step 2	Warning	<p>This is the second time that I have spoken to you about You are still not being ready/respectful/safe. If you choose to continue this behaviour you will have to stay behind and speak to me at the end of the session. Think carefully about your next step. Thank you for listening - walk away.</p>
Step 3	Last chance	<p>I can see that you are still not being ready/respectful/safe. I need to see you Do you remember when (refer to previous good behaviour)? You will need to stay behind for 2 minutes after class. Thank you for listening - walk away.</p>
Step 4	Time out	<p>I have spoken to you several times about your behaviour now. You need to take some time out in I will come and speak to you in 5 minutes.</p>
Step 5	Restorative conversation	<p>What happened? How has this made people feel? Who has been affected by it and how? What should be done to put things right? How can we do things differently in the future? Thank you for listening.</p>



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Stages of Behaviour at St. Peter's CE Primary School

Stage 1

- Refusal to comply with adult instruction
- Repeatedly speaking when an adult or another child is speaking/shouting out
- Making inappropriate comments
- Rudeness to school staff (mild)
- Rough play
- Inappropriate use of school equipment
- Persistent low-level disruptive behaviour

Consequence: Class teacher to speak to parents after three repeated occurrences.

Stage 2

- Bad language or rude gestures towards another person
- Deliberately hurting or threatening to hurt another child (see Child-on-Child Abuse Policy)
- Discriminatory remarks or comments
- Unkind or hurtful comments about children, families or staff (including messaging/online comments)
- Fighting
- Stealing
- Damaging school property

Consequence: Member of staff who dealt with incident or class teacher to speak to parents of all children involved.

Stage 3

- Continued defiance when faced with a reasonable request from a member of staff
- Verbal abuse to children or staff (serious)
- Hate crime
- Bullying (see Anti-Bullying Policy)
- Violence (serious)
- Bringing dangerous objects into school
- Leaving the school grounds

Consequence: HT/DHT/SLT to speak to parents.

These stages are linked to our CPOMS electronic recording system. Please record all consequences on CPOMS under the corresponding category.