

SS Peter and Paul Catholic Primary School



Building Positive Behaviour Policy

“As we follow in Christ’s footsteps, may we grow in love, knowledge and understanding, so that our light may shine for all to see.”

The expectations, responsibilities and rules outlined in this policy grow from our mission.

Policy Written: November 2024

“Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.”

Daniel Siegel

1. Background

At SS Peter and Paul, we want all children to achieve their full potential in the academic, artistic, social, spiritual and emotional aspects of their lives. Behaviour at all times, and by everyone in the school, needs to support learning and have a positive impact on pupil progress. We want children to show how they demonstrate the school values in their everyday behaviour.

We aim to develop a culture and climate that fosters connection, inclusion, respect and value for all members of the school community and do not accept prejudice in any form.

We know that being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity).

We recognise that understanding emotions and having a trauma-informed approach is a key aspect of understanding and managing behaviour. This leads to an understanding that behaviour is a form of communication and so we strive to ‘listen’ to what a child may be trying to tell us through their behaviour. This is done through taking the time to build good relationships between pupils and staff. *Children need to feel their teachers care about them.* We take a non-judgemental, curious and empathic attitude towards behaviour, encouraging all adults in the school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. We have clear boundaries and expectations around behaviour to help our children feel safe. There are predictable routines, expectations and responses to behaviour.

Parents are vital partners in supporting their child’s behaviour and need to feel supported and listened to by the school. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong and so encourage reflective thinking and a restorative approach to dealing with incidents. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the “real” world”.

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the education setting. It provides guidelines and procedures as to how our educational setting supports and responds to different behaviours.

2. Objectives

Everyone at SS Peter and Paul Primary School is treated with respect and there are high expectations for children’s learning and social behaviours.

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect for all
- To help all to develop and maintain a sense of worth, identity and achievement
- To help all to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all the ability to listen to others, cooperate and to appreciate other ways of thinking and behaving

We will use a restorative approach to address all issues of unexpected behaviour, recognising that we all have rights that need to be respected and responsibilities to behave respectfully towards others.

3. Approach

We will deliver these objectives by using a range of strategies that will include the following:

- Teachers welcoming every student into the school every day to build and nurture positive relationships.
- There is a system in place in every class where children can share their worries and that children know who they can talk to if they have a concern.
- Every class has a 'safe space' that a child can go to if they need time to calm or be alone.
- All staff to promote and remind all children of expectations when moving around the school and in class, so that expected behaviour becomes 'second nature'.
- Communicating to pupils the school rules and values by publishing them and having them on permanent display around the school and in classrooms.
- Communicating to pupils the rewards and consequences that will follow when school rules and values are adhered to and when they are breached.
- Communicating to parents/carers the school rules and values with the rewards and consequences through this policy and the procedures that put the policy into practice.
- Informing and involving parents/carers as early as possible if their child's behaviour is causing concern.
- All behaviour incidents will be reported by staff using CPOMS so that incidents can be tracked and patterns identified which can help support the child.
- Staff wellbeing is highly valued and staff will be given time and support from SLT if they have had to deal with challenging situations.
- Some children will need to be supported in their learning and behaviour with Pupil Behaviour Passport (Appendix A) which will be developed, implemented and monitored by the class teacher, SENDCO, pupil and family working together. Support and contributions towards these plans from outside agency professionals are welcomed and valued.

At SS Peter and Paul, we strive to follow the Gospel values. Embedded within this are our school behavior for learning values:

- I will be respectful
- I will show commitment
- I will be compassionate
- I will look for joy

We know that our school must approach behaviour management in a clear, proportionate and consistent manner so that all children and adults understand the expectations we have of everyone and the consequences of our behaviour. In order to achieve this, we teach the expected behaviours outlined in the SS Peter and Paul Behavior Curriculum (see Appendix B). We also believe that the adults who work in our school must be trusted to deal with incidents of unacceptable behaviour in a way that is age and phase appropriate and that professional judgment will come into play when making decisions about how to best respond to individual incidents.

As part of our high expectations for behaviour, we consistently support children to make correct choices about how they behave in and around school. To support them in developing positive learning behaviours and managing distractions, teachers may adopt some or all of the following approaches, depending on the individual:

- Clearly communicating school routines and class expectations
- Movement breaks
- Doing a class job
- Using a fidget toy
- Use the strategies in the child's Pupil Behaviour Passport if they have one.

The following guidelines provide a pathway that should be followed if there are repeated incidents of unacceptable behaviour or more serious incidents that need to be dealt with immediately by senior staff. All school staff should understand that that they can expect support from all members of the Senior Leadership Team regarding any incidents of behaviour and should feel able to ask for support at any time.

If a child shows unexpected behaviour in the classroom, the graduated response is:

- Verbally remind the child of the expected behaviour and explain that they have a chance to change
- Ask the child to work at a different desk.
- Ask the child to work in a partner classroom or a breakout room for a specified period of time.
- Forfeit some of their playtime
- It may be necessary to ask for support from the Senior Leadership Team.

If a child shows unexpected behaviour in the playground:

- Verbally remind the child of the expected behaviour and explain that they have a chance to change
- Bring the child inside the building to a place they can become calm e.g. the library/sensory den, classroom book corner (with an adult present), outside Head's office
- It may be necessary to ask for support from the Senior Leadership Team.

Physical restraint will only be used as a last resort to ensure the safety of the child and others. Parents will be immediately informed. If staff are regularly working with a child who may require positive handling, they will be offered specific training.

It is important that time is taken after a behaviour incident, both in the classroom and on the playground, to talk with the child, once they are calm. It is important to unpick reasons for why they might be showing the behaviours, ensure there is reparation to hurt parties if needed through a Restorative Justice approach and this will hopefully avoid repetitions of the incidents in the future (see Appendix C).

Internal suspension– For certain behaviours and in certain circumstances, it may be appropriate for a child to continue their learning or spend break time away from other children. This will be for a specified period of time.

Fixed term or permanent suspension - Fixed term or permanent suspension of a child will only be considered as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Any decision to exclude a child will be taken by the Headteacher, in consultation with the Deputy Head and/or other senior staff. All exclusions will be handled in line with statutory guidance which includes the right to have the decision reviewed by a panel of governors.

4. Role and Responsibilities

The Head Teacher has overall responsibility for the policy and its implementation. The Head Teacher also liaises with the Governing Body, parents/carers, Local Authority and outside agencies. School Governors will take a lead role in monitoring and reviewing this policy. All staff, including governors, senior leadership, teaching and non-teaching staff will support, uphold and implement this policy accordingly. All pupils are expected to abide by this policy. Parents/ Carers are asked to support their child/ren and work in partnership with the school.

5. Scope

There are clear expectations from the school that:

- Staff will use a trauma-informed approach when dealing with any behavioural incidents in school to support children and develop an understanding of their needs.
- Pupils' conduct will be in-line with the school values both in school and on any off-site trips and residential visits.
- That families will always support the school behaviour policy and procedures and will act quickly should there be a request from the school in relation to the child's behaviour

6. Outcomes

- SS Peter and Paul will be a safe, secure, friendly and nurturing environment allowing all pupils to achieve their full potential free from the concern of disruptive behaviour
- Rewards and consequences in relation to behaviour in school will be fairly and consistently applied at all times
- Behaviour records will be regularly monitored by a member of the school leadership team. Governors will be kept informed of behaviour issues and behaviour patterns and any action taken as a result of this monitoring to maintain and improve good behaviour in school.









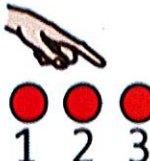



Pupil Behaviour Passport

| | | |
|-----------------------------------|-------------------------|--|
| Student: | Class: | |
| What I like and what I am good at | | |
| What helps me | What I need help with | |
| What I don't like | Things you need to know | |
| Pupil Voice | | |





SS Peter & Paul Behaviour Curriculum


| Adults make it easy to behave by: | | | | | |
|---|---|---|--|---|--|
| Making expectations clear | | Teaching, not telling behaviour | | | |
| Remaining calm, consistent and fair | | Focusing on the positives | | | |
| SS Peter & Paul School Values | | | | | |
| Be Safe | | | | | |
|  | | | | | |
| Be Respectful | Be Compassionate | Be Committed | Bring Joy | | |
|  |  |  |  | | |
| Routines | | | | | |
| Signal for Silence | Wonderful Walking | Tracking 'Eyes on' | Transitions | Behaviour for Learning | |
|  |  |  |  |  | |
| Rewards & Sanctions | | | | | |
| Rewards | | | Sanctions | | |
| Action | | Reward | Action | Sanction | |
| 1 | Demonstration of the school rules | Verbal praise | 1 | Low level classroom disruption | Redirection – non-verbal |
| 2 | Continued positive praise | Recognition wall | 2 | Repeated low level disruption | Correction (1:1) |
| 3 | Consistent and maintained demonstration (above and beyond) | House points (in values of 1) | 3 | Repeated low level disruption or irresponsible/disrespectful behaviour | Name in book. Time out in another classroom |
| 4 | Individual recognition for living the school values | Star or Gospel Values certificate in Friday assembly | 4 | Repeated low level disruption after redirection & correction or | Name in book Time out - miss at least 5 minutes of free time with a staff |

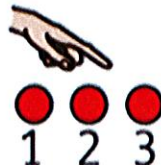
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|---|---|---|---|--|
| | | | irresponsible/disrespectful behaviour after time out in other class. | member (<i>script</i>) Adult to log onto CPOMs |
| 5 | Individual recognition for outstanding progress in learning | Visit to head teacher or subject lead to share work & receive a sticker. Discussion with parents at end of day/phone call home. | 5 Repeated low level disruption or irresponsible/disrespectful behaviour after time out in other classroom or harmful/dangerous behaviour. | Time out with SLT, restorative conversation with teacher/form. Discussion with parents at end of day/ Phone call home. Adult to log onto CPOMs |


See *Rewards and Sanctions Script* for more guidance.

| Signal for Silence | |
|---|--|
| Why? | In order to listen carefully and before transition times, it is important that everyone is silent so everyone knows expectations. It shows respect and a commitment to learning. |
| What should we see  | <ol style="list-style-type: none"> 1. Adult raises hand 2. Children to stop their conversation (voices off, hands free) 3. Children raise their hand 4. Adult scans the room, 'just waiting for 100%' 5. Adult gives praise to children doing the right thing, move closer to a child not yet following signal for silence 6. Children track the teacher, 'eyes on [teacher name]' |
| Exceptions | In EYFS, in KS1 playground and at KS1 lunchtime, the use of a sound to gain attention to be used followed by signal for silence hand up. <ol style="list-style-type: none"> 1. Use of sound then follow above steps |

| Wonderful Walking | |
|---|--|
| Why? | Moving around school must be calm and quiet to ensure children are aware of where they are going and so that other people in school are not disrupted by the movement. This keeps everyone safe and shows respect to our school environment. |
| What should we see  | <ol style="list-style-type: none"> 1. Adult to follow transition routine 2. Children to line up in order, single file 3. Adult/line leader to lead line 4. Everyone walks facing forwards, looking in the direction of travel 5. Hands by our sides 6. Calm, quiet and a steady pace |
| Exceptions | Whilst on a school trip, children to stand in pairs and follow above steps If LSAs are available, 1 adult at the front of the line, 1 adult at the back. |

| Tracking 'Eyes on' | |
|---|--|
| Why? | To show respect to all, that everyone matters and has the ability to teach us something new. |
| What should we see  | <ol style="list-style-type: none"> 1. Adult says 'eyes on' and the name of the person who should be tracked 2. Children turn to face the person speaking 3. Children make regular eye contact |
| Exceptions | <p>Certain children with ASC, children who are shy (perhaps due to a situation/experience in life) should have a 1:1 conversation with the adult about their expectation.</p> <p>During assembly/Mass, children are not expected to track the speaker.</p> <p>Adults discuss with children when it is ok not to track the speaker.</p> |

| Transition | |
|--|---|
| Why? | Transition times (moving to another space in a classroom, transitioning to break, lunch or assembly) are pinch points for low level disruption. Having a clear approach will ensure moving around school is quick, calm and quiet. |
| What should we see  | <ol style="list-style-type: none"> 1. Adult uses signal for silence to gain attention 2. Adult gives clear instruction e.g we are getting ready to go to assembly 3. Adult to show 1 by holding up one finger – children are hands free and are tracking the adult - 'eyes on' 4. Adult to show 2 by holding 2 fingers up – children stand up and tuck in chairs (if they have them) & continue to track the adult 5. Adult to show 3 by holding 3 fingers up – children move into the line/move around classroom. |
| Exceptions | Moving from one small group activity to another small group activity might not require a tight transition. |

| Behaviour for Learning | |
|---|--|
| Why? | In order to maximise learning, children must pay attention in class. These are 4 key behaviours for learning that should be demonstrated |
| What should we see  | <p>Adult says 'show me behaviour for learning', in which children:</p> <ol style="list-style-type: none"> 1. Sit up, feet on floor, 4 legs of chair on floor 2. Hands free 3. Track the speaker – 'eyes on [name]' 4. Ask and answer questions |
| Exceptions | <p>There may be specific children with ASC who will not respond to being tracked or tracking. Children with ADHD may find 'sit' difficult</p> <p>During PE lessons, step one becomes: Stand on spot.</p> |

See *Behaviour Curriculum lesson plans* for guidance on how to teach routines.



| Rewards | | | | |
|---|--|--|--|-------------------------------|
| Reward | Example behaviour | Why? | What? Action/script | When? |
| 1 Immediate verbal praise | Expected behaviours linked to the school values and routines | Personal recognition to reinforce expected positive behaviour | Verbal praise should be clearly explained and linked to the positive behaviour that is hoped to be reinforced "Well done to this table who I can see who have tucked in chairs and have eyes on me" | Immediately |
| 2 Recognition board | Expected behaviours linked to school values and routines | Public display of pupils demonstrating behaviours in the classroom | A board in each classroom is used to catch and celebrate pupils demonstrating the right behaviours. The behaviours being focused on should be set either daily or weekly and should be linked to values & routines . Names are not removed from the board (sanction steps are followed separately and the name on the board supports as a reminder of the behaviour the child can demonstrate). Pupils can nominate each other to be put on the board. Board is reset daily /weekly "who has noticed a member of our class demonstrating excellent learning behaviour during this lesson? Let's add them to the wall." | Daily |
| 3 House Points | Consistent, maintained examples of expected behaviour linked to school values and routines | Community reward for over and above expected behaviour and learning. | House points should be given out in values of 1, linked to a specific behaviour or piece of learning and clearly explained, either privately or as an opportunity for class celebration. They are collected in class and collated each week by Year 6 children. At the end of every term, the house with the most points receives a reward. | Daily (end of term reward) |
| 4 Certificates | Consistent, maintained examples of expected behaviour linked to school values and routines across the week. This includes behaviour in which the child not only makes the right choices in their own behaviour but also supports the behaviour/ well-being of others. | Individual recognition and a public celebration in Star Assembly for over and above behaviour and learning. | Class teacher, with support from LSAs choose two children to receive a certificate in Star Assembly on Friday, who have demonstrated behaviour above and beyond expected behaviour and maintained that throughout the week. Parents to be invited to the celebration. Star certificate could be linked to school routine. Gospel Value certificate linked to school values. | Weekly |
| 5 Visit to Head Teacher or other classroom | Exemplary work or behaviour where a child has made significant progress over a number of weeks | Individual recognition for outstanding progress in behaviour and learning. | One child to be selected to share and celebrate their work with the Head Teacher and/or Subject Leader and receive a sticker. Parents to be informed in the playground at the end of day to celebrate pupils' achievements or a phone call home if in-person discussion is not possible. | When required |

*Suggested restorative scripts/actions are based on Paul Dix, 'When the adult changes, everything changes', Chapter 6. Please use as a reference/further reading.



| Sanctions | | | | | |
|--|---|---|---|--|------------------------------------|
| Sanction | Example behaviour | Why? | How? | What? Action/script | When? |
| 1 Redirection | Low level disruptive behaviour which may include: <ul style="list-style-type: none"> Not following routines Not listening to instruction Calling out Not following group work rules Interrupting/making inappropriate noises | To direct attention to the expected behaviour | Non-verbal redirection Positive group redirection, highlighting positive behaviour in the classroom Reminders to the whole class or group | Hand gestures, eye contact, intentional mid-break in sentence, use of the recognition wall to highlight expected behaviour. Anonymous individual redirection: <i>"I need 2 more people to focus' 'just waiting on 100%"</i> Waiting for one pupil to get on task: <i>"we just need one person...and 100%"</i> | Immediately |
| 2 Correction | Repeated low level disruption (stage 1) | To make pupil aware of their behaviour and clearly outline the consequence if they continue | Verbal feedback linked to the school values and routines, making it clear how the behaviour can be corrected A clear verbal description of the solution and purpose | Private individual correction: <i>"I've noticed that... you know the school rules, showing respect/safe. Can you remember when I spoke to home/home on recognition board when you(positive reminder)...how did that make you feel? I expect you to... Thank you for listening"</i> Quick public correction: <i>"Sally, I need your eyes on me"</i> <i>"James, tracking, thank you"</i> | Immediately |
| 3 Time out in another classroom or in another area at lunchtime | Repeated low level disruption (stage 1) <u>or</u> irresponsible/disrespectful behaviour (stage 3) after time out | To give pupil the chance to complete work away from the classroom or reflect on behaviour away from their year group at lunchtime | Pupil will go to year group above to complete work (Y6 to Y2) they are engaged in. At lunchtime, pupil will be asked to remain in hall | Adult to log time out in class behaviour book and on CPOMs at end of school day. <i>"I noticed that you still...it was the X that you are continuing to show. Therefore you have chosen to spend time in another classroom to complete your work to the expected standard. Do you remember last week when (positive reminder) ... that is who I need today. Thank you for listening."</i> Restorative conversation of required | During lesson time or at breaktime |
| 4 Time out | Repeated low level disruption after redirection & correction <u>or</u> irresponsible/disrespectful behaviour which may include: <ul style="list-style-type: none"> Speaking in a disrespectful way to another child or adult (including answering back) | To give the pupil chance to reflect away from others. | Pupils will miss at least 5 minutes of their playtime to catch up on work missed and complete a restorative conversation. This could take place in classroom or with adult in | Adult to log time out in class behaviour book. <i>"I have noticed you are...it was the rule about...that you broke...you have chosen to... if you continue to... Do you remember last week when (positive reminder) ... that is who I need today. Thank you for listening."</i> Restorative conversation of required | At breaktime or lunchtime |

**Suggested restorative scripts/actions are based on Paul Dix, 'When the adult changes, everything changes', Chapter 6. Please use as a reference/further reading.*



| | | <ul style="list-style-type: none">Walking away from/disrespectful hand gestures to adults when being spoken to. | | playground if they are on duty. | | |
|---|----------------------------|--|---|---|--|---|
| 5 | Time with SLT/Call for SLT | <ul style="list-style-type: none">Repeated low level disruption (stage 1) or irresponsible/disrespectful behaviour (stage 3) after timeout in another classroomORHarmful or dangerous behaviour which may include:<ul style="list-style-type: none">Racist, homophobic languageRepeated swearingFightingHittingKickingSpittingStealingThreatening | <ul style="list-style-type: none">To give pupil a chance to reflect on behaviour away from their peers and to ensure all pupils are safe. | <p>The pupil has time out with a member of SLT.</p> | <p>Member of SLT called.</p> <p>SLT or class teacher to log incident on CPOMs</p> <p>Pupil removed from class/playground and may be removed from trips and other activities dependent on the severity.</p> <p>Phone call home/parent meeting to discuss incident.</p> <p>Completion of missed work and a restorative conversation/form completed</p> | Immediately or at next playtime opportunity |






**Suggested restorative scripts/actions are based on Paul Dix, 'When the adult changes, everything changes', Chapter 6. Please use as a reference/further reading.*



SS Peter and Paul Behaviour Curriculum

Restorative Justice Form

Appendix C

| | |
|--|--|
|  <p>What happened?</p> | |
|  <p>What were you thinking?</p> | |
|  <p>Who have I affected and how?</p> | |
|  <p>What are your feelings now?</p> | |
|  <p>How will you make things right?</p> | |



SS Peter and Paul Behaviour Curriculum
Restorative Justice Form

