

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.

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Next Review September 2027

“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 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.