



Behaviour Policy

The Spirit produces love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self-control.

Galatians 5:22-23

Approved by: LGB

Date: June 2025

This policy remains valid until an updated policy has been approved by the Full Governing Body.

Next review due by: Summer 2026

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1. Our philosophy for relationships and behaviour

St Peter's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy has been developed collegiately and guides staff to teach self-discipline not blind compliance. It echoes our core values and our Thrive approach with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. We understand that behaviour conveys an underlying need or message. Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult, encourages you to help them through their distress.

We aim to:

- Create a culture of exceptionally good behaviour: for learning, for community, for life
- Ensure that all learners are treated fairly, shown respect and to promote good relationships.
- Refuse to give learners attention and importance for poor conduct
- Help learners take control over their behaviour and be responsible for the consequences of it.
- Build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- Promote community cohesion through improved relationships.
- Ensure that excellent behaviour is a minimum expectation for all.

Our Behaviour policy is underpinned by these 5 pillars:

1. Consistent, calm, adult behaviour.
2. First attention for the best conduct.
3. Relentless routines.
4. Scripting difficult conversations.
5. Restorative follow-up.

"The school behaves as the adults behave." Paul Dix

2. The rule of three

Cognitively, three is a manageable amount of information therefore our key points are in sets of three:

Our three school rules.

- Be ready
- Be respectful.
- Be safe

How will all staff behave?

- Calmly
- Consistently
- Kindly

How will we promote positive behaviour?

- Positive noticing (verbal comments in and around school.)
- Positive notes home
- Positive phone calls home

Non-negotiables

- No whole class sanctions
- No naming and shaming
- No ignoring of poor behaviour, even if it is not your class.

3. Achieving consistency

“In reality, it is your routines and your relentless repetition of them, that makes the students feel safe enough to learn.” Paul Dix

Consistent language; consistent response: Staff will refer to the three rules in addressing behaviour matters and use a 'thirty second script' (see appendix 1). The delivery will be calm and emotionally neutral every time. Adults are expected to be models of emotional restraint, even in the most heated, challenging moments.

Consistent follow up: Teachers will take responsibility for behaviour management and follow the intervention steps (see appendix 2). When help is needed, the additional adult will support with the restoration process and will not take over the incident (unless it is a matter of personal safety.)

Consistent positive reinforcement: All staff will seek to verbally reinforce, encourage and celebrate appropriate behaviour: in the classroom, in the lunch hall and at breaktimes. Every member of staff is expected to send one positive note home per week, and teaching staff will make one positive phone per week as well.

Consistent consequences: There is an agreed sequence of steps to address behaviour incidents (see appendix 2.) Step one to four is clearly displayed in every classroom for the children to easily see and refer to. Step five and six are for the adults only and are not displayed. When children have a restorative conversation, this follows a script (see appendix 1).

Consistent rules/agreements/expectations referencing and promoting appropriate behaviour. These include icons, symbols and visual clues

Consistent respect from the adults; Even in the face of disrespectful learners!

Consistent models of emotional control: Emotional restraint is modelled and not just taught.

Consistent environment: Consistent visual messages are displayed around the school which project the school's values and positive images of learners.

Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site are clearly displayed around school and referred to by all staff.

“When learners are struggling they need support, not red lines and stern faces.” Paul Dix

4. Unacceptable behaviour

Certain types of behaviour are not only inappropriate, but unacceptable. Initially, in cases where such behaviour is evident, the child may be removed from the situation. Examples of unacceptable behaviour that warrant this procedure are:

- Excessive physical violence
- Harassment, including bullying, racial discrimination, verbal abuse and sexism

- *Persistent disruption*
- *Behaving in an unsafe manner within the classroom, or elsewhere*
- *Damaging or destroying the environment of the School.*

Suspensions and Exclusions are used sparingly, as a last resort. Refer to our Suspension and Exclusion Policy.

5. Children with Emotional and Behavioural Difficulties

“Damaged children need people not punishment.” Paul Dix

As an inclusive school, we recognise that some children have difficulties in consistently managing their emotions and behaviour for many different reasons. When supporting our SEND pupils, we are aware of their challenges, but we continue to promote high standards of behaviour. We provide the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom. As a school we have adopted the THRIVE approach to support with social and emotional difficulties. There are three trained practitioners in school and all staff have had training to explain the THRIVE approach.

Every child in the school is screened three times a year by class teachers to identify any emotional or behavioural needs (depending on how they express their dysregulation, it is not always obvious which children need support.) The results are analysed by the class teacher. Whole class Thrive action plans are written at the Autumn and Spring assessment points. The summer assessment will provide exit data to inform the next teacher as they establish relationships with their new class. The Thrive action plans are linked to the next two Jigsaw units to be taught. The two whole class targets are written in the Jigsaw journal. THRIVE action plans will be drawn up for individuals or small groups by the Thrive practitioners with reference to the class screener results. Parents are informed if their child has been identified to take part in additional 1:1 or group sessions. Plans will run for 6 weeks before being reviewed.

Action plans will be delivered by the practitioners or support staff depending on level of need. We have a dedicated Hub which is timetabled for 1:1 and group support throughout the week. Children can also access the Hub at break and lunch times. In addition to this we operate SOS time for the first half an hour of every day in addition to the first and last week of term. Some sessions will take place in other areas of the school.

We regularly seek the support and advice of other agencies (see Special Educational Needs Policy). Individual risk assessments, behaviour support plans or ‘catch me being good’ charts will also be deployed for some children.

6. Monitoring

Behaviour entries relating to CPOMS are reviewed daily by SLT and every two weeks by the lead Thrive practitioner and a member of SLT. They review which children are presenting as a cause for concern and formulate a course of action, also recorded on CPOMS. These are discussed and agreed with the class teacher. It is the role of the Headteacher to report all racist and bullying behaviour to governors with a summary of the actions taken and subsequent impact, as well as exclusions.

Sometimes, incidents involving harassment within a school environment are found to be linked with other incidents that have occurred outside of school. In all investigations the school retains the right

to exercise confidentiality. Whilst we aim to be as open as possible, all information relating to individuals or incidents is confidential and will only be disclosed at the discretion of the Headteacher.

7. Links with other policies

This policy links to the following policies and procedures:

Attendance

Anti-bullying policy

Teaching and Learning policy

Presentation policy

PSHCE

Health and Safety policy

EYFS policy

Safeguarding and Child Protection Polcu

Safe Touch policy

Suspension and Exclusion Policy

**When you are stumped by the
behaviour, when you don't
know what to do next, when
nothing seems to work,
kindness is always the best
response.**



Document control and record of amendments

Version	Reason for amendment	Sections amended	Amended by / date	Approved by / date
2021	Reflects Thrive approach	4 (bullet 2, 12 & 13) 5 (stage 2 & 3) 11 added Safe Touch Policy	MF 09/21	FGB 09/21
2022	Changes to animal of the week	5 Rewards	MF 09/21	

2023	Change introduction & aims and objective with Our philosophy for relationships and behaviour Update rewards and consequences after review with staff	1 5	TA & DM 07/23	
2024	Added 1 st paragraph due to feedback from NPQLBC course feedback Updated to cover 'low level disruption' Updated to reflect whole changes to class points Inserted a sentence relating to SEND pupils	1 2 4 7	TF-M, DM & MF	
2025	Revised based on the work of "When the adults change, everything changes" by Paul Dix	1,2,3,5,6	DM, MF, TA	

8. Appendix 1: Scripts

The thirty second intervention:

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes. ***"I can see/I have notice that you aren't....."***
3. Tell the learner what the consequences of their action is. ***"If you continue to make this choice, you will need some thinking time on your own....."***
4. Refer to previous good behaviour/learning as a model for the desired behaviour. ***"I know you can do this because yesterday....."***
5. Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

This means we resist endless discussions around behaviour and spend our energy returning learners to their learning

Reparation (led by teachers, supported by SLT.)

1. What's happened?
2. What was each party thinking?
3. Who feels harmed and why?
4. What have each party thought since?
5. What behaviours will each of us show next time?
6. Reaffirm your commitment to building a trusting relationship.

9. Appendix 2: The intervention sequence.

1. The reminder

A reminder of the expectations for learners Ready, Respectful, Safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

2. The caution (the thirty second intervention)

A clear verbal caution delivered privately 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 good previous good conduct to prove that they can make good choices.

3. Thinking Time (three to five minutes) (record on CPOMS)

- The learner is asked to speak to the teacher away from others. Staff will always deliver sanctions calmly and with care.
- Boundaries are reset
- Learner is asked to reflect on their next step. Again, they are reminded of their previous good conduct/attitude/learning (30 second intervention script.)
- Learner is given a final opportunity to re-engage with the learning / follow instructions

4. Working outside the head's office (record on CPOMS)

A member of SLT, the SENCOs or a Thrive practitioner will escort the learner to a workspace outside the headteacher's office. Work for the lesson will be completed.

5. Reparation (reflective script to be used, record incidents on CPOMS)

A restorative meeting should take place before the next lesson. A member of SLT will support with this by being alongside the teacher in the discussion or supervising the class until the teacher returns. This level of incident requires an email (using the proforma on Teachers2parents) or a phone call to inform parents that this has taken place. It replaces our system of behaviour reflection sheets being sent home.

6. Partnership stage (record on CPOMS)

The partnership stage will be implemented where there is a cause for concern. The learner will be allocated a mentor (a member of SLT, a SENCO or a Thrive practitioner) who will:

- Develop an appropriate action plan with the learner
- Share the details with parents and confirm in writing.
- Monitor, review and mentor using the action plan, recording everything on CPOMS
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the headteacher.
- Learners are given a second chance to achieve the targets agreed on the action plan after the verbal warning

The breaktime intervention sequence

1. The reminder

A reminder of the expectations for learners at playtime (delivered privately to the pupil):

1. Be Respectful,
2. Be Kind
3. Be Safe

The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

2. The caution (the thirty second intervention)

A clear verbal caution delivered privately 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 good previous good conduct to prove that they can make good choices.

3. Thinking Time (three to five minutes, sitting on a bench) (Record on CPOMS)

- The pupil is asked to speak to the teacher away from others. Staff will always deliver sanctions calmly and with care.
- Boundaries are reset
- Learner is asked to reflect on their next step. Again, they are reminded of their previous good conduct/attitude/learning (30 second intervention script.)
- Learner is given a final opportunity to reengage with the learning / follow instructions

4. Moved to a location away from other pupils (record on CPOMS)

A member of SLT, the SENCOs or a Thrive practitioner will escort the pupil to a place away from the other pupils. A calming activity will be available.

5. Reparation (reflective script to be used, record incidents on CPOMS)

A restorative meeting should take place before the next lesson. A member of SLT, SENCO or Thrive practitioner will support with this by being alongside the member of staff in the discussion. This level of incident requires an email (using the proforma on Teachers2parents) or a phone call to inform parents that this has taken place. It replaces our system of behaviour reflection sheets being sent home.