



Our vision **'Every child of God Matters. All in their unique difference are able to flourish'** is about celebrating the uniqueness of every individual. Children at St Peter's understand that **God is Love and whoever lives in love, lives in God and God in them** - 1 John 4:16, serving others through good deeds and transforming society with love.

We want children who leave St Peter's to be passionate about serving God and transforming communities through acts of love

At St Peter's, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to manage their behaviour positively. We focus on building positive relationships between children, staff, parents and the wider community.

We recognise understanding our emotions is a key aspect of managing behaviour successfully. Through the strategies outlined in this policy, we aim for both adults and children to understand and regulate their own behaviour, creating a secure environment that is conducive to learning. As a school, we believe it is our role to educate all as to how to recognise and regulate our emotions effectively.

At St Peter's we expect every member of the school community to behave in a considerate way towards others. Pupils are encouraged to take responsibility for their own learning and behaviour and to recognise the consequences of inappropriate behaviour.

**' If you stop the teacher from teaching, you stop others from learning'**

We aim to treat all children fairly and apply this relationships and behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-respect. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

#### **Aims**

- Children will be encouraged to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.



- To enable staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

**At St Peter's School, we have the following underpinning principles:**

- Positive relationships are imperative to our practice between all members of our school community.
- Children and adults have a sense of belonging, feeling safe, secure and valued.
- People learn to cope with all aspects of their lives with support from others.
- The importance of fostering social relationships in a school community of mutual engagement.
- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views and feelings and circumstances.
- Empathy with the feelings of others affected by one's own actions.
- Fairness.
- Commitment to an equitable process.
- Active involvement of everyone in school with decisions about their own lives.
- A willingness to create opportunities for reflective change in pupils and staff.

**Roles and Responsibilities:**

**Staff**

Building and maintaining trusting relationships with children and each other is an expectation for all staff at St Peter's School. Here are the non-negotiables we have in place to promote a happy, caring and safe school environment.

- Daily meet and greet for children and parents.
- Focus on catching expected behaviours and positive reinforcement to raise self-esteem.
- Clear and consistent routines and expectations in class and across the school.
- Visual timetables in all classrooms plus individual timetables if required.
- Use of consistent, positive language actions and calm.
- Encourage pupils to recognise they can and should make good choices (expected behaviours).
- An ethos of mutual respect.
- Ensure work is adapted appropriately to meet the children's needs.
- Staff acting as role models for expected behaviours in all situations and make the consequences clear to children.



- Follow the protocol for rewards and the graduate response for consequence.

#### **Pupils**

- Be kind and caring
- Do your best

#### **Parents**

- Work in partnership with the school to ensure the best outcomes for their children.
- Be respectful of themselves and others.
- Be positive role models for their children, building happy and healthy relationships.
- Acknowledge their own emotional well-being and support their own child's emotional development.

#### **We have in place a variety of praise systems to promote good behaviour:**

- Clear and concise expectations of behaviour will be described, modelled and encouraged in class time to ensure that all children understand what is appropriate.
- All children are made aware of the school rules. They are displayed in every classroom and around school.

At St Peter's C of E Primary School we promise to:



Be kind and caring

Do our best

These rules are mentioned daily in classes, around school and in all acts of collective worship. This is all part of a culture of extremely high expectations at St Peter's and aligns very closely to our mission statement, ethos and values. 'Every Child of God Matters. All in their unique difference are able to flourish.' *1 John 4:16 God is love. Whoever lives in love, lives in God and God in them.*

- Our school values are *Courage, Attainment and Pride*. *Courage* can change lives. People of courage have changed the world! Our imperative is to continue to improve attainment for all. This means a strengthened focus on equality, wellbeing and skills for learning. Our school pride lets us learn to believe in something bigger than ourselves.



Children are introduced to and encouraged to wear their **St Peter's CAP** (courage, achievement & pride) with dignity and reminded that with God, nothing is impossible.

Our school values are **Courage, Achievement and Pride.**

Wear your St Peter's **CAP** with dignity.

With God nothing is impossible.



- Classroom charters, devised through discussion with the children, are displayed in each classroom. They are worded in a way that can be understood by all children. The classroom charter shows the children what are school promise means, appropriate to their year group. They focus on the fundamental rights we should all expect to enjoy in school:

The right to respect and fair treatment.

The right to learn without being distracted by others.

The right to feel safe and be safe.

- Unconditional positive regard reinforced with all pupils and stakeholders at all times.
- A hand signal to indicate quiet is used consistently across school.
- Fantastic Walking and Super Sitting mantra's are used consistently across school.
- Expectations are reinforced through positive reinforcement of all the fantastic things that happen on a daily basis.
- **Strategies and Ideas to promote positive behaviour include** Star in the Jar, Raffle tickets, Reading rewards for home reading, Stickers / Prize box, Secret walker / secret student, St Peter's pennies and Premium Table
- Acknowledgement of expected behaviour and actions through positive praise.
- Children are encouraged to think about how their behaviour affects others.
- Specific verbal and written praise given from the class teacher or other adult in school linked to growth mind-set and building learning power.
- Children who have done some great learning will be asked to share their learning with other teachers and classes.



- Teachers will share information about a child's behaviour - either by weekly phone calls, face-to-face, emails or postcards home to celebrate appropriate behaviour.
- Children who have received awards for activities out of school will also receive those in celebration worship on a Friday.

We understand that occasionally children will behave inappropriately for many different reasons. When children display this behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. As a practitioner you should always be thinking 'all behaviour is communication' and what is the child trying to communicate. We realise that sometimes this can be different for every child who has their own needs and so may look different in each individual case.

### **Graduate Response to inappropriate behaviour**

Our graduated response is sequential and should be followed by all staff to support expected behaviours and emotional regulation within the classroom. This will be displayed in all classrooms in a child-friendly format. At all points throughout our graduated response, staff will be curious regarding the cause for children's behaviour, consistently referring to our St Peter's promise and addressing children in a calm, respectful manner. See appendix.

#### **Relate:**

Staff are expected to provide a safe, consistent learning environment. There should be proactive adaptations provided for those who need them and teaching should be adaptive and responsive to meet the varying needs in class. Various positive incentives through the use of specific, targeted praise should be utilised to highlight expected behaviours.

#### **Reminder:**

When children are not showing expected behaviours, staff in class should issue reminders. These could be verbal or non-verbal to encourage the child to self-correct their behaviour followed by praise if corrected. No more than 2 reminders before escalating onto point 3 on our graduated response.

If the unexpected behaviour continues a class adult will have a conversation with the child to reflect on their choices and correct their behaviour. This will be a further chance for the child to self-correct their behaviour whilst potentially limiting distraction to other children.



### **Stop and Think:**

If unexpected behaviour continues, the child will miss 5 minutes of their playtime. This will be a further chance for the child to self-correct their behaviour.

### **Consequence and Repair**

If unexpected behaviour continues, child is sent to another class for reflection as they are 'stuck'. Child will complete a behaviour reflection sheet and be encouraged to correct their behaviour. A restorative conversation will be used before they return to their own classroom. Child then has a fresh start. Parents to be informed by class teacher.

If unexpected behaviour continues, the child is sent to SLT for reflection. At this stage meetings with parents, support via the School Nurse, Burnley Inclusion Voice, or Children and Family Well Being Service.

In cases of children showing violence, unsafe or inappropriate actions or language, staff may send children straight to SLT.

### **Strategies for Reminders**

We need to plan how to respond to, or divert, children's inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult to manage.

The adult chooses the intervention on the basis of what will be the least intrusive in terms of disrupting the learning and also on the basis of their knowledge of the individual child. What works for one child will not work for all, so adults need a range of interventions on which to draw.

- **Non-verbal messages**  
The Look, moving closer to the child who is not behaving appropriately, visual prompts such as fingers to lips etc.
- **Tactical or planned ignoring**  
The teacher decides temporarily not to notice specific behaviour from a specific child. The class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.
- **Description of reality**  
A simple statement of fact describing the inappropriate behaviour. This is a **calm statement** of what is happening and will often end the inappropriate behaviour there and then.



- **Repeating of the instruction**  
Maybe using a child's name
- **Simple direction**  
Clear statement of required behaviour. The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as you have asked.
- **Rule reminder**  
Restate the relevant rule.
- **Expressing disappointment or disapproval**

#### **Choices and consequences**

- Enabling a child to take responsibility for his/her own actions. "Daniel I have asked you to move away from Declan. If you continue to sit there you are choosing to stay in at playtime. It's your choice." The adult then moves away to give the child thinking or "take-up time" before using the consequences if they continue to behave inappropriately.
- **Using I messages**  
For example: "When you keep interrupting I feel really cross because we won't be able to finish on time. I need you to be quiet and listen carefully. Thank you."

#### **Remember to:**

- Allow 'take-up time' and not requiring immediate compliance so pupils do not lose face in front of their peers.
- Noticing as soon as the child begins to behave appropriately and giving positive feedback. "Sam, you're listening really well" or non-verbally.
- Speaking in a calm, controlled voice, not raising the volume, and refusing to be drawn into argument.
- Negotiating an outcome you can live with, such as "Well I'd like to see at least three sentences written by....."
- Having a quiet word with the child, rather than a public harangue.
- Referring to the behaviour you require rather than what you don't want.
- Using gentle humour, but not sarcasm.

#### **Playtime responses**

Children who do not show expected behaviour on the playground will be initially reminded about expected behaviour. Following this, if the behaviour is not corrected, they will be directed to stand next to the adult on duty. This is the child's opportunity



to reflect and adjust their behaviour. If this continues, class teacher to be informed and graduate behaviour process followed.

If violent or aggressive behaviour occurs, children will be removed from the playground and taken to a member of SLT.

### **Additional Support**

As much as all classrooms embody the nurturing ethos, some children who need extra support. This may be on an ad-hoc basis in that there has been an unforeseen circumstances (such as a bereavement, traffic accident, family breakdown) that has affected a child's wellbeing.

- Children can be identified by class teachers as needing extra support and a cause for concern form will be completed for that child.
- This may result in a children receiving extra support from our Emotional Literacy Support Assistant.
- Children who need extra support will have Emotional Literacy Support plans.
- These plans will be written and reviewed by Dan Van Boyd, Emotional Literacy Support Assistant.
- They will reviewed at the end of each term but can be adapted any time.
- Staff to log incidents online using CPOMS ensuring the context of the situation is to be always taken into account using the ABC recording - antecedent, behaviour and consequence.
- A child is not to be defined as naughty. It should be explained to the child that they have made a wrong choice. You should link you rationalisation about the situation to the behaviour actions and not the child e.g. I don't like the choices you just made.
- Children should be supported through a difficult period by the adults in school and the situation should be viewed as a teachable moment. Children should know that they are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt it is finished and this needs to be clear to the child.

The SENCO will organise a parent/carer meeting which involves the class teacher and Emotional Literacy Support Assistant to:

- Identify what skills, strengths or positive elements already exist to enable a preferred future, using the Boxall Profile and other ELS assessments where appropriate.
- Ascertain the preferred futures of others and try to merge them.
- Initiate target setting and identify support.



The SENCO will also consider whether the continuing challenging behaviour might be the result of unmet educational or other needs. At this point, the SENCO will consider accessing support from external agencies.

### **Rebuilding and Repairing**

When everyone involved has had an opportunity to calm down, time must be spent on repairing and rebuilding relationships with all those involved. The focus must be restoring any harm done, and using the incident primarily as a "teachable moment."

**RESPECT** - for everyone by listening to other opinions and learning to value them.

**RESPONSIBILITY** - taking responsibility for your own actions.

**REPAIR** - developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

The child/children should be reminded of the school rules and/or classroom and/or playground charter and asked how they can put things right.

### **Detentions**

Teachers have a legal power to put pupils under 18 in detention. Parental consent is not required for detentions. Staff must act reasonably. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. Parents must be informed of any after school detention. Teachers should not issue a detention where they know that doing so would compromise a pupil's safety.

### **Suspension / Exclusion**

The head teacher decides whether to suspend or exclude a pupil permanently taking into account all the circumstances, the evidence available and the need to balance the interest of the pupil against those of the whole school. Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

### **Conduct Outside the School Gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Head teacher's have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent that is reasonable.'



### **Confiscation of inappropriate items**

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment.
2. Power to search without consent for 'prohibited items' including any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property or any item which has been banned by the school.

### **The Use of Reasonable Force**

#### **What is reasonable force?**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to **control** or **restrain**. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

**Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

**Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes - to control pupils or to restrain them.



The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. We will make reasonable adjustments for disabled children and children with SEN.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

**Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

**Schools cannot** use force as a punishment - **it is always unlawful to use force as a punishment.**

**Telling parents when force has been used on their child**

A member of the Senior Leadership Team will speak to parents immediately when a serious incident has involved the use of force. A use of restraint incident form must be completed and submitted to the head teacher.

In deciding what a serious incident is, teachers should use their professional judgement and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age

**What happens if a pupil complains when force is used on them?**

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is **not** for the member of staff to show that he/she has acted reasonably.



Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.

The Governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

## **Bullying**

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence come first but bullying can also be because of prejudice against particular groups (for example, because of Special Educational Needs, on grounds of race, religion, gender, sexual orientation or transgender status, or because of caring duties). Consequences will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. School will involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Please see the school's Anti-Bullying Policy for further information.

## **Child on Child Abuse**

Lancashire Safeguarding Team have trained our staff on child on child abuse and St Peter's School staff have read *Part 5 of Keeping Children Safe in Education* and know the procedures to take in order to keep our children safe and manage any potential

Staff are aware that child on child abuse can look like:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children
- Physical abuse
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nude and semi-nude images



- Causing someone to engage in sexual activity without consent
- Upskirting (taking a photo under someone's clothing without their permission)
- Initiation or hazard type violence and rituals

St Peter's School will carefully consider any report of child on child abuse both online and offline, including those that have happened outside of the school. We have a recording system in place to log concerns to monitor and identify areas for concern.

The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the schools initial response.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.
- Following a report of sexual violence, the designated safeguarding lead (or deputy)
- will make an immediate risk and needs assessment, considering:
  - the victim
  - the alleged perpetrator
  - all other children (and if appropriate adult students and staff)
- Risk assessments will be recorded and kept under review as a minimum termly
- Refer to *Guidance in Keeping Children Safe in Education Sept 2023, Part 5*.

## Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;



- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations - tobacco and cigarette papers; fireworks; and pornographic images.

**Mobile phone handed in on arrival** - Children are not allowed access to their mobile phones throughout the school day. On entry to the school pupils must hand in their device to school staff and these are then collected at the end of the school day. Head teachers, or staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil is in possession of a prohibited item such as a mobile phone or similar device.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Only the head teacher, or a member of staff authorised by the head teacher, can carry out a search. The head teacher can authorise individual members of staff to search for specific items set out in the school's behaviour policy. Searches will be carried out in line with the following guidance **Searching, Screening and Confiscation Advice for schools July 2022**

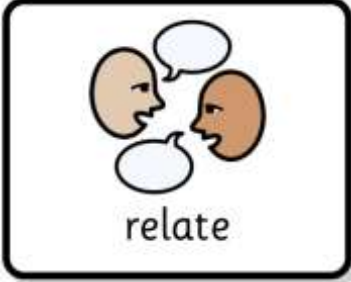
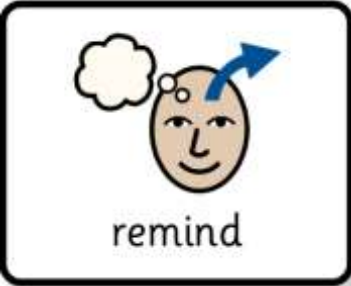
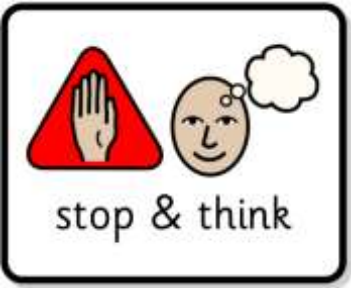
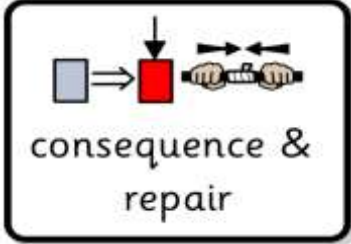
#### **Monitoring, evaluation and review**

Methods used to monitor and evaluate the effectiveness of the behaviour policy include the following:

- Discussions with learners.
- Referrals to SLT.
- Feedback from staff.
- Lesson observations by SLT.
- Feedback from parents.
- School council feedback.
- External evaluation.
- Governor's Meetings.



## Graduated Behaviour Process

<p><b>Step 1</b></p>  <p>relate</p>	<p><u>Consistent high quality teaching, adapting where necessary.</u></p> <p><u>Spotting children showing expected behaviour using praise, St Peter's pennies &amp; raffle tickets.</u></p>
<p><b>Step 2: Remind</b></p>  <p>remind</p>	<p><u>Verbal or non-verbal reminders (no more than 2 occasions)</u></p> <p><u>Class adult to have a conversation with the child to reset.</u></p>
<p><b>Step 3: Stop &amp; Think</b></p>  <p>stop &amp; think</p>	<p><u>On the 3rd reminder, a dot by the child's name - missed playtime.</u></p> <p><u>Child to complete a behaviour reflection &amp; regulation sheet.</u></p>
<p><b>Step 4: Consequence &amp; Repair</b></p>  <p>consequence &amp; repair</p>	<p><u>2<sup>nd</sup> dot: Time out of own class for reflection, sent to another classroom.</u></p> <p><u>Child to complete a behaviour reflection &amp; regulation sheet.</u></p> <p><u>3<sup>rd</sup> dot: Sent to SLT for further reflection.</u></p> <p><u>Record on CPOMS &amp; inform parents.</u></p>