



St Peter's CE Primary School

Relationships and Behaviour for Learning Policy

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

Purpose

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 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.



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- 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.

Legislation and Statutory Guidance

This policy has been developed with regard to relevant legislation and Department for Education guidance, including:

- Behaviour in Schools
- Keeping Children Safe in Education
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement
- Searching, Screening and Confiscation
- Restrictive Interventions, including Use of Reasonable Force, in Schools
- Mobile Phones in Schools
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, SEND Policy, Attendance Policy, Online Safety Policy, Mobile Phones, Mobile Devices and Smart Technology Policy and Staff Code of Conduct.

Roles and Responsibilities:

Headteacher

The Headteacher will:

- establish and maintain a culture of high expectations, positive relationships and excellent behaviour;
- ensure this policy is understood and consistently implemented by staff;
- ensure appropriate support and reasonable adjustments are made for pupils with additional needs;
- ensure staff receive appropriate training and support;
- monitor patterns and trends in behaviour and take appropriate action;
- work in partnership with parents, pupils and external professionals where appropriate;
- report relevant behaviour information to the Governing Board; and



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- regularly review the effectiveness of the school's approach to behaviour.

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 and a calm approach.
- 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.
- Be role models for expected behaviours in all situations and make the consequences clear to children.
- Follow the protocol for rewards and the graduated response for consequences.

Pupils

- Be kind and caring
- Do your best

Parents

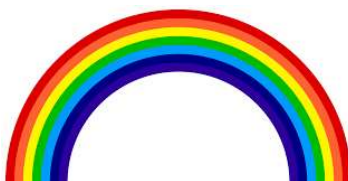
- Work in partnership with the school to ensure the best outcomes for their children.
- Be respectful of themselves and others.
- Be positive role models for their children, building happy and healthy relationships.
- Acknowledge their own emotional well-being and support their own child's emotional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

Promoting Positive Behaviour

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



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These rules are mentioned daily in classes, around school and in 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, Achievement and Pride.

Courage can change lives: People of **courage** have changed the world!

Our imperative is to continue to improve **achievement** 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 as 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 our 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 mantras 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.



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- 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 practitioners we must always remember 'all behaviour is communication' and what is the child trying to communicate through their behaviour. 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.

Graduated 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 may be considered.



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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.



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- 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 "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.

SEND, Inclusion and Additional Support

Although all classrooms embody the school's nurturing ethos, some children may require additional support. This may be short term, for example following bereavement, family change or another significant life event, or may relate to an ongoing additional need. Class teachers may identify pupils who would benefit from additional support, which could include support from our Emotional Literacy Support Assistant.

- Children who need extra support will have Emotional Literacy Support plans.
- These plans will be reviewed at the end of each term but may be adapted at any time by Dan Van Boyd, Emotional Literacy Support Assistant.
- 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.
- Staff should focus on the behaviour and its impact rather than defining the child by the behaviour.
- 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 has been dealt with, pupils should be supported to have a fresh start. Children should understand that mistakes provide opportunities to reflect, learn and make positive choices in the future.
- 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 ELSA 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.

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 graduated behaviour process followed.



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

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.

Serious Behaviour

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.

Suspensions and Permanent Exclusions

The decision to suspend or permanently exclude a pupil may only be taken by the Headteacher, in accordance with current Department for Education statutory guidance.

Suspension and permanent exclusion will only be used where appropriate, lawful, reasonable, fair and proportionate. The Headteacher will consider the individual circumstances of the pupil, including SEND, disability, safeguarding needs and any other relevant vulnerabilities.

Permanent exclusion will normally be used only as a last resort where appropriate strategies have been exhausted, or in response to a serious breach or persistent breaches of the school's behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

The school will fulfil all statutory notification, governing board, local authority and educational provision requirements following a suspension or permanent exclusion.

The school will support effective reintegration following suspension and will work with pupils, families and relevant professionals to reduce the likelihood of further suspension.



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Conduct Outside the School Gates

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

Mobile phones

St Peter's is a mobile phone-free school. Where a pupil has permission to bring a mobile phone to school, it must be switched off and handed to school staff on arrival for secure storage. Pupils will not have access to their mobile phones throughout the school day. Full arrangements are set out in the school's Mobile Phones, Mobile Devices and Smart Technology Policy.

Searching and Confiscation of inappropriate items

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.

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.

Restrictive interventions

(Taken from the guidance 'restrictive interventions, including use of reasonable force, in schools. Guidance for schools in England' April 2026)

St Peter's School is committed to providing a safe, inclusive and supportive learning environment for all pupils and staff. We aim to prevent situations that may lead to the use of restrictive interventions



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through positive relationships, effective behaviour support, reasonable adjustments, risk assessment and de-escalation strategies.

Restrictive interventions will only be used when absolutely necessary, proportionate, lawful and in the best interests of the child and the wider school community. The school's approach is based on prevention, least restrictive practice, safeguarding and respect for children's rights.

Definitions:

Restrictive Intervention

Any deliberate act by a member of staff that restricts a pupil's movement, liberty or freedom to act independently. Restrictive interventions include the use of reasonable force, restraint and seclusion.

Reasonable Force

The degree of force that is necessary, proportionate and reasonable in the circumstances to prevent harm or serious disruption. Staff may use reasonable force where lawful and necessary.

Restraint

An intervention that restricts a pupil's movement. This may include physical restraint or certain non-physical actions that prevent movement or access.

Seclusion

The supervised separation of a pupil from others for safety reasons when they are experiencing significant emotional or behavioural dysregulation. Seclusion must never be used as a punishment or disciplinary sanction.

We will:

- Act in the best interests of the child.
- Use the least restrictive option available.
- Prioritise prevention and de-escalation.
- Respect dignity and human rights.
- Consider individual needs, including SEND.
- Ensure interventions are proportionate to the risk presented.
- Learn from incidents through review and reflection.

We will seek to reduce the likelihood of restrictive interventions through:

- Positive behaviour support.
- High-quality relationships and restorative approaches.
- Individual risk assessments.
- Behaviour support plans.
- Trauma-informed and SEND-informed practice.
- Reasonable adjustments under the Equality Act 2010.



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- Staff training in behaviour regulation and de-escalation.
- Working in partnership with parents and external agencies.

Restrictive interventions may only be used where necessary to:

- Prevent a pupil from injuring themselves.
- Prevent injury to another pupil, staff member or visitor.
- Prevent serious damage to property.
- Prevent serious disorder that cannot be safely managed by other means.
- Manage an immediate risk to safety where lesser interventions have failed or are not appropriate.

Restrictive interventions must never be used:

- As a punishment.
- To secure compliance with instructions where no safety risk exists.
- Because of insufficient staffing.
- For staff convenience.
- In a manner that causes pain, humiliation or degradation.
- In a way that restricts breathing or creates medical risk.

The school recognises that some pupils with SEND may be at greater risk of situations escalating to restrictive intervention.

Where appropriate the school will:

- Undertake individual risk assessments.
- Develop Positive Behaviour Support Plans.
- Consider sensory, communication and environmental factors.
- Make reasonable adjustments.
- Involve parents, carers and relevant professionals in planning and review.

Any member of school staff may use reasonable force where lawful and necessary. However, the school will seek to ensure that identified staff receive regular training in:

- De-escalation techniques.
- Positive behaviour support.
- Safe restrictive intervention methods.
- Trauma-informed practice.
- Incident recording and reporting procedures.

Training will be refreshed in accordance with provider recommendations and local risk assessments.

We will maintain a Restrictive Intervention Register.



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A written record will be completed as soon as practicable and ideally by the end of the school day for:

- Every significant incident involving the use of force.
- Incidents involving seclusion.
- Incidents involving non-force-related restraint.

Records will include:

- Date, time and location.
- Names of those involved.
- Antecedents and triggers.
- De-escalation strategies attempted.
- Nature and duration of intervention.
- Outcome.
- Injuries or welfare concerns.
- Follow-up actions required.

Parents/carers will be informed of:

- Every significant incident involving the use of force.
- The use of seclusion.
- The use of non-force-related restraint.

Notification should normally occur by the end of the school day and be followed by written confirmation.

Following any restrictive intervention:

For Pupils

- Opportunity for reflection and restorative discussion.
- Emotional support.
- Review of support plans if required.

For Staff

- Debrief and welfare support.
- Opportunity to discuss learning points.
- Access to additional support where required.

The Head will:



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- Monitor all incidents.
- Analyse patterns and trends.
- Identify disproportionate use relating to specific groups.
- Ensure lessons learned inform practice.

The Governing Body will receive regular anonymised reports to monitor:

- Frequency of incidents.
- Use across pupil groups.
- Staff training needs.
- Effectiveness of preventative approaches.

Bullying

The school recognises that bullying may be physical, verbal, relational or online and may include prejudice-based or discriminatory bullying related to actual or perceived characteristics or circumstances.

Child on Child Abuse and Safeguarding

All staff recognise that children can abuse other children and that this can happen both inside and outside school and online. Concerns involving child-on-child abuse will be treated as safeguarding concerns and referred promptly to the DSL or deputy DSL. The school's response, including any necessary risk and needs assessments, will be undertaken in accordance with the current Keeping Children Safe in Education guidance and the school's Safeguarding and Child Protection Policy.

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.

Recording, Monitoring and Analysis

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.
- External evaluation.
- Governing Body meetings.
- Pupils will be given regular opportunities to share their views about behaviour, relationships, safety and the effectiveness of school rules. Leaders will consider these views when reviewing behaviour practice and this policy.

Governing Body

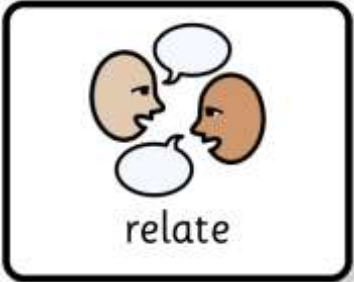
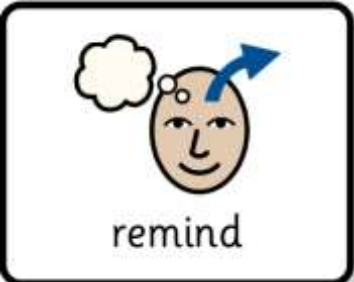
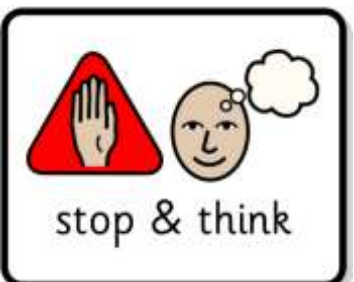


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The Governing Body will:

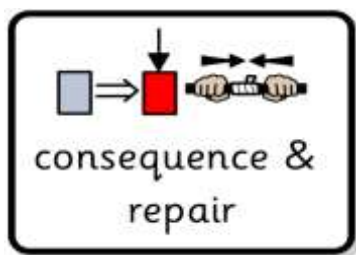
- hold leaders to account for the effective implementation of this policy;
- monitor patterns and trends in behaviour, suspensions and permanent exclusions;
- consider the impact of behaviour arrangements on vulnerable groups, including pupils with SEND;
- monitor the use of restrictive interventions and any patterns of disproportionality;
- ensure that the policy reflects current statutory duties and guidance; and
- regularly review the effectiveness of the school's approach to behaviour and relationships.

Graduated Behaviour Process

<u>Step 1</u>  relate	<u>Consistent high quality teaching, adapting where necessary.</u> <u>Spotting children showing expected behaviour using praise, St Peter's pennies & raffle tickets.</u>
<u>Step 2: Remind</u>  remind	<u>Verbal or non-verbal reminders (no more than 2 occasions)</u> <u>Class adult to have a conversation with the child to reset.</u>
<u>Step 3: Stop & Think</u>  stop & think	<u>On the 3rd reminder, a dot by the child's name – missed playtime.</u> <u>Child to complete a behaviour reflection & regulation sheet.</u>



Step 4: Consequence & Repair



2nd dot: Time out of own class for reflection, sent to another classroom.

Child to complete a behaviour reflection & regulation sheet.

3rd dot: Sent to SLT for further reflection.

Record on CPOMS & inform parents.