



# Behaviour Policy

Updated Jan 2024

## Aim and values.

It is our aim through this behaviour policy that every school member feels valued and respected, and that each person is treated fairly. We are a caring community who values high expectations and positivity. We wish to establish a culture which is based on clear teaching and modelling of the correct behaviours; managed in a way which is warm and caring. We believe that children should learn how to be responsible for their actions, property and regard for others. We will work collaboratively with parents to create a positive ethos where children are given all the tools they need, in order to make positive behaviour choices.

*"Good relationships are built out of structures and high expectations. The teacher-student relationship is important, but it is built on trust – and trust is built on mutually predictable behaviour. And that requires sincerely executed norms and routines. But we do not expect students to only behave when they have a strong relationship with all staff. The expectation is that students should behave well because it is the right thing to do."* Tom Bennett

## Sources

Our behaviour policy has been developed after extensive research using these sources:

- Creating a culture: How school leaders can optimise behaviour – Tom Bennett (2017)
- Teach like a champion – Doug Lemov (2015)
- Running the room – Tom Bennett
- Improving behaviour in schools- The Education Endowment Foundation (2019)
- Exemplary Leadership professional development (speakers including David Didau, Tom Bennett, Annie Carter, Barry Smith, Andrew Percival and Sonia Thompson).
- DFE Behaviour in Schools – September 2022
- Positive environments where children can flourish – Ofsted 2021

## Behaviour curriculum

At St Peter and St Paul, we have designed a behaviour curriculum which ensures that children are explicitly taught how to behave, this is underpinned by the values of our school and those of RISE multi academy trust. These are Respect, Compassion, Truthfulness, Inclusivity, Collaboration, Honesty and Perseverance.

## Whole school rules

We believe that our school rules will help us to provide a safe, friendly, encouraging and positive school environment where each person is valued and has the optimum access to their learning.

These rules will be consistently applied throughout the school by all members of staff, including lunchtime supervisors and sports coaches. Due to the teaching, modelling and coaching process, all children will be explicitly taught these skills. All children have a clear understanding of what is expected of them around school and therefore understand the consequences of their actions.

## Routines and expectations-

Mastering Me - every school year will begin with a Mastering Me week where children will be explicitly taught and have all behaviours modelled to them. Children will practice the different behaviours in different opportunities within school and at different times of the day. Staff will consistently remind, reinforce and re-model behaviours during this time in a warm and caring manner.

Stepping up and shaping up - after each half term, there will be a key behaviour focus for the whole school which will be highlighted in worship and assemblies with all adults then modelling in class and around school.

## Classroom expectations

We aim to provide a rich and balanced curriculum through high quality teaching and learning experiences. Through good teacher subject knowledge, small steps planning and scaffolding to support the needs of all learners, there should be minimal opportunity for disruptive behaviour. All members of staff are entrusted with ensuring high expectations are consistently maintained to manage inappropriate behaviour swiftly and effectively, following the scripts and strategies outlined within the behaviour policy. A combination of praise, rewards, feedback (including modelling) and sanctions are used to encourage good behaviour.

All children are explicitly taught to ...

Follow instructions from an adult **FIRST TIME, EVERYTIME**

- First time – pupils know they should follow an instruction straight away and that it should not need to be repeated.
- Every time – pupils know that adults in school will only ask them reasonable requests so they should always follow them.
- Everywhere – pupils know that the same expectations apply in class, in corridors, in halls, playgrounds, schools, in church, outside in the community and on school trips.
- Everyone – pupils know that they should follow instructions from every adult in school no matter what their job title or position.

## **FIRST TIME**



**FIRST TIME**



**EVERY TIME**



**EVERYWHERE**



**EVERYONE**



Listen well using STAR listening.

- Sit up straight in their chair, hands are free of equipment unless instructed, two feet are flat on the floor.
- Track the speaker – pupils know they need to look at the person who is speaking including their peers.
- Answer questions – pupils know that everyone is expected to answer questions to the best of their ability
- Respect others – pupils know they must never interrupt others.

**BE A STAR**

-  **SIT UP**
-  **TRACK THE SPEAKER**
-  **ANSWER QUESTIONS**
-  **RESPECT OTHERS**



Show excellent STEP manners.

- Speak politely – pupils know the importance of manners and that they and the adults are expected to use them at all times. This includes thank you, excuse me, please
- Thank you.
- Excuse me
- Please

**STEP**

-  **SPEAK POLITELY**
-  **THANK YOU**
-  **EXCUSE ME**
-  **PLEASE**



Speak well using SHAPE your answer.

- Sentences – pupils know they must answer in full sentences when appropriate.
- Hands down – pupils know that anyone could be called on to answer questions.
- Articulate – pupils know they must pronounce words clearly.
- Project – pupils know they must speak with a voice that is loud enough for everyone to hear
- Eye contact – pupils know that it is polite to look at the person they are speaking to (we recognise that this is a challenge for some pupils and would always respect and support the needs of individuals when modelling eye contact)

**SHAPE**

-  **SENTENCES**
-  **HANDS DOWN**
-  **ARTICULATE**
-  **PROJECT**
-  **EYE CONTACT**



Walk calmly around the school using FANTASTIC WALKING

- Facing forward – pupils know that they need to look where they are going to make sure everyone is safe.
- On the left – pupils know that they need to walk down the left hand side of the corridor
- Hands by side – pupils know that they should have their hands down by their side.
- Steady pace – pupils know that they should walk at a steady pace and never run in school so that everyone is safe
- Not talking – pupils know that corridors need to be calm and quiet so learning in classroom is not disrupted.

**FANTASTIC WALKING**

-  **FACING FORWARDS**
-  **ON THE LEFT**
-  **HANDS BY SIDE**
-  **STEADY PACE**
-  **NOT TALKING**



## Demonstrate the SPSP value of respect using KIND

- Keep hands and feet to yourself (keeping everyone safe).
- Respect property belonging to others – treating it how you would want yours to be treated.
- Never use unkind words – speak to others how you would want to be spoken to.
- Respect involves treating people as you would want to be treated – do unto others as you would have them do unto you.



## Praise and rewards

It is highly important that children's successes are celebrated through positive praise, individual behaviour plans, verbal praise from others, existing certificates and stickers, awards and celebratory postcards sent home in the post.

A minimum of two postcards per week should be issued by each teacher. They can be sent home there and then on the day that especially positive behaviours have been observed. They can also be presented in good work assemblies. Lunchtime supervisors will issue a postcard each week for someone whose behaviour has stood out to them. All children in each class who have received a postcard that week will receive recognition in the good work assembly – even if this is in the form of them coming to the front to receive praise and a round of applause.

## Corridor expectations

It is expected that our corridors will be calm to ensure that distractions are kept to the absolute minimum. Children are expected to move around school calmly using Fantastic Walking. Adults are expected to consistently monitor, praise and model 'Fantastic Walking'.

## Playground expectations

We recognise that break/lunch time and fresh air are a fundamental aspect in creating a positive, safe learning environment. By providing playground activities, we encourage children to have experiences which benefit their social, emotional and physical wellbeing. We endeavour to offer opportunities for children to develop social skills, practice sports skills, enjoy free time and be creative with non-structured time. To ensure that all children have a successful lunchtime, we offer a range of structured play through our mid-day supervisors and Learning Support Assistants. For example – a member of staff structuring ball games, a member of staff facilitating quieter activities in the peace garden.

## Lunchtime expectations

Lunchtime is an important part of the day for children at St Peter and St Paul to benefit from the social conventions of sharing a meal with others. We encourage children to use STEP, good table manners, eat well and to socialise appropriately during the lunch hour.

### Assembly and Worship expectations

Our assemblies and worship are an important part of bringing the whole school together to share key messages which support our school values. We expect children and adults to use FANTASTIC WALKING and STAR listening.

### Visits and visitor expectations

When school welcomes visitors in children and adults will greet them warmly by saying good morning/good afternoon. When children are out of school, all members of our school community act as ambassadors and representatives of our values and the highest standards of behaviour and conduct are expected.

### Roles and responsibilities

It is the overall responsibility of the co-heads, deputy head and assistant head to ensure that high standards of behaviour and conduct are maintained on a daily basis.

**However, it is imperative that all members of the St Peter and St Paul community play their part in the teaching, learning and maintaining of high standards of behaviour at all times.**

### The Senior Leadership Team will

- Ensure that the high expectations of behaviour and conduct are consistently promoted throughout the school
- Ensure the health, safety and welfare of all staff and children
- Lead by example in the consistent implementation of the behaviour policy by being a positive role model.
- Regularly monitor that the behaviour policy and behaviour curriculum is being implemented with fidelity across the school, with all staff members
- Share information in regards to the effectiveness of the behaviour policy and behaviour curriculum with the governors, LA and the trust
- Promote the use of warmth alongside high expectations when praising and modelling behaviour strategies, including during assemblies and worship, messages home to parents and positive feedback
- Support staff in dealing with dangerous pupil behaviour, including coaching, de-briefing after significant events and wellbeing checks
- Support staff in strategies to be used with persistent disruptive or difficult behaviours, including the development and use of personalised behaviour plans
- Ensure appropriate and proportionate use of sanctions are implemented in line with this policy
- Investigate behaviours and trends logged on CPOMS/Arbor, updating any actions with outcomes in a timely manner
- Support staff to work closely with parents/carers when a child/children show challenging behaviours
- Ensure all teaching staff, lunchtime supervisors and sport's coaches receive high quality CPD and resources to support with behaviour management
- Consistently use the shared language from STEP, SHAPE, STAR, FIRST and FW when talking to children about their behaviour

### All teaching and support staff will:

- Ensure that the high expectations of behaviour and conduct are consistently promoted throughout the school.
- Explicitly teach the whole school rules and behaviour curriculum to children
- Make sure that they are always present in the classroom to supervise children
- Be positive role models- use of appropriate, warm tone of voice, language and volume to model good behaviour to children
- Prepare equipment and materials before the lesson begins.
- Plan and deliver/support effective lessons, taking into account children's starting points and behavioural needs.
- Be proactive and limit the opportunities for students to lose focus or misbehave.
- Use positive praise and reinforcement to encourage good behaviour.
- Celebrate children's successes through positive praise, individual behaviour plans, sending pupils for praise from other staff, certificates and awards and celebratory postcards sent through the post.
- When required by SLT complete the Behaviour Log consistently to ensure all stages have been followed and all behaviours are being monitored (Appendix 1)
- Work consistently with lunchtime supervisors to ensure good behaviour is promoted over lunchtime
- Use and apply the Behaviour Stages in conjunction with the 30 second Behaviour Script to ensure consistency of response and language used (Appendix 2).
- Work with SLT to create personalised behaviour plans where necessary
- Work with SLT for support in developing strategies for children showing challenging behaviours
- Build strong links with parents, communicating successes and positive feedback as well as concerning behaviours in a timely manner- be sensitive to parents need for feedback to be given in a confidential manner, away from others
- Record stage 3 and above behaviours on CPOMS in line with the XXX Behaviour Stages using the Incident, Action, Outcome model
- Consistently use the shared language from STEP, SHAPE, STAR, FIRST and FW when talking to children about their behaviour

### Lunchtime supervisors will:

- Ensure that the high expectations of behaviour and conduct are consistently promoted during lunchtime
- Be positive role models.
- Be proactive in using a range of strategies to limit confrontation, de-escalate situations and minimise misbehaviour
- Greet children as they enter the dining hall.
- Use children's names when addressing them.
- Smile and use positive feedback often throughout lunch time to identify good behaviour.
- Encourage children to join in with different activities on the playground.
- Ensure children use Fantastic Walking around school.
- Communicate successes of behaviour and any concerns with class teacher in a timely manner
- Follow the St Peter and St Paul Behaviour Stages to ensure that disruptive and difficult behaviours are dealt with effectively (ensuring that the chain of adults to intervene is followed correctly and matches the behaviour type).

- Report any stage 3 and above behaviour on CPOMS/ using the Incident, Action, Outcome model
- Use the shared language from STEP, SHAPE, STAR, FIRST, FW when talking to children about their behaviour

Children will:

- Ensure that the high expectations of behaviour and conduct are consistently promoted around school
- Always follow the school rules and routines
- Accept responsibility for their actions and the impact this has on others.
- Accept feedback from adults, including sanctions for their actions, modelling of correct behaviour and use this to make better choices in the future

Parents will:

- Support the high expectations of behaviour and conduct at St Peter & St Paul CE Academy, the behaviour policy and behaviour curriculum including sanctions
- Work closely with school to communicate concerns and to share successes for their child
- Inform the school of any events or changes which may impact on their child's behaviour
- Attend meetings to discuss behaviour and conduct for their child when requested
- Discuss the expectations of behaviour and conduct with their child, emphasising their support
- Recognise that high quality teaching and learning is not able to take place unless good behaviour is in place
- Be assured that all staff will respond to behaviour concerns appropriately following the schools policies and procedures




Governing body/Trust will



- Carry out their statutory duty relating to exclusions and disciplinary issues
- Review the frequency of significant behaviour incidents.
- Give support to school in implementing policy documents, monitoring its implementation and effectiveness

## St Peter & St Paul CE Academy Behaviour Stages

Note –Example behaviours at each stage serve to act as a guide. Response will often be very much context driven. For example, not keeping hands and feet to themselves can range in context, severity etc, throwing objects could be in a defiant manner or throwing something carelessly to another pupil.

Some behaviours appear on – for example – both stage 5 and 6. Context will determine which stage they are recorded on.

Stages		Response
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children</li> <li>• Inappropriate language (not aimed at others)</li> <li>• Not listening</li> <li>• Not keeping hands and feet to themselves</li> </ul>	<p>1<sup>st</sup> Verbal warning</p>	<p>Low key response</p> <p>Positive Choices Praise those making the correct choices. Rule reminder/ quiet reminder (not always specifically addressing an individual) Support children to make the right choice.</p> <p> Verbal reminder “At St Peter and St Paul we...”</p>
<p><b>Level 2</b> Continued</p> <ul style="list-style-type: none"> <li>• Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children</li> <li>• Inappropriate language (not aimed at others)</li> <li>• Not listening</li> <li>• Not keeping hands and feet to themselves</li> </ul>	<p>2<sup>nd</sup> Verbal Warning</p>	<p>Positive Choices</p> <p>Praise those making the correct choices. Rule reminder/ quiet reminder (addressing the individual specifically) Support children to make the right choice.</p> <p> Verbal reminder “At At St Peter and St Paul we...”</p> <p>If third expectation is broken, go to level 3 (Short Logical Consequence with explanation why) e.g. being out of your seat has wasted 2 minutes of your learning time, you’ll need to stay in class for two minutes and make up that time on your work.</p>
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Persistent continuation of any of the above</li> <li>• Inappropriate language aimed at others.</li> <li>• Unkind words to other pupils</li> <li>• Treating classroom without respect</li> </ul>	<p>3<sup>rd</sup> Verbal Warning</p> <p>Logged on Arbor</p>	<p>Rule reminder “At SPSP.... we..., By doing/making the choice to... you are....</p> <p></p> <p>This means that... (short logical consequence)</p> <p>Praise those making correct choices. Support children to make the right choice.</p> <p>Consequences could be: Losing time from playtime/lunchtime Work sent home. Work re-done. Anything logical Class teacher to discuss with parent at the end of the day.</p>

<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• Persistent continuation of any of the above following level 3 response.</li> <li>• Beginning to challenge authority at a minor level.</li> <li>• Continued disruption to class and others despite Level 1, 2, 3 response.</li> <li>• Obstructive behaviour in refusing to participate/refuse to work</li> </ul>	<p>Incident logged on Arbor.</p>	<p>Rule reminder          “At SPSP.... we...,          by doing/making the choice to...          you are....          This means that... (longer logical consequence)          Praise those making correct choices.          Support children to make the right choice.</p>  <p>Consequences could be:          Losing time from playtime/lunchtime          Work sent home.          Work re-done.          Anything logical          Call home to parent by class teacher.</p>
<p><b>Level 5</b></p> <ul style="list-style-type: none"> <li>• Serious and deliberate behaviour</li> <li>• Rudeness to adults</li> <li>• Persistent, offensive, abusive language</li> <li>• Leaving room without permission</li> <li>• Continued refusal to complete set tasks after receiving consequences from previous levels.</li> <li>• Physically hurting another child</li> <li>• Upsetting and name calling to other pupils</li> <li>• Highly disruptive behaviour</li> <li>• Throwing objects to hurt</li> <li>• Bullying</li> </ul>	<p>Incident logged on Arbor to be viewed by pastoral/senior leader/DSL who may also be involved at this stage.</p>	<p>Rule reminder          “At SPSP.... we...,          By doing/making the choice to...          you are....          This means that... (longer logical consequence)</p>  <p>Consequences could include:          Full play/lunch lost.          Work sent home.          Internal exclusion for next lesson including play/lunch.</p> <p>Praise those making correct choices.</p> <p>Phone call home made by class teacher</p>
<p><b>Level 6</b></p> <ul style="list-style-type: none"> <li>• Persistent offensive/ abusive language</li> <li>• Deliberately physically hurting children or adults</li> <li>• Deliberately damaging property</li> <li>• Deliberate racist/religious/homophobic behaviour</li> <li>• Theft</li> <li>• Possession of prohibited item</li> <li>• Sexual harassment, sexual violence</li> </ul>	<p>Incident logged on Arbor by person dealing with behaviour</p> <p>Immediate SLT involvement</p>	<p>Consequences:          Internal Exclusion          Suspension          Permanent Exclusion</p> <p>School exclusion procedure and policy to be followed.</p> <p>An individual behaviour plan is written in conjunction with SLT. School office to invite parents to meet with class teacher and senior leader to discuss and agree behaviour plan before return to class.</p>

## Sanctions

Sanctions are given to ensure children understand the consequences of their actions and to safeguard other children and adults in school and to enable effective teaching and learning to take place.

We recognise that incidents can be complex and will always investigate to ensure that the consequence to an action is based around the level of risk to others, the intention and the lead up to the event.

## Suspension and permanent exclusions

The school will use suspension and permanent exclusions in response to serious incidents or persistent dangerous behaviour. The decision to make any exclusions will be made by the Co-Headteachers or a

member of the SMT in their absence. Our exclusions policy is in line with the regulations set out by the DFE in September 2022 and the Leicestershire Local Authority information.

### Additional support for behaviours

As a school, we recognise our duty under the Equality Act 2010 to prevent pupils with a protected characteristics from being disadvantaged. We value that all children have a variety of needs within their learning and learning behaviours. Therefore, when needed we work with a range of outside agencies, medical practitioners and educational psychologists to ensure that reasonable adjustments and personalised plans can be developed so that children can be successful. Many children who have additional needs will have an individualised behaviour plan that is followed by all staff and shared with the child's parents/carers.

### Bullying

Bullying is defined as the repetitive harming of one person or group by another person or group. It is deliberately hurtful, repeated and over a period of time. (STOP- Several Times On Purpose)

There are different types of bullying.

- Emotional: for example, leaving you out or hiding your things, this can be done through a third person who may spread rumours about you or get someone else to give nasty messages.
- Physical: for example, punching or kicking you.
- Verbal: for example, calling you names or being sarcastic.
- Cyber: for example, sending you nasty texts or emails.

Bullying can take different forms.

- Racial, religious, or cultural bullying where the motivation is based on someone's skin colour, culture, nationality or faith.
- Sexual: can relate to the target's gender or body, this can have a sexual and/or sexist element.
- Homophobic and Biphobic: relates to a person's sexual orientation. It is based on prejudice or negatives, beliefs or views about lesbian, gay or bi people. Individual or groups can be targeted because of their actual or perceived sexuality.
- Transphobic: relates to gender identity, it is based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.
- SEN and Disability: where an individual or group are targeted because of a special education need or disability that includes learning difficulties, sensory impairments and mental health conditions.
- Appearance or health conditions: where an individual or group are targeted because of their physical appearance or a health condition, for example a disfigurement, a traumatic injury or severe skin condition.
- Home circumstances: where the motivation for bullying is based on the person's living arrangements, for example, young carers, children in care of geographic locality, i.e. where they live.

Please see our anti-bullying policy for more information.

### Reasonable force and positive handling

All members of school staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, from committing an offence or using disorder.

The use of positive handling as a means of reasonable force is not taken lightly.

Any use of positive handling methods must be:

- Always as a last resort
- Be applied using the minimum amount of force, for the minimum amount of time
- Be applied in a way which ensures the safety and dignity of all involved
- Be communicated to a DSL at the earliest possible opportunity.
- Be recorded on a positive handling form (found in the staffroom) and reported to parents on the same day. Forms must be handed to a DSL for uploading to CPOMS.
- A full de-brief of the event will be held by SLT with any members of staff involved.
- A full de-brief of the event will be held with the child involved.
- Carried out by trained members of staff, where possible, unless a child is putting themselves or others at risk of immediate harm and an immediate response is required by an untrained adult.
- Training updates will be held termly for members of staff with current positive handling training.

### Confiscation

**Any prohibited items found in pupil's possession will be confiscated. These items will not be returned to pupils.** We will also confiscate any item which is harmful or detrimental to school discipline, these items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Screening and searching pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Prohibited items include

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including pupils).

### Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, never ignored and are investigated thoroughly. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case base

Sanctions for sexual harassment and violence may include

- Phone call to parents
- Remove to SLT
- Internal exclusion
- Suspension
- Permanent exclusion

The school has procedures in place to respond to any allegations or concerns about a child's safety or wellbeing. These include clear processes for;

- Responding to a report by investigating thoroughly
- Carrying out risk assessment, where appropriate, to help determine whether to: manage the incident internally, refer to early help, refer to children's social care, report to the police. Please refer to our child protection and safeguarding policy for more information.
- 

### Monitoring behaviour

The SLT will consistently monitor and support behaviour through high visibility around school. All staff are expected to record incidents at stage 3 and above on behaviour trackers and to provide a written log of incidents at stage 4 or above for a DSL to log on CPOMS. This enables proactive monitoring by SLT and further investigation when necessary.

The SMT will collate information from behaviour trackers when they are in use to monitor frequency of lower levels of behaviour. This information will be passed on to the co-heads for further action where needed.

Analysis of behaviour monitoring will be shared with the governing body through the Co-Headteachers' Report.



### **30 Second Scripts – SPSP Behaviour Responses**

**It's my job to keep you/everyone safe and to keep you/everyone learning** ...so you can't go back into the classroom at the moment until you are calm, so we'll need to stop and wait until everyone is listening, so you will need to go back down the corridor and show me fantastic walking.

**At SPSP we ...** do fantastic walking, sit up, are respectful, follow instructions the first time they are asked

**I need you to .....** show fantastic walking, pick up your pencil and start work, hang your coat up and come to your seat, take down your hood

**I noticed you are...** having trouble getting started/struggling to get going/wandering around the classroom talking.

**It was the rule about...** lining up/staying on task/staying quiet **that you broke.**

**You have now chosen to...** move to the back/catch up with your work at lunchtime/lose X minutes of your break time

**Do you remember last week when you...** arrived on time every day/made me smile/helped to hand out the books/lined up like a soldier

**That is exactly the behaviour I need to see today...**

**Thank you for listening.** Then give the child some 'take up' time and walk away

**Fantastic walking** Every single time you see a child doing it