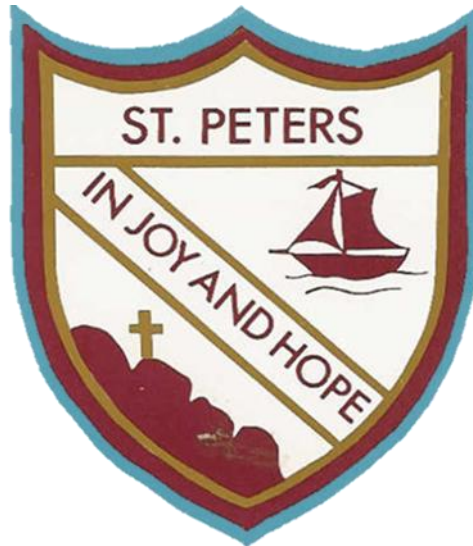


St Peter's Catholic Primary School



Behaviour Policy

Approved by Governors July 2026

Introduction

This policy promotes our core belief in children's right to learn, in a safe and nurturing environment. At St Peter's Catholic Primary School, we are committed to creating an environment where positive behaviour is at the heart of productive learning. Everyone is expected to uphold the highest standards of personal conduct, take responsibility for their actions, and encourage others to do the same.

Philosophy

At St Peter's Catholic Primary School, we believe that the ethos of the school should be built on a foundation of Gospel values and we promote these values in everything we do.

'Values are the principles that guide our thinking and behaviour.'

Our school values are- be honest, proud, curious, kind, ambitious, happy, together and polite. These are shared and discussed age appropriately within classes and there is a focus on a different value every 2 weeks in the certificate assembly.

Aim of the Positive Behaviour Policy

We recognise that understanding our emotions is a key aspect of managing behaviour. The aim of our Positive Behaviour Policy is to bring our whole school community together to adhere to some basic key principles and practices:

- To provide a safe, nurturing and caring environment where optimum learning takes place.
- To provide a clear guide for children, staff and parents of expected levels of behaviour.
- To provide a consistent and calm approach.
- All adults take responsibility for behaviour and follow-up personally.
- Adults use consistent language to promote positive behaviour.
- To use restorative approaches.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise behavioural norms for individual children
- Promote high levels of self-esteem and self-regulation
- Teach appropriate behaviour through positive interactions

All staff must:

- Take time to welcome children at the beginning of the day.
- Teachers should take and collect children to / from assemblies, playtimes, lunch and home time
- Never walk past or ignore children who are failing to meet expectations.
- Always redirect students by referring to our core values: 'Be honest, proud, curious, kind, ambitious, happy, together and polite'.

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage the consistent use of positive praise, including The Ladder of Success, Values certificates, Headteacher's Hero certificate, Playground Award certificate, Positivity Postcards and phone call messages home.
- Ensure staff training needs are identified and targeted.
- Support teachers in managing children with more complex or challenging behaviours.

Members of staff who manage behaviour well:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all pupils.
- Relentlessly work to build mutual respect.
- Remain calm and manage their own emotions.
- Demonstrate unconditional care and compassion.
- Use de-escalation strategies.

Pupils want teachers to:

- Give them a 'fresh start' every day.
- Help them learn and feel confident.
- Be just and fair.
- Have a sense of humour.
- Make them feel like they belong.

Behaviour for Learning

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our approach sets out clear rules, consistent routines, and visible expectations that all staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans, which may include rewards to reinforce positive behaviour.

We have adopted The Zones of Regulation to improve social and emotional learning and deepen children's understanding of how to self-regulate.

Our Values	Visible Consistencies	Over & Above Recognition
1. Be honest 2. Be proud 3. Be curious 4. Be kind 5. Be ambitious 6. Be happy 7. Be together 8. Be polite.	1. Daily meet and greet 2. Lovely lines 3. Wonderful walking	1. Ladder of Success 2. Home contact – messages & phonecalls 3. HT/SLT Praise 4. Certificates 5. Positivity Postcards 6. Playground Award

Focus: Relentless Routines

Praise in Public (PIP) Remind in Private (RIP)	Wonderful walking around school Calm line-up	Consistent Positive Language: I've noticed... You can impress me by... I know you can... Show me you can... Thank you for listening...
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Stepped Boundaries

Gentle Approach, use child's name, child level, eye contact, deliver message

1. REMINDER:

I noticed you chose to (noticed behaviour)

This is a REMINDER that we need to Be (Kind, Safe & a Great Learner)

You now have the chance to make a better choice, thank you for listening

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. WARNING:

I noticed..... (noticed behaviour) this is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.

If you choose to break the rules again you leave me no choice but to ask you to complete the work at playtime..... (learner's name).

Do you remember when..... (Model of the child's previous good behaviour)? That is the behaviour I expect from you.

Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation

Example - 'I have noticed you still haven't started your work yet. You are breaking the school rule of being a great learner. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3. LAST CHANCE:

I noticed you chose to (noticed behaviour/rule broken)

This is the third time I have spoken to you. (Learner's name), Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you.

You need to: 1. Go to the Calm Corner in the classroom.

2. Go to sit with another class and complete your work.

3. Go to sit in the Head Teacher's/ SLT members' room.

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being kind. You have now chosen to go and sit elsewhere. I will come and speak to you in two minutes. Thank you for listening.'

Avoid describing child's behaviour to another adult in front of the child

4. Follow up, Repair & Restore (must be used after step 3 incident)

1. What happened? (Neutral, dispassionate language.)

2. Who was affected by these actions?

3. How were they affected?

4. What can you do to make things right?

5. What can you do differently next time?

Remember, it is not the severity of the sanction; it is the certainty that this follow up will take place that is important.

ALL STAFF: Please record briefly on CPOMS when steps 3 & 4 are used

5: EXTERNAL REFERRAL

This only applies if either:

- a. The learner refuses to engage with reflection area or
- b. A serious breach is committed by a learner that may result in a fixed-term exclusion.

A member of SLT must be called to collect the learner. The teacher should provide work. The teacher must log the incident on CPOMS. A reconciliation meeting should take place before the next lesson. If the learner does not attend or does not engage with the reconciliation then an SLT sanction will be issued, assuming the procedure has been followed.

Playground: Relentless Routines

You need to:

1. Stand by other staff member
2. Stand near the wall.
3. Sent inside to a classroom with a staff member in it
4. Go to an SLT office

In all instances, the child should be told that you will come and speak to them in two minutes

Sanctions: Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is not in line with our school values.
2. Not apply to a whole group for the activities of individuals.
3. Be **consistently** applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions must be proportionate to the behaviour

It must always be clear that it is the behaviour being addressed, not the child.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH the behaviour
- MODEL the behaviour we expect
- PRACTISE the behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off', 'never shuts up', 'battered', 'attention seeking' are unhelpful in these instances. Staff should remain professional, calm and emotionally regulated at all times. Conversations should follow the stepped boundaries guidance and behaviours should be discussed as the behaviours they are and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents should be logged on CPOMS.

BEHAVIOUR PATHWAY

Reminder Warning Last

Chance

Reparative Conversation Sent to HT/DHT

Parents Phoned

Parents Called to School

Internal suspension

Suspension

Extreme Behaviour

Some children exhibit particular behaviours based on early childhood experiences, trauma and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only.

The school will record all serious behaviour incidents on CPOMS and any restraints will be recorded and parents to be notified using the reporting of physical intervention form.

Exclusions will occur following extreme incidents at the discretion of the Headteacher.

A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on their ability to reflect and reset.

If these conditions are not met, other options may include a day seclusion with DHT or Headteacher (internal exclusion).

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At St Peter's, we take incidents of violence toward staff very seriously. We recognise that staff are the adults in the situation and must lead by example in maintaining safety and calm. Staff can use 'reasonable measures' to protect themselves and should call for support if needed. Only staff who have been trained in Physical Restraint (Team Teach) should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and these should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out of School Transfer

Permanent exclusion is an extreme step and will only be taken in cases where:

1. Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
2. The risk to staff and other children is too high
3. The impact on staff, children and learning is too high

Permanent exclusion will be a last resort, and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when adaptations are necessary (e.g. during swimming sessions, science lessons, school trips, or extra-curricular activities). However, the same core principles of positive behaviour management will always apply.

Appendix A

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE – KEY INFORMATION

Key Points

1. DEFINITIONS

- **Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder
- **'Force'** refers to physical means used to influence a pupil's movement or actions, such as guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury
- **'Reasonable in the circumstances'** means using no more force than is needed
- **'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom
- **'Restraint'** means to hold back physically or to bring a pupil under control

2. THE LEGAL POSITION

Who can use reasonable force?

The use of reasonable force must always be proportionate to the circumstances and in line with safeguarding duties.

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. While parental consent is not legally required, the school will inform parents following any serious incident involving the use of physical intervention.

WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

Remove disruptive pupils who refuse to follow an instruction to leave Prevent a pupil from:

- disrupting a school event, trip or visit
- leaving a classroom where this would risk their safety or disrupt others
- attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

Physical Intervention Key:

Examples of positive handling:

Keeping standing. Standing into seats. Standing to knees. Standing to floor. Avoid taking down to the floor in a flat or prone position other than in exceptional circumstances.

Vocabulary	Definition	Example
None	No physical contact needed	
Guide	Minimal physical contact needed	Might look like a hand on back to support child with moving positively. Might look like an arm around the shoulder to support the child moving positively.
Escort	Some physical contact needed	Use of both hands to protect and support a child with moving safely. e.g. one arm around the back and holding the wrist, forearm or elbow in a 'caring c' from the outside.

Remove	Physical contact required to reduce risk of significant injury to themselves or others	Use of both hands to protect and support a child with moving safely. Hips may be used to further support child in direction. e.g. one arm around the back and holding the wrist, forearm or elbow in a 'caring c' from the inside. The other hand holding the wrist, forearm or elbow in a 'caring c' on the nearest arm.
Hold	Increased physical contact required. More preventive of injuries to themselves or others. This may include additional adults and use of seating.	Use of both hands to protect and support a child. Hips may be used to further support child's safety. Use of removal techniques to safely transition into a hold to support child's self-regulation through pressure therapy and proprioceptive input. e.g. standing in a hug with a beanbag in between child and adult. e.g. sitting with a beanbag between child and adult. Use of 'caring c' to hold wrists and feet safely from behind beanbag.

The school will record all serious behaviour incidents and any restraints on CPOMS

Appendix B

SEARCHING PUPILS, CONFISCATION OF ITEMS

Key Points Searching

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item, e.g. vapes.
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

Who can search?

Any teacher who works at the school, and any other person who has the authority of the Headteacher.

Under what circumstances?

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but **only** where you reasonably believe that there is a risk that **serious harm** will be caused to a person if you do not conduct the search immediately and where it is **not reasonably practicable** to summon another member of staff.

When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Any electronic devices found will be dealt with in line with the school's Acceptable Use Policy. Such items should be handed in to a senior member of staff.

Appendix C

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

In accordance with statutory powers, the school may apply behaviour sanctions for conduct outside of school hours.

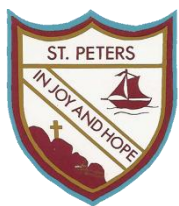
Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Such behaviour may include for example, bullying online, misconduct on the way home from school or in the local shops while in uniform. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour policy.

In all circumstances the head teacher will consider whether it is appropriate to notify the police or antisocial behaviour coordinator in the local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's safeguarding policy.

If staff suspect that misbehaviour off-site may indicate a safeguarding concern, it will be reported in line with the school's safeguarding procedures and statutory duty under Keeping Children Safe in Education (KCSIE).

Appendix D



ST PETER'S CATHOLIC PRIMARY SCHOOL REPORTING OF PHYSICAL INTERVENTION

Child's Name:	
Date / Time:	

Reason for Intervention:	● Preventing injury to themselves ● Preventing injury to other children ● Preventing injury to staff ● Preventing damage to property ● Preventing learning/causing disorder
Type of Intervention:	● Physical holding ● Guided out of classroom ● Guided into classroom ● Guided into building from outside ● Blocking path to other child ● Blocking path to property ● Secluded: separate room to peers
Further Comments (If Necessary):	

Signed:	
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To be completed and given to parent