



# St Peter and St Paul's

## RC Primary School

### Behaviour Policy

### 2025-2026

St Peter and St Paul's R.C. Primary School  
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## **Mission Statement**

Holding God's hand,  
we grow in Faith together,  
we dream, believe, achieve.

Following in the footsteps of Jesus,  
we act with love,  
we care for one another and our world.

## ***Our Core Values at SSPP***

**Love**

**Respect**

**Honesty**

**Compassion**

**Kindness**

**Forgiveness**

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### **Statement of intent**

Our Mission statement encourages a journey of fulfilment with God and for this reason we must teach our children that positive behaviour for learning is an expression of loving God and loving each other.

To help us in this endeavour we do the following:

- To warmly welcome everyone to our school as Jesus welcomes us to the family of God.
- To look after our children's welfare by reaching out to them with love, value and respect as Jesus intended so that they feel safe, needed and special.
- To place the Word of God at the centre of all that we do and ensure that the fairness and justice exemplified by and spoken of by Jesus plays an important part in the way we live our lives.
- To worship the Lord our God joyfully with all our hearts.
- Be witness of a loving God who is at the heart of all we do, by creating a warm, happy and learning school which reaches out to each other and the world outside.

## **Principles**

St Peter & St Paul's RC Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. Where set out in SEND documentation the graduated response outlined will be followed.

## **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'

- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

## **2. Roles and responsibilities**

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher and leadership team are responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENDCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.  
The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - SLT.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

### 3. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco.
- Possession of banned items.
- Truancy and running away from school.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.
- Persistent disobedience or disruptive behaviour.
- Extreme behaviour, such as violence and serious vandalism.
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of pupils.
- Any behaviour that requires the immediate attention of a staff member.

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class.
- Rudeness.

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

#### **4. Staff induction, development and support**

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

#### **5. Social, emotional and mental health (SEMH) needs**

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Children will be given daily opportunities to have a well-being check in with staff. In KS2, each child will have a white card with their name on it. They can put this on the teacher's desk if they need to talk. In KS1, each child will have a wooden peg and can place this on the 'How Am I Feeling?' display.



## **6. Managing behaviour, prevention strategies, intervention, and sanctions for unacceptable behaviour**

### **Praise and rewards**

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

We take a positive view in that children are encouraged to raise their own personal standards and achievement is recognised through:

- Positive and supportive comments and verbal praise.
- Positive marking policy.
- Class sharing of individual achievements.
- School Achievement Assemblies.
- Use of VIP Friday Lunch.
- Message in the diary.
- Praise postcards sent home.
- Visit to another class.
- Visit to Deputy Headteacher/ Headteacher.
- Allocation of Class Dojos.

There are consistent behaviour expectations from all staff:

- Classes must be escorted by TAs and teachers to their destination, including but not limited to: break times, lunch times, to the hall, in and out from the playground and assemblies.
- Staff will supervise children when children are in the cloakroom/toilets.
- Staff are aware at all times of the need to promote the positive ethos of the school and the shared responsibility by all for the welfare of pupils.
- Praise is given frequently, especially for effort, and pupils are given general feedback on work and behaviour daily.
- Classroom code of conduct needs to be established- with the children- in the first week of the school year, displayed on the Dream, Believe, and Achieve Board and referred to regularly.
- Good to Be Green displayed in all classes.
- Each week children are chosen for living out the Virtues to Live By.

Consistent behaviour signals are used with every class, by every adult, to ensure consistency throughout school. The following are used in school:

### **Silent signals**

- **Turn to your partner signal (TTYP)**

Partner work should be used consistently in all lessons. Hold both hands pointing forward as if they are two open gates. Close the gates as soon as you have finished asking the question. Show children how they should turn their heads towards their partners, not their whole body or chair. Once children do this automatically, you will no longer need to say the words, 'turn to your partner'.

- **My Turn, Your Turn signal (MTYT)**

Use this silent signal when you want the children to repeat something after you. Explain to the children that this signal is yours and not theirs. They do not need to join in.

My turn: gesture towards yourself with one or two hands.

Your turn: gesture towards the children with one or two open palms.

- **Magnet Eyes**

When you want to be sure the children are listening, point to your eyes with two fingers. This indicates that their eyes should be on yours and their bodies still.

- **1, 2, 3 signal**

Move the children silently from carpet/ location to location.

Hold up one finger: children stand.

Hold up two fingers: children walk and stand behind their chairs.

Hold up three fingers: children sit down and prepare to read or write.

Reverse:

Hold up one finger: children stand behind their chairs.

Hold up two fingers: children walk to carpet/ new location/ line up.

Hold up three fingers: children sit down beside their partners/ or if leaving the room, set off.

- **Silent Hand signal**

Hold up a hand, palm facing outwards. Children copy the hand signal and stop talking and moving. Acknowledge children who are cooperating. When children know the routine, acknowledge with a silent nod or a smile

## **House points and Class Dojo**

Every child is assigned to a house group and may be rewarded for good work and great effort. At St Peter and St Paul's our houses are linked to four influential saints. House points are totalled each week and celebrated every Friday.

All children from Nursery to Year 6 will be logged onto the Class Dojo Programme. This is a positive behaviour reward system that encourages good choices. Parents are notified through the programme when dojos are added.

Children can receive Dojo points for engaging in positive acts – working hard, being part of a team, settling down to work and engaging in collaborative learning.

### **Prefect system**

Every Year 6 pupil is given the opportunity to be a prefect and wear a distinctive green sweater. They are given a role of responsibility throughout school and are expected to set an example of consistent good behaviour.

### **Gardeners and seeds**

This initiative links up the children (the gardeners) in Year 6 with Children in Reception (the seeds). This is an opportunity for the Year 6 children to support and guide our reception children through the first year.

### **Good to be Green Scheme**

The Good to be Green scheme provides:

- A consistent and fair approach to behaviour management.
- Clear systems to reward good behaviour and sanctions for inappropriate behaviour.
- A system that allows children to take ownership of their behaviour and their rewards.

### **Good to be Green principles:**

- Each day is a new day. (This is in keeping with our beliefs in forgiveness and the fact that children have a chance to renew themselves each day.)
- Each class has a behaviour chart and each day all children begin on green to demonstrate the expectation that each day will be a positive one.
- Children know that there are consequences when making inappropriate behaviour choices.

Outlined below is the hierarchy of steps that will be taken when misbehaviour occurs. These are regularly discussed with the children and provide a consistent approach.

**Step 1** If a child's behaviour starts to become inappropriate a non-verbal warning is used, e.g. eye contact, disapproving facial expression to alert him/her that this unacceptable conduct has been noticed, and hopefully this will stop his/her behaviour deteriorating further. It may also be appropriate to discuss with the child that if this continues that the next step is a 'Yellow Card'.

**Step 2** If the misbehaviour persists, the child's 'Good to be Green' card is replaced by a yellow 'Yellow Card'. The child is reminded of expectations and the choices and as a consequence receives a playtime reflection. They must complete, with an adult, the Incident Sheet (see Appendix B). An electronic record will be kept.

### **Examples of behaviour which may result in a yellow card**

- Distracting others from their learning.
- Talking rudely when others are talking.
- Answering back and being cheeky to others.
- Being unkind to others.
- Refusing to work.

Parents must be informed orally or written in the child's diary. Parents must initial that they have read and acknowledged the information regarding the yellow card.

**Step 3** If a child misbehaves again whilst in possession of a yellow card, or acts in an extremely negative way, a red card will be issued. An immediate red card can be given for:

- Being very rude to staff.
- Swearing.
- Damaging school property.
- Hitting/punching/kicking.
- Being racist/prejudiced.
- Behaviour judged to be bullying.

If issued with a red card, the child will be sent straight to a member of the SLT. The behaviour will be recorded and parents /carers will be informed.

### **Reflection**

If a child has been issued with a yellow/red card, they will need the opportunity to reflect on their behaviour choices. Time should be given to encourage them to think about how their behaviour has affected others. During this time we will support them so that they accept responsibility for their actions and understand how to change their behaviour choices.

KS1 will do this, supported, using the Child Incident Report sheet. This will help them to reflect on what happened, which school value they should have used and the consequence of their action.

KS2- During reflection time, the child will fill in the Child Incident Report (see appendix B). Focusing on the questions: What happened? What were you thinking when it happened? Who has been affected or upset by this? What can they do to avoid this reoccurring? What school values were not demonstrated? And what is the consequence of their action?

It is important that during reflection children are guided to understand that they are made in the image and likeness of God and that they are unique. God loves them very much and is here with them, supporting them to make the right choice.

### **Escalations**

After three RED card incidents from the same child, an appointment will be arranged for their parents to see their teacher and Head Teacher, with a view to working in partnership to address the recurring unacceptable behaviour. At this meeting, suitable ways of dealing with

the behaviour will be discussed and agreed with the parents and child, so that a focus can be placed on positive behaviour, preventing the continuation of the inappropriate behaviour, and where necessary putting into place agreed rewards and sanctions both at home and school.

Any issue involving a larger number of children will be addressed by speaking with those involved, or generally in an assembly, and, where necessary, followed by relevant sanctions, and associated sessions.

SLT will meet with staff regularly to support staff with behaviour management strategies (see Appendix A).

Generally this combined approach is enough, but in some cases, it may be appropriate to enlist additional specialist help, advice and input from other agencies, including the school's Educational Psychologist and the LA's Behaviour Support Team.

Internal exclusions may also be used as a measure to defuse situations, which occur in either the classroom or school in general, that are having a negative impact on the learning environment. In these circumstances the child would be removed from his/her class to a designated area within the school, with appropriate support and supervision, on a temporary basis. Internal exclusion will be for the shortest time possible, but may be required in severe cases for longer, as part of an Individual Behaviour Plan.

As a final measure, after all other avenues have been exhausted, the Head Teacher reserves the right to exclude a child/children for short periods, or for certain periods of the day, or permanently, in line with LA and DCSF guidance.

If deemed necessary to ensure the Health and Safety of pupils and staff positive handling strategies may be used by trained staff.

### **Behaviour and Learning Mentor**

Our School Behaviour Mentor supports children, families and staff to achieve good behaviour choices. This involves weekly monitoring of lunchtime record for patterns of behaviour. Children can be identified for behaviour support/ nurture.

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

## **Team Teach**

We pride ourselves at St Peter and St Paul’s RC Primary School on providing a safe learning environment for our pupils. Sometimes children may get anxious or agitated – we will do our best to help pupils to calm down using communication skills, distraction techniques and removing triggers where possible.

However, there may be times when children need more help to calm down – this may require staff physical support to ensure the pupil’s own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require physical interventions. At St Peter and Paul’s R.C. Primary School, we have adopted the Team Teach approach to manage challenging behaviour. Most of our teaching and non-teaching staff have been trained in the use of this approach and staff in school who carry out, ongoing refresher training, and advise staff on managing behaviour.

## **7. Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school’s procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

## **8. Smoking and controlled substances**

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school

will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

## **9. Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them will have a statutory power to search pupils' possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

## **10. Monitoring and review**

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is November 2026.

## Appendices

## Appendix A










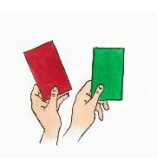




### Behaviour management observations review form

Name of pupil		Year group	
Name of key worker		Date	
<b>Do there appear to be any patterns triggering the pupil's behaviour?</b>			
<b>Are our existing management systems effective?</b>			
<b>What achievable targets could we implement for the pupil to work towards?</b>			
<b>What are the pupil's strengths?</b>			
<b>What strategies could we implement to help the pupil achieve their targets?</b>			
<b>Additional comments</b>			



## Appendix B

## KS1 Incident Sheet

<b>Date:</b>			
<b>Name:</b>			
<b>What happened?</b> <i>Draw a picture</i>			
<b>What school values should you have used?</b> <i>Circle</i>	<p>Love</p> 	<p>Respect</p> 	<p>Forgiveness</p> 
	<p>Honesty</p> 	<p>Kindness</p> 	<p>Compassion</p> 
<b>Consequence</b> <i>Circle</i>	<p>Make friends</p> 	<p>Say sorry</p> 	<p>Time out</p> 
	<p>Change my card</p> 	<p>Miss a playtime</p> 	<p>Tell my adult</p> 
	<p>Go to Deputy Head</p> 	<p>Go to Head Teacher</p> 	



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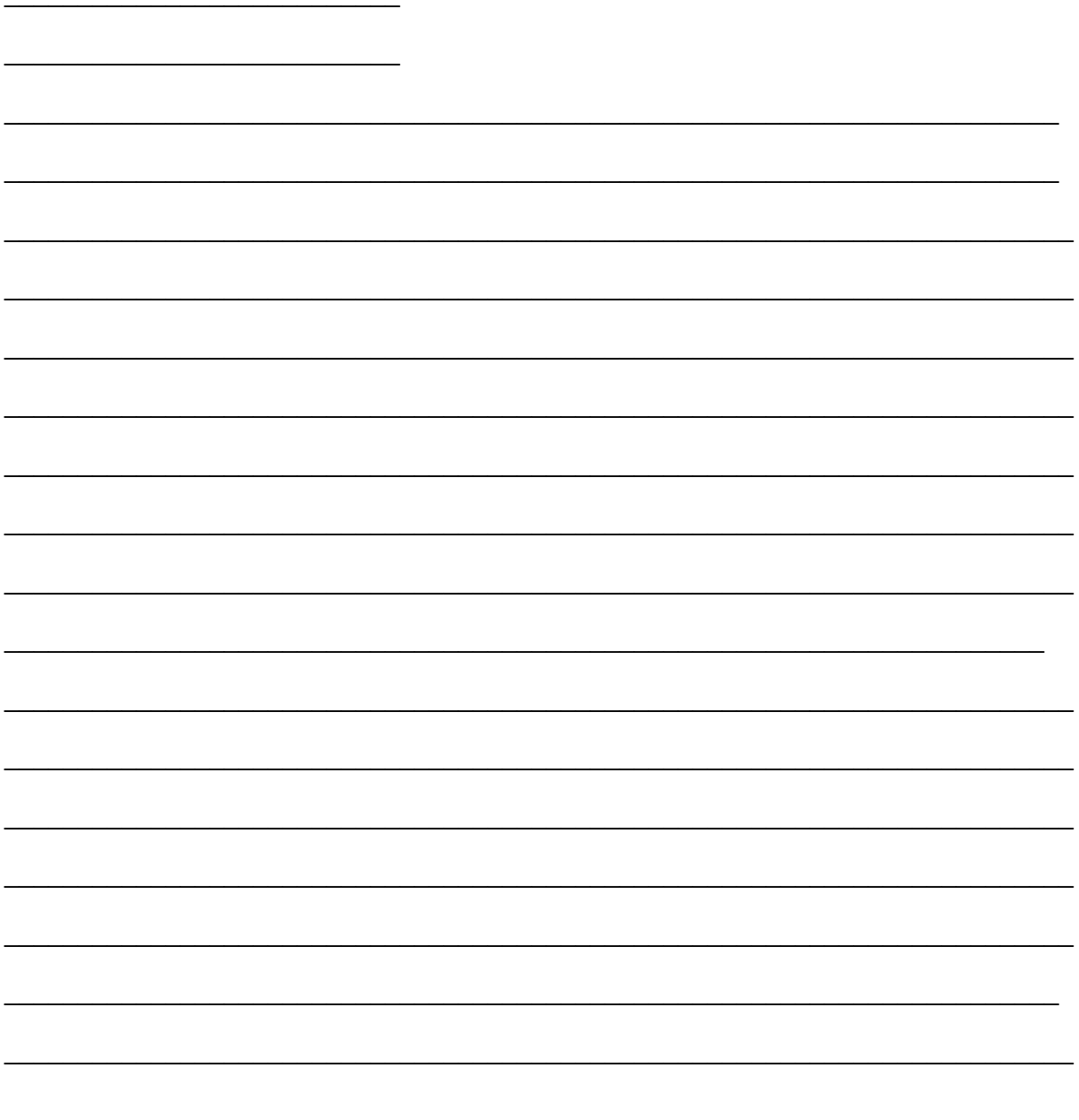
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### **A sorry letter should...**

- **Say you know you were wrong.**
- **Promise not to do it again.**
- **Ask to be forgiven.**

**Appendix C****KS2 Incident Sheet**

<i>Date:</i>	
<i>Name:</i>	
<i>What happened?</i>	
<i>What were you thinking when it happened?</i>	
<i>Who has been affected or upset by this?</i>	
<i>What can I do to avoid this happening again?</i>	
<i>What school values were not demonstrated (please circle):</i>	Love                      Respect                      Forgiveness Honesty                      Kindness                      Compassion
<i>Consequences:</i>	



- **Say you know you were wrong.**
- **Promise not to do it again.**
- **Ask to be forgiven.**