

# St Peter's Church of England Primary School

## Relationships and Behaviour Policy



Updated September 2025 in line with KCSIE 2024

### *Flourishing Together*

Policy Date	March 2024
To Review	September 2025

This policy should be read in conjunction with :

- KCSIE, 2024
- Safeguarding and Child Protection Policy
- Preventing child on child abuse / anti bullying

When formulating this policy leaders have taken account of the current legislation:

- Suspensions and Permanent Exclusion 2024
- Behaviour in School – Advice for Headteachers and School Staff February 2024
- Use of Reasonable Force in Schools 2013
- Searching, screening and confiscating – Advice for schools July 2022

# Policy Statement

St Peter's Church of England School is a school which values every child. Our vision is for our children to 'flourish' and 'live life in all its fullness.' We believe that every child deserves the best possible education and should be valued and included within our school. We pride ourselves on building positive relationships between children, staff, parents, and the wider community. We recognise that behaviour is a form of communication and 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 is to educate all as to how to recognise and regulate our emotions effectively. Through this, we encourage reflective thinking and restorative approaches. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences into the world beyond the school gates. This policy is for all staff, pupils, parents/carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour. It is acknowledged that members of the school community may have very different lived experiences and views on behaviour. However, the aim of our Relationship and Regulation policy is to bring us all together to create a consistent, fair and understood approach that reflect our school ethos.

## Policy Aims and Objectives

Our policy is underpinned by our Christian Characteristics.

### Christian Characteristics

LOVE, JOY, PEACE, PATIENCE, KINDNESS, GOODNESS, FAITHFULNESS, GENTLENESS, SELF- CONTROL

As a Church of England Primary School, we encourage one another to learn from the teachings of Jesus and the bible, by promoting our Christian characteristics through The Fruit of the Spirit.

***“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control;” Galatians 5:22***

We want everyone in our school family:

- to be loved and show love towards everyone and everything
- to experience joy, show joy and bring joy to others
- to be patient
- to be kind
- to show goodness – be selfless, to act well
- to be faithful and show faithfulness demonstrating trust and loyalty
- to be gentle towards others, showing care and compassion
- to show self-control through controlling our thoughts, emotions and actions

**By doing this we aim to maintain a happy, caring, safe school community where effective learning can take place and where everyone flourishes together.**

The Behaviour Lead in school is – Mrs Alison Dodd (Headteacher) who is supported by Mrs Parker (Deputy Headteacher) and Mrs Rigby (Pastoral Learning Mentor)

The role of the behaviour leader is to ensure all staff feel confident in implementing the agreed procedures across school and maintaining high standards of positive behaviour. At St Peter's consistency is key and ensure all staff adhere to the Behaviour Blue Print.

# Roles and Responsibilities

## Staff

Building and maintaining trusting relationships with children and each other is an expectation for all staff at St Peter's. All staff should feel confident and be able to implement the behaviour policy.

All staff should take ownership for challenging poor behaviour choices and praising / recognising positive behaviour choices.

Here are the non-negotiable systems we have in place to promote a happy, caring, and safe environment in school.

- Daily Meet and Greet for children and parents/carers - Staff to be visible and approachable.
- Focus on catching expected behaviours and positive reinforcement to raise self-esteem: e.g. wonderful walking, smart sitting, lovely listening etc.
- Clear consistent routines and expectations in class and school. (including managing transitions & lining up)
- Visual Timetables in class and individual (where required) .
  - expectations to be visual both written and pictorial for children.
- Use of consistent, positive language, actions and keeping calm.
- Acknowledgement and validation of feelings through recognition and emotional coaching .
- An emphasis on relational repair through restorative approaches.
- Encourage pupils to recognise they can and should make good choices (expected behaviours).
- An ethos where mutual respect for all is an expectation.
- Follow the protocols of rewards and the graduated response of consequences.
- Make children aware of expected behaviours in all situations and the consequences for not expected behaviour.
- Ensure work is adapted appropriately to meet the children's needs.
- Act as a role model for expected behaviours treating all members of the school community with respect.

## Pupils

- Keep themselves and others safe.
- Be respectful of themselves and others.
- Be emotionally aware of themselves and others.
- Build and sustain happy and healthy relationships.
- Use restorative approaches to repair harm and restore relationships.

## Parents/Carers

- Work in partnership with the school to ensure the best outcomes for their children.
- Be respectful of themselves and others. (A parent conduct / expectations are in place.)
- 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.

- Develop an awareness of Emotional Coaching and understanding children’s behaviour.

## Positive Home School Relationships

At St Peter’s School, we pride ourselves on developing strong and supportive relationships with parents and carers. We ensure our processes of communicating to parents are two-way through being proactive and positive rather than reactionary and punitive.

## Our School Expectations

It is important to have simple, shared and understood school expectations that will be adhered to by all throughout all aspects of the day. Including breakfast club, lunchtime, afterschool club provision and clubs / events run by school.

**Our School Expectations**  
**Be Respectful**

- We spread happiness and joy.
- We are kind and considerate.
- We have good manners.
- We treat everyone and everything with respect.
- We line up quietly and respectfully.

**Our School Expectations**  
**Be Safe**

- We show self control.
- We make good choices.
- We keep our hands and feet to ourselves.
- We use polite and kind words.
- We remain in the correct areas.

**Our School Expectations**  
**Be Ready**

- We are ready for our learning or activities e.g. playtime / lunchtime.
- We are regulated.
- We show a can do attitude.
- We are always ready to do our best.

## What do the School Expectations Mean?

Ready	Respectful	Safe
Playing in the correct area of the play ground. Lining up sensibly. Stopping when the whistle is blown. Waiting for the teacher and showing we are ready to learn. Sitting quietly in worship.	Listen to others when they talk to us. Use kind words and be a good friend. Help others if they need it. Be polite and remember our manners.	Use equipment correctly and safely. Put the equipment away when asked. Use kind hands and feet Play games that are appropriate for school and the playground.

The school expectations are discussed with children regularly in class and are displayed in every classroom and across the school. When dealing with any behaviour incidents, it is important to refer to the school expectation that has not been adhered as an anchor point.

Similarly, where appropriate, when acknowledging a positive action or response it is important to also refer to the school expectation or core characteristic that has been demonstrated. These expectations are reinforced through positive reinforcement of all the fantastic things that happen daily. **E.g. You are showing kindness, thank you for being respectful. I can see you are ready for learning!**

At St Peter’s School, the following strategies or responses are implemented consistently across school to promote a positive approach to managing emotional regulation as well as developing and maintaining healthy, strong relationships. Positive reinforcement takes place in the following ways:

- acknowledgment of 'expected' behaviour and actions through positive praise
- boards of Recognition in each classroom – Proud Cloud / Star of the week / You have been noticed for...
- credits – Bronze, Silver and Gold – The team with the most will receive get a non-uniform day)
- stickers
- teacher awards / postcards etc.
- certificates – Teachers to celebrate by announcing in Friday Worship.
- star of the week – buddy and table service – Lunch Table
- children visiting other teachers / Deputy Headteacher / Headteacher

### **How do we support and develop self-regulation (self-control)?**

To support pupils understanding and recognising emotions all staff will be trained in understanding emotional regulation and emotion coaching. (By December 2025)

### **Zones of Regulation**

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'. Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

At St Peter's school, we are use the Zones of Regulation throughout the whole school. Children who struggle to recognise and regulate their emotions have worked with Mrs Rigby at using Zones of Regulation. A programme of development will be introduced throughout the school during 2024-2025. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress.

Our pastoral lead – Mrs Rigby visits classes on a regular basis and delivers bespoke lessons on recognising emotions, emotional regulation, calming strategies, friendships and worries.

### **Emotion Coaching**

When dealing with an 'unexpected' or inappropriate behaviour that is clearly due to an emotion, staff will use emotional coaching to address the situation. Emotion coaching is all about:

- teaching the child 'in the moment' about the world of emotion
- supporting the development of strategies to deal with emotional ups and downs
- accepting all emotions as normal and valid
- using moments of both negative and positive behaviour as opportunities for teaching and reflecting
- building trusting and respectful relationships

Staff will use the 4 step approach;

- Step 1 – Notice and empathise
- Step 2 – Name and validate it
- Step 3 – Set boundaries and expectations

- Step 4 – Problem-Solve and learn If a child is in an emotionally heightened state, the member of staff may need to give the child time to regulate before beginning to emotionally coach. This enables the strategy to be more successful as the child will be in an emotional state for learning to take part. It may be appropriate for a ‘change of face’ to take place and another member of staff may swap to support the child’s regulation. This is provided throughout the graduated response and will be expected during restorative conversations at points 4 onwards.

### **Consistency of language and adult behaviour (Non-Negotiable)**

Through the systems we have here at St Peter’s School, language used across the school is consistent when dealing with poor or dysregulated behaviour. This also includes body language as well as use of voice.

Adult Language (including body language and use of voice)

- We are careful what we say and how we say it.
- We are respectful and non-judgemental.

All staff demonstrating an attitude of proactive ‘relaxed vigilance.’ We are all responsible for noticing and responding fairly and consistently to the behaviour demonstrated by all children when it is excellent or otherwise.

- We use positive language, where appropriate saying what should be done rather than what shouldn’t (e.g. walk down the corridor rather than stop running)
- Voices remain calm and in control.
- Language is kept to a minimum when a child is in fight or flight. Priority is for them to be in a safe place and given time to calm.
- Adults are aware of their body language and use appropriate non-verbal cues.
- Language shows empathy towards a child.
- Our language engages pupils in learning about the effects of their actions making sure the reason for a decision is always understood, using our three simple expectations.
- We set clear expectations for the future.

We do not use a whole class punishment to deal with the behaviour of one child.

- Restorative approaches are used to help pupils understand the effect of their actions and the importance of taking responsibility to make things right.
- Scripts are available and used by staff to ensure children have consistent responses to unexpected behaviours across school

If the behaviour continues, we remind children of the consequences and use the school behaviour system. If the behaviour appears to be part of a pattern, then school may involve the learning mentor initially and then external agencies for advice. One strategy might be that an individual plan is drawn up to support that child. The support plan will be very individual for that child but may include strategies such as movement breaks, brief supervised time out to regulate emotions and raising staff awareness of certain triggers and strategies for de-escalation.

## **Behaviour Management in EYFS**

For all children behaviour management strategies are adapted to the needs and age of the child(ren.) In EYFS children have visual reminders for the class expectations. The class teacher and support staff actively teach behaviour for learning, social skills and appropriate class / school responses.

When a child is struggling to follow the class / expectations the staff will ensure that the child and other children are safe. Staff will speak to the child and outline the expectation.

If a child is not responding or requires some thinking time, they may be asked to sit in the regulation area or the neighbouring class. (Y1)

Behaviour will be reported to parents / carers at the end of the school day. Behaviour will be added to CPOMS to build up a chronology and track patterns and triggers.

## **Pupil Support Systems**

For most of the time, pupils respond well to the school's approach to behaviour. However, there may be times when more involved support is needed. This need may be identified through the occurrence of a 'one-off' event or a pattern of ongoing behaviour. Such behaviour may be indicative of **unmet needs or a social, emotional, mental health need**. In terms of the school behaviour system, this may be evident through the regular issuing of lower-level sanctions or more major sanctions for individual incidents. At this point staff may seek further advice:

At a school level, initial support may be obtained from the Family Learning Mentor, SENCO or Headteacher who can advise on further strategies depending on whether it is thought that the cause of the behaviour is learning related or related to family issues. They may advise on further assessment or analysis to identify the cause and possible strategies.

The school may wish to gain further support through involving outside agencies. This may involve the Early help process. Support may take different forms. For example, for learning related matters, the school may involve an educational psychologist or specialist teacher, for behaviour caused by emotional or mental health needs, the school may need to involve other agencies or make a referral for support through 'Early Help' (Children and Families Well-Being Service).

The school is an active member of the local "Inclusion Hub" which provides training and support to schools in working with children who need additional strategies to promote good behaviour.

Staff are informed about possible routes for support as well as being offered access to training for specific areas of need e.g. ADHD, Autistic Spectrum Conditions, Attachment or trauma informed practices.

## **School Support Systems – Training and Development**

The school recognises that it is important to maintain up to date knowledge regarding maintaining and promoting good standards of behaviour. This is achieved in a variety of ways:

- An open culture where staff are encouraged to seek support from each-other
- Staff are signposted to key staff or may be able to offer support on a particular matter
- Training on specific conditions and how they may impact behaviour
- Training on strategies for working positively with children with different types of need
- Access to supervision for staff involved in more demanding contexts

The school also recognises that staff can be the subject of an allegation. In such circumstances, the school follows Local Authority advice on 'Dealing with Allegations of Abuse Against Teachers and Other Staff'. Whilst

pupil well-being and safeguarding of paramount importance, the school is also mindful about any staff member who may be subject to an allegation and that their well-being must also be supported through any resulting investigation or complaints process.

### **Graduated Response in the classroom.**

#### **The three principles of positive behaviour**

**Safety, Respect and Ready for Learning need to consistently applied by all staff.**

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 causes for children's behaviour, consistently refer to our three simple expectations and address children in a calm, respectful manner. They should also ensure they are using targeted, specific praise to support the children in showing expected behaviours. Where appropriate, they will utilise emotional coaching and Zones of Regulation strategies. Staff should be praising children for good choices and positive behaviour using class recognition boards.

**Relate: 1.** As mentioned in the class teacher's expectations, class 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 adaptative and responsive to meet the varying needs in class. Various positive incentives through use of specific, targeted praise.

**Reminder: 2.** When children are not showing expected behaviours, staff in classes should issue **reminders (not warnings)**. E.g. **I am reminding you of our expectations. I expect....** 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. (card – add conversation language / expectations)

**E.g. This is your second reminder. I have outlined our expectation, and you are not following it. You need to...**

**Staff should be mindful that we praise in public and reprimand in private, so children are not shamed and are taught what behaviour is acceptable and unacceptable.**

**3. If the unexpected behaviour continues,** the child may be asked to move places. They may be requested to sit closer to the front of the class or change positions perhaps sitting with a child that demonstrates making positive choices. This will be a further chance for the child to self-correct their behaviour whilst potentially limiting the distractions to other children. Ensure precautions are taken to not shame the pupil.

Swift and prompt actions need to be implemented by staff so that teaching is not disrupted by persistent low level behaviour or disruption.





## Reflect, Repair and Reset

When you have not followed the school expectations or have been involved in an incident you will be expected to...

### Reflect and Regulate

You will be given reminders and asked to follow the expectations. This may include a visual reminder.

You will be expected to tell the truth and be respectful.

You will be asked to catch up your learning at playtime.

You will be asked to stop and talk to an adult about your behaviour in your time, not learning time.

If your behaviour affects others and you do not respond to the class strategies you may be asked to reflect in a different class.

You may be asked to spend time in another class for longer if behaviour continues.

### Regain Control and Repair

You will be asked to make the situation right and agree the expected behaviour of the next lesson or playtime.

You will be expected to take responsibility and make the situation better. This may include an apology to the people affected.

### Reset and Move On

Agree to follow the school expectations and make positive choices in the next lesson / playtime - throughout the day.

## 4. – Reflect, regulate, repair and reset

This may be done through conversations with the child. However, there may be times where children are expected to reflect over a playtime and complete a reflection sheet.

If unexpected behaviour continues, child could be directed to another area of the class or to a breakout space e.g. Library, intervention space, **thinking space** within the classroom. At this point the class teacher or teaching assistant would privately speak to the child.

**E.g. you have been asked to take some time because.... You have been given opportunities to regain control within the class and make good choices. Now we need to think and agree how we are going to behave and respond in the class / at playtime etc.**

**Staff member to ask the child to tell them the expectations. How can we go back to the activity? How will you respond / behave? Is there anything you need to put right?**

**Child will be needing time to process the information and regulate their emotions.**

**Staff should make a professional judgement to whether the child appears to have managed to calm and regulate to be in class.**

A short, restorative conversation between class adult and child addressing unexpected behaviours and making clear expectations for the next lesson/day. See restorative conversation guidance. As learning time may have been disrupted the conversation about behaviour should take place at the child's social times. The time it takes would vary dependent on the behaviour.

## Consequence and Repair (Log on CPOMs)

5. If unexpected behaviours continue, time out of class for reflection as 'stuck'. 5-10 minutes. (Logged on CPOMs by class staff) Script to encourage child to self-correct behaviour. Child still must complete expected work.

- When you come back in \* minutes, I want to see your wonderful [...]. If you feel ready to come back in and show this before then, that's great. Thank you for listening. Now walk away but remember to return at the given time with nonverbal/verbal acknowledgements to encourage the correct choice!
- Return at agreed time and inform of further consequence. Script to reflect continued disruption and potential next step – stuck as work will still need to be done.

- Repeat expectation and phrase as a choice. ‘You either do (expectation) or you are choosing to spend some time in another class, completing your work. This means we will contact your parents.’
- Give child time to reflect on this potential consequence and to encourage them to make the correct choice.
- Staff to consider any adaptations moving forward (next lesson / next day) that may be put in place to support child in showing expected behaviours.

**6. Child sent to a different classroom** (year group lead or senior member of staff) to complete the rest of the lesson or work not completed. If this is going to go into the next lesson, playtimes or lunchtimes will be used. Restorative conversation to be used before returning to the next lesson where unexpected behaviour has been addressed. Child has fresh start at the beginning of the next lesson. Parents informed by class teacher.

SLT members can decide to place children in parallel classes following incidents. The key purpose of this is that the children are remaining in school, continuing to access education and having time to reflect. There may be times where children are expected to work in the HT office or pastoral space due to their behaviour, personal needs and the needs of other classes. The Senior Leadership of the school make decisions based on the class and children’s needs. All strategies and systems are in place to promote high expectations and ensure learning is not disrupted by pupil behaviour.

EYFS – Sanderlings / Oystercatchers

Sanderlings – Oystercatchers

Eider Ducks – Oystercatchers

Turnstones - Dunlins

Dunlins – Lapwings

Lapwings – Curlews

Curlews – Lapwings

## **7. Implementing Individual Behaviour Plans**

If a child is regularly or frequently reaching steps 5 and 6, SLT/Pastoral staff to organise observation of class time to provide support and advice. If deemed appropriate, Individual Behaviour Plan meeting with class team to adapt provision. This may also be the case if this graduated response is not proving effective with individuals. In cases of children showing violence, unsafe or inappropriate actions or language, staff may move to ‘Step 6’ on the Graduated Response. If this is not effective, staff should call on the pastoral team / SLT to assist.

**At step 7, some of the strategies to support the child may include some or all the following:**

- ABC charts for approx. 2 weeks highlighting successes and challenges. (class staff)
- Meeting with parents and relevant parties. (class staff/pastoral/SENCO/SLT)
- Meeting with parents / carers possibly offering support through pastoral support. (class and pastoral staff)
- Teaching explicit learning behaviours around class rules, class seating.
- Individualised timetables. (class and pastoral staff)

- Specialist teacher input if appropriate which could include sensory assessments, and advisories from the Inclusion Hub. (pastoral staff)
- Individualised behaviour/regulation plan. (pastoral team)
- Educational psychologist input. (SENCO led)
- Risk assessment (pastoral team)
- Part time timetable (SLT).
- Educated offside for a fixed period (The school can direct children off site to alternative education settings as a way of improving behaviour.)

### **Playtime Responses / Breakfast Club and After School Club**

It is important to have consistent systems in place and high expectations for behaviour. Strong routines and expectations are required to ensure the children know and understand the boundaries.

Children will be expected to follow the same rules – safe, respectful, ready.

Children should know what zones of the playground they are able to play on. Children should know the routines of stopping on the first whistle /bell and lining up with **Respect** on the second whistle / bell. Children should be taught that they are lining up to be **Ready for learning** and therefore should be quiet and keeping their hands and feet to themselves.

All staff should be continuing and consistently applying the positive behaviour policy.

Staff / teachers should also be ready to receive the children into class and continue to promote the high expectations. Staff should be monitoring key areas such as cloakrooms, entrances and maintaining a high level of vigilance to prevent pushing, shoving or other behaviour.

Everyone should know that **very often incidents of poor behaviour take place when strong systems/ routines are not in place and when there is a lack of consistency.**

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

Emotional coaching and zones language. If this continues, class teacher to be informed and suitable consequences could include: - Missed playtimes - Not being allowed to participate in contact sports / time of the MUGA - Earning the right to go back onto the playground - Differentiated playtimes including playing with other playtimes.

If violent or aggressive behaviour occurs, children will be expected to leave the playground and come into the school building where they will be given time to regain control, discuss the incident and agree appropriate consequences and actions to follow up. Each incident will be dealt with, and age-appropriate consequences will be put in place. This could result in missed playtimes / repairing situations and follow up measures for subsequent playtimes.

Serious behaviour at lunchtimes could lead to withdrawing playtime / reducing playtimes and or lunchtime suspensions where parents are expected to collect their child during this time frame.

It is important that learning is not impacted by pupil behaviour. Therefore, if behaviour is reported at the end of a playtime. Where possible the staff would outline that the behaviour would be discussed in their time, not learning time. There will be times where incidents must be addressed in the moment.

## Monitoring and Recording of Pupil Behaviour

All staff have access to CPOMS. Pupil behaviour concerns should be logged on CPOMS.

Staff should log the following.

- What behaviour was presented?
- What led up to the behaviour?
- What steps were taken by the staff member to deescalate?
- What has been implemented in relation to consequence and repair?
- Have parents been informed and what is their response?

Mrs Dodd / Mrs Parker and Mrs Rigby are alerted to all behaviour incidents in school. Behaviour incidents are monitored. If you need to alert another member of staff, you need to add them to the alerts.

Staff are expected to follow up and action behavioural incidents on CPOMS to outline how they have been addressed and reported.

If a member of the Behaviour Leadership Team identifies patterns of behaviour / increasing incidents, then they will follow this up with the class teacher / support staff and discuss the provision / support that may be required.

## Behaviour outside of school

We encourage children to show our expectations of **'Ready, Respectful and Safe'** in the wider community as well as in school. As outlined in 'Behaviour in schools, advice for headteachers and school staff. ***"Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable."***

### ***Incidents that are reported to school such as***

- Online behaviour inc. bullying.
- Behaviour in the community which could pose as a risk / threat to other children.
- Behaviour in the community where the child can be identified to the school.
- Behaviour that may impact on the reputation of the school.
- Behaviour to and from school.
- Suspected criminal behaviour – will be reported to the police and advice sought.

School will assess each report of behaviour from the community individually and make informed decisions on what actions will be taken.

There may be times where school do not act but pass on information to the parents / carers. The Headteacher will make this decision based on the situation and parents will be contacted by a member of school staff. If it is deemed appropriate for school to become involved, suitable consequences may include and are not limited to:

- contact with parents
- parents to pick up their child from school
- amended drop off and pick up arrangements agreed with parents
- police/other agency involvement if deemed appropriate

## **Behaviour at Sporting Events or School Led Clubs**

The school expectations must be adhered to during school led clubs and after school sporting events. If a child does not follow the school's behaviour expectations, they may be asked to miss the next club or miss further sporting events. This will be based on the behaviour presented. Representing the school and attending out of school clubs is based on trust, respect, positive behaviour choices etc.

## **Use of reasonable force**

Although every opportunity will be taken to diffuse a situation and support pupils to regulate, there will be occasions when pupils lose control a physical intervention may be necessary to keep themselves and others safe. There are a small number of staff at St Peter's School who are certified in the Team Teach and follow the policy and procedures for Physical Intervention. These situations may include (as referenced 'Use of Reasonable Force' document)

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom because allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts. Where a child has identified SEND, the school will make all reasonable adjustments to reduce use of reasonable force. Parents will be informed if their child is involved in a significant incident. Please refer to the DFE document "Reducing the need for Restraint and Restrictive Intervention in School" (June 2019) Physical intervention must be recorded as a Physical Intervention log on CPOMS.

This will be monitored by the inclusion team and SLT and where appropriate, a meeting will be held to discuss the intervention, debrief, and put in appropriate adjustments to provision. It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship.

## **Searching and Confiscating Property**

As a school, we reserve the right to use searching, screening, and confiscation powers appropriately to ensure pupil and staff welfare is protected and to establish an environment where everyone is safe. We adhere to the guidance outlined in the document 'Searching, Screening and Confiscating – Advice for Schools July 2022'.

## **Removal from Classrooms**

Removing children from classrooms is used as a strategy to support improving pupil behaviour and maintaining high standards of behaviour expectations in the classroom. It is part of a graduated approach and only used when the class need a period of stability following a high level of disruption or to enable disruptive pupils to be taken to a place where education can be continued and managed, or to allow a child to regain calm in a safe space. It ensures that learning does not become impacted and gives the child who may have displayed challenging behaviour time out of the classroom to engage in a alternative curriculum. When a child has had to work with another staff member or in a different room to the class then parents should be informed on the day.

Following time out of the classroom then children should have a clear plan for reintegration back to the class when appropriate and safe to do so.

### **Suspension/Permanent Exclusion**

At St Peter's School we have an inclusive ethos, the decision to internally exclude, suspend or permanently exclude will be as a last resort. However, if a serious incident occurs where staff or children are put at risk, a consequence may be that the child is unable to return to their class (internal exclusion) or school (suspension) for a fixed period of time. In some instances the headteacher may make the decision to permanently exclude. This would be in line with guidance and the headteacher refer to the Statutory DFE Guidance 'Suspension and Permanent Exclusion Policy' (from DFE- Aug 2024).

The decision to use suspension or permanent exclusions sits with the Head teacher and in their absence, the Deputy Head. Where suspension is necessary, an effective action plan is put in place in consultation with the parent/carer to establish steps moving forward. Alternatively, or in addition, the child's time in school may be adapted to limit the reoccurrence of any incident or to maintain safety. Where a child has identified SEND, the school will make all reasonable adjustments to reduce the risk of exclusion or further exclusions.

### **Off Site Direction**

Schools are expected to put in a wide range of provision to prevent children from suspension and permanent exclusion. An off-site direction is where the headteacher and governing body require a pupil to attend another education setting to improve their behaviour.

### **Managed Moves**

A managed move is used to initiate a process which leads to the transfer of a child to another mainstream school permanently. Managed moves should be voluntary and agreed with parents. A managed move should be discussed with the child's interests and should be offered as part of a planned intervention to prevent suspensions or permanent exclusion.

### **Monitoring and Evaluating Pupil Behaviour**

It is the responsibility of the SLT to monitor and evaluate pupil behaviour. At St Peter's school we use CPOMS as a system to record behavioural concerns. These are monitored by SLT in relation to pupil behaviour and when a child is involved in several incidents then further monitoring, support and provision is implemented.

### **Complaints**

Complaints If there are any complaints from members of the school community regarding any content in our Relationship and Behaviour Policy, first follow the schools graduated response (below)



Our Christian Characteristics  
**LOVE, JOY, PEACE, PATIENCE, KINDNESS,  
 GOODNESS, FAITHFULNESS,  
 GENTLENESS, SELF-CONTROL**

**School Expectations**

We are

- **Respectful**
- **Ready**
- **Safe**

Our Behaviour Strategy	
First attention for positive behaviour	<ul style="list-style-type: none"> <li>• Acknowledge good behaviour choices 2:1</li> <li>• Use positive praise</li> <li>• Use positive reinforcement to re-engage</li> <li>• Allow take up time</li> <li>• Use non-verbal reminders</li> <li>• Listen to the pupil</li> </ul>
DEESCALATION & IGNORE WHAT CAN BE IGNORED FOCUSING ON THE CHILDREN MAKING POSITIVE CHOICES	
Reminder	<ul style="list-style-type: none"> <li>• Clear, scripted, say it in 30sec &amp; allow time.</li> <li>• TA / Teacher to move towards the child and quietly remind them of expectations. This may mean an adult sits with the child.</li> <li>• Remind the child of the rules. E.g. At St Peter's we put our hand up. I expect you to.... Please follow the rule of XX by....</li> <li>• Non-confrontational / no arguments. The class expectation is.... I can see you are finding something hard, let me help by....</li> </ul>
Keep Language MINIMAL	
Offer of time in class – SAFETY!	<ul style="list-style-type: none"> <li>• Give the child time to rectify and make positive choices.</li> <li>• Make them aware of the behaviour. "You are talking when I am teaching, please listen."</li> <li>• I can see that you are XXX... ..... go to your seat</li> <li>• I want to see you XXXX. Remind child that they may have to give time back / reflect.</li> </ul>
Time out – impact on others (RARE)	<ul style="list-style-type: none"> <li>• Name, I am asking you to take a few minutes with TA . This is to support you.</li> <li>• Name, your behaviour is disrupting the other children. Please take time in the XX. Praise the child when they take themselves. I expect you to go safely.</li> </ul>
	•
Child is displaying dangerous behaviour / refusing to take time out which is significantly impacting on others	<ul style="list-style-type: none"> <li>• NAME, You need to take yourself to XX class / Library, LM room, HT. I can see you are feeling upset.... Walk with me.</li> <li>• Adult to pass on information to the SLT member who will take over. Teacher priority needs to be keeping the class learning.</li> </ul>
ALWAYS HAVE A RESTORATIVE CONVERSATION.	<ul style="list-style-type: none"> <li>• Child will have to give time.</li> </ul>

30 Second Scripts

- 1) We care about you and expect you to....
- 2) I can see that something has triggered you.... Can I help.
- 3) You are breaking the rule of XXX I expect to see.... Thank you.

**Emotion Coaching Script**

**What is Emotion Coaching ?**

EC helps children to *understand* the different *emotions* they experience, *why* they occur and *how* to handle them (Gottman and Declaire, 1997)

- Step 1  
Recognising the child's feelings and empathising with them
- Step 2  
Validating the feelings and labelling them
- Step 3  
Setting limits on behaviour (if needed)
- Step 4  
Problem-solving with the child

External Frameworks  
External regulation

Sanctions and Rewards

Internal Frameworks  
Internal regulation

Emotion Coaching

**Our Restorative Questions – Restore and Repair**

1. What's happened?	problem
2. What were you thinking at the time?	thinking
3. How did this make you / others feel?	feeling
4. How can we make things better because I care about your actions?	repair
5. What have we learned? How would we handle this if it happened again?	next time

**Graduated Response in Class and Around School**

**Role of SENDCo / Deputy Headteacher**

- The SENDCo will be involved for children who are struggling to regulate their emotions and display challenging behaviour and require involvement of other agencies inc. health / SEND

**Headteacher/ Deputy Involvement**

- Serious Incidents e.g. Physical Behaviour / Bullying / online safety / Unsafe behaviour / Serious injuries to staff and children
- Physical Intervention
- Staff Conduct
- Parent Conduct

**Pastoral responsibilities**

- Monitoring of CPOMS and behaviour incidents to put in place Personalised behaviour plans and provide support / advice on interventions and strategies to be implemented by support staff.
- Whole class / school provision
- Attendance and Well Being concerns
- Parenting Support – Housing, food
- Referrals for support
- Early Help Assessments / TAF meetings

SLT will be involved in serious incidents and be part of the restorative decisions. Parents / Carers are expected to support the school in ensuring their child is following the school expectations. We will involve parents in discussions and strategies to support children if concerns are raised.

Suspensions / Exclusions / Alternative Provision.

Involvement of other services and requests for support. Assess / Plan / Do / Review Risk Assessments & Personalised Plans to implement

Child struggling with behaviour / dysregulated/ playtime issues. (impacting on learning)  
Pastoral Support will observe / advise and put in plan to be implemented by class team consistently – monitored for over 6 weeks and

**Time in a parallel Class**

If a child is disrupting learning / involved in an incident, then they may be requested to spend time in a different class.

**First Response**

Talk to the child/ren  
Record on CPOMS what happened and actions  
Generic Class Provision  
Discuss with parent.

**Class Teacher and Support Staff  
(Playtimes / Breakfast Club / Afterschool Club)**

Friendship fall outs / Social Issues  
Behaviour / Learning Reminders  
Learning Progress  
General Concerns about behaviour at home and school.  
Initial concerns over behaviour at home mental health (Parent / child)

At St Peter's Church of England Primary School we are  
Respectful, Safe and Ready for all learning and activities.





### **Child Friendly Graduated Response including Reflection, Repair and Reset**

It is important that minimal learning time is impacted by pupil behaviour. Therefore, if a child is continually wasting learning time with disruption, then they need to pay back their time in social times.

Low Level

<b>Steps of Graduated Response</b>	<b>Behaviour</b>	<b>Graduated Response</b>	<b>Follow Up What would be reasonable, proportionate and fair?</b>
<b>1,2,3</b>	<b>Low Level disruption</b>  Calling out in class Talking in worship Disruption around school	<u>Reminder of what is expected.</u> <u>Reminder 1 given.</u>  <u>Reminder 2 may be given with visual reminder.</u>  <u>Reminder 3 and move child - follow up conversation.</u>	Conversation with the child about the disruption and behaviour this may be at the end of worship at the end of play or at the end of lessons.  After each lesson there is a reset. However, if a child receives more than 2 visual reminders in a day – parents should be informed.
<b>4 Escalate to Persistent behaviour</b>	<b>Persistent Disruption</b>  Non-compliance with adult instructions. Engaging others in poor behaviour choices.	<u>Child will have moved spaced</u> <u>Reminder of expectation - Visual Reminder Yellow Card?</u>  Remind child that they are impacting on the learning of the class and that they may need to move places or catch up their work in their time.  Note on CPOMS - for monitoring	As above – discussion about behaviour in class and stating the expectations. Missed learning to be caught up in child's social times. During this time they would be expected to <b>REFLECT, REPAIR AND RESET</b> – to be ready for the next lesson.  Monitor and inform parents of concerns about disruption of others, non-compliance and impact it is having.
<b>1,2,3</b>	<b>Friendship Issues</b>  Name calling. Social issues Fallings Out Unkind behaviour (not persistent)	CPOMS for monitoring  Time during social times to monitor.	Day to day fallings out will be dealt with by class teacher and support staff. Staff would discuss ongoing concerns with Family learning mentor and look at provision / intervention for the group of children to look at friendships.
<b>1,2,3</b>	<b>Rudeness and Disrespectful behaviour towards staff</b>	S1 – Reminder and clear expectations S2 – follow up expect child to give a few minutes to reflect, repair and reset their behaviour. Note on CPOMS	Rudeness is disrespectful. Every adult should be able to speak to children and not be spoken to in a rude or disrespectful manner.  Persistent rudeness / disrespect should be reported to line manager / class teachers to follow up with child.

			<p>The child may be expected to spend some time reflecting on their behaviour.</p> <p>Discussions with parents may take place alerting them to the language and behaviour used.</p>
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***(Escalating Behaviour in class and / or social times) – CPOMS To be completed***

Steps	Behaviour	Graduated Response	Follow Up What would be reasonable, proportionate, and fair?
4, 5, 6	Continued behaviour which is <b>impacting on the learning, safety, and well-being of others.</b> Or where the nature of the behaviour warranted a more serious consequence.	<p>Child has been given a verbal and visual reminder of expectations.</p> <p>Child is given the opportunity to take time to reflect, repair and reset (3-10 min dependent on age) This could be within the classroom first e.g. in the reading area / regulation area?</p> <p>Child may be asked to complete an age-appropriate reflection log that the teacher can follow up on.</p> <p>Child may be asked to spend time in a parallel class or away from the classroom to regain control and to reflect on their behaviour.</p>	<p>Learning time caught up, so work does not go away.</p> <p>Playtime missed or time from playtime missed. Dependent on behaviour.</p> <p>Staff need to recognise is it 'opting out' or genuinely in need of time out. – Time to regain control.</p> <p>Parents informed verbally at the end of the school day via phone call / face to face.</p> <p>Behaviour and incidents of this nature to be monitored in case of need for Individual Behaviour Support Plan / involvement of other services.</p>

***Serious Incidents***

***Recorded on CPOMS***

Steps	Behaviour	Graduated Response	Follow Up What would be reasonable, proportionate, and fair?
4,5,6	<p>Unsafe responses</p> <p>Physical abuse</p> <p>Abuse of staff</p> <p>Racism</p> <p>Homophobia</p> <p>Harassment of another child</p> <p>Online incidents</p> <p>This is particularly when the nature of the incident is serious, negative,</p>	<p><b>Unacceptable and Unsafe Behaviour</b> to be reported to SLT ASAP.</p> <p>Priority 1 – Make the situation safe for everyone e.g. asking the child to take time away from the class / come in from the playground. Or moving the rest of the class if deemed appropriate.</p>	<p>Consequences will depend on the context and may include loss of break-times and/or time away from the classroom (internal exclusion) for a longer period. E.g. ½ day – 1 day etc.</p> <p>Parents will be notified via a telephone call/face to face meeting (as well as a letter home.) An Individual</p>

	<p>deliberate, or pre-meditated.</p>	<p>2 – Child given time to regulate e.g. You are now in a safe place; I am not going to talk. I am giving you time. When I feel you are more regulated. I will ask what has happened and discuss.</p> <p>Staff to outlined that the behaviour observed / reported is unacceptable and breaks the rule of safety and respect. This behaviour must be reported and class teacher / SLT will discuss appropriate reflect, repair, and reset measures to be implemented.</p> <p>Online incidents will not be dealt with during the learning time and will be dealt with during social times e.g. playtimes etc. This may also include involving the police.</p>	<p>Behaviour-Plan may be formed if it is felt necessary.</p> <p>Child may have daily behaviour monitoring in place at this stage with involvement of parents. Targets and provision to be put in place.</p> <p>Judgement is exercised as to the exact sanction depending on the seriousness of the event and whether it is has occurred before.</p> <p><b>Additional measures may include.</b>  <b>Reduced playtimes</b>  <b>Monitored playtimes / social times</b></p>
<p><b>As Above</b></p>	<p>If the behaviour above continues despite the measures put in place to reduce the behaviour displayed.</p>	<p>Child <b><i>continues and persistently</i></b> displays unsafe, disrespectful behaviour that is impacting on the <b>learning, safety, and well-being</b> of others.</p> <p>Or an incident of extreme nature. When considering all incidents the principles of ....</p> <p>Was the behaviour displayed safe?  Did it impact on others and how?  Is this a one-off incident?  What factors are affecting the child at present?  What is the impact on the child / other children / staff?</p>	<p>Individual Behaviour Plan is in place and monitored. Parents have daily reports on child's behaviour. Internal suspensions – time in other classes / HT or DHT involvement. Incidents clearly documented with Antecedents, Behaviour and Repair measures outlined.</p> <p>Formal Fixed Term Suspensions from school – where parents are expected to collect their child and follow up on behaviour at a return to school meeting. With clear agreements.</p> <p>Referrals to other support agencies. May include – Inclusion Hub / Stepping Stones / Educational Psychologist.</p> <p>Part Time / reduced timetable may be explored as a temporary measure.</p> <p>Managed Move / Reset Placement at another school. (Directed off site)</p> <p>Permanent Exclusion – if other strategies have not been</p>

			successful and behaviour displayed is of a serious nature.
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It is important that children learn from situations and incidents. Children are expected to be involved in reflection work and to understand the impact of their behaviour on others. There is an expectation in repairing and making situations right or reducing the chance of the behaviour happening again.



# Home - School Agreement

## Updated 2024

Name of Child \_\_\_\_\_

### As a school

We will do our best to:

- Support your child's wellbeing and safety by providing a safe, supportive and caring environment
- Help and encourage your child to reach their full potential
- Monitor and communicate with parents and carers regularly on your child's progress
- Provide a broad and balanced curriculum that caters for all children
- Promote high standards of behaviour so we can maintain a safe environment for all children
- Offer your child opportunities to develop a sense of responsibility, form healthy social relationships and build their self-esteem
- Set regular homework that supports the delivery of the curriculum and mark it where appropriate
- Offer opportunities for parents and carers to get involved in school life
- Communicate between home and school through accessible notices, newsletters, text, email and the school website
- Respond to communications from parents and carers in a timely manner, following school policies
- Encourage good attendance and address any concerns with parents or carers where necessary

### Parents / Carers

I / We will do our best to:

Make sure my child attends school regularly and on time (8:40 am)

Inform the school of any absences.

Make sure my child is dressed in the correct uniform and bring their PE kit to school.

Support the school to make sure my child maintains high standards of behaviour.

Encourage my child to try their best, so that they can reach their potential.

Communicate openly and honestly with the school. Informing the school of concerns or anything that may impact their behaviour or ability to learn.

Make sure communication with the school and to staff is respectful.

Make sure that every effort to communicate at the appropriate times and by booking appointments where necessary.

Understand that staff will not respond to communication outside of working hours.

Read daily with your child / carry out any homework activities with your child.

Engage in our events and parent evenings.

Follow the school's policies.

Read all communication that is sent home by the school.

Do not post disrespectful/judgemental/ derogatory comments about the school or staff on social media or via parent WhatsApp groups.

We would love to work together. Please support the school by showing kindness, respect, tolerance, and the values we would expect of our children.

Parent / carer signature \_\_\_\_\_ Date \_\_\_\_\_



*Flourishing Together*  
*John 10:10*  
*"I have come in order that you might*  
*have life- life in all its fullness"*

