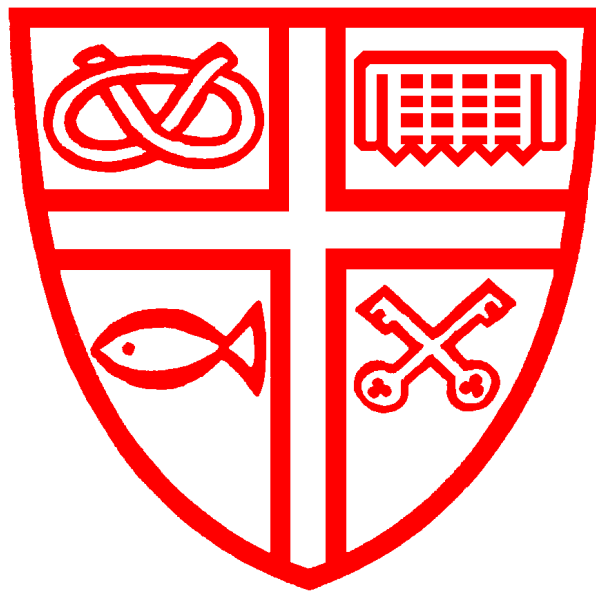


# St Peter's CofE Primary School

Love Christ  
Love Learning  
Love One Another



## Behaviour Policy

May 2025-2026

## Introduction

**"You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:27**

At St Peter's the life and teachings of Jesus Christ are at the heart of our school. Here pupils are valued, cared for and developed to their fullest potential; spiritually, intellectually and physically. The nurturing environment encourages and challenges the pupils to be creative, responsible, tolerant and have a love of learning to become citizens of the World who contribute to society.

This policy outlines the purpose, nature and management of behaviour management in our school.

The school policy for behaviour management reflects the consensus of opinion of the whole teaching staff and is reviewed by the governing body annually.

### **Nature of Behaviour Management**

Behaviour management is an integral part of the curriculum, which teaches appropriate and relevant social skills to all pupils, thus allowing them to participate fully in the life of their home, school and local community.

A behaviour management programme will be necessary for a variety of reasons, including the following:

- To ensure the safety and well-being of individual pupils, other pupils, staff and general public.
- To protect the environment.
- To protect the pupil from self-inflicted abuse or injury.
- To curb or divert inappropriate behaviour in order to allow learning to take place.
- To teach pupils to have self-control, and subsequently to take responsibility and to be accountable for their actions.
- To teach pupils that actions and choices have consequences.
- To allow a pupil to develop and demonstrate positive abilities and attitudes.

### **Entitlement**

The Children Act 1989 placed a duty of care on all Local Authorities and Governing Bodies of Grant Maintained and Independent Schools to consider the child's needs as a priority in all their dealing with children and their families. The needs of the child must be paramount at all times and in all cases.

For teaching staff, the duty of care is set out in the School Teacher's Pay and Conditions Document. We require all staff/ volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness and courtesy.

"Teachers are required to maintain good order among the pupils and to safeguard their health and safety, both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere."

Linked to this duty of care, they must also have a duty to act in "loco parentis" in the manner of caring and reasonable parents. This applies to all pupils in their charge or for whom they are responsible at any one time.

Headteachers are charged with providing a safe environment for both staff and children, which is dependent upon maintaining high standards of care and control.

### **Implementation**

Issues of discipline and control cannot be divorced from systems of good management and the provision of quality care and education. If the individual needs of the child are met, incidents of challenging behaviour can be kept to a minimum. A major determinant of good behaviour and a positive ethos in school is the quality of the relationship between staff and children. Good order is likely to be achieved when there is an established framework of general routine. Individual boundaries of behaviour are well defined and understood by both pupils and staff. Teaching Assistants, lunchtime supervisors, supply teachers, students, trainees and parent helpers are made aware of the school's approach and the steps that it involves. Problems can occur where expectations of behaviour are unrealistic or inconsistent or where insensitive methods of control are employed.

A system of positive rewards and incentives has been developed to encourage appropriate behaviour rather than reliance on negative sanctions. These include griffin points and rock star initiative. Positive reinforcement in the form of praise and encouragement or by the extension of privileges can often have a desired effect.

Unacceptable behaviour can often be curtailed by the use of mild or more severe oral reprimand. It is accepted, however, that further sanctions will sometimes be necessary to deal with unacceptable behaviour. It is not acceptable for sanctions to be applied by the use of "blanket" punishments for certain misdemeanours, where a whole group is punished for the misdemeanours of one. Any sanctions employed should be appropriate and just and employed in a graded manner wherever possible, according to the circumstances prevailing.

The school keeps a record of both low-level disruption and children who have received a behaviour code (see appendix). They use this information to analyse patterns in behaviour ensuring school policy has impact in reducing poor behaviour and addressing the needs of individual pupils. The data is analysed half termly to ensure actions are put into place where necessary. However, on inputting data if significant numbers of cards or codes is apparent the headteacher SLT will be informed. Records of child on child abuse are also kept. This records if there has been an issue of violence, of a sexual nature and so on.

The same behaviour policy is implemented in Breakfast club and Afterschool club. Children who do not meet the standards of behaviour we expect may be asked to leave and will not be able to attend in the future. Parents are informed of this on terms and conditions on enrolment.

## **School Ethos**

It is essential that to promote the best behaviour in pupils we need to have strong relationships between all stakeholders. This is built up in a number of ways:-

- Open door policy
- First week in September focus on getting to know each other with relationship building strategies for the first three week.
- Children believing that the staff have their best interests at heart by the staff having showing they are interested.
- Relationships with parents
- Positive and clear behaviour approach which focuses on celebrating great behaviour.
- Children and stakeholders having ownership over the policy through survey and consultations.
- Termly parents evening meetings

The ethos of positivity, celebration and support which is at the heart of the school is in place to provide the best environment for pupils and staff and helps prevent any poor behaviour forming. It is built through the following ways:-

- Positive language is consistently used across all classes.
- The ethos of fresh start / new start is understood by all
- Children earn griffin points throughout the school day for uniform, punctuality, effort, manners, independence etc
- Children achieving a high number of griffin points are celebrated each week in assemblies.
- Celebration assemblies weekly
- Raffle tickets
- Extra play
- Children work as a team to gain the most griffin points in a year.
- Learning behaviour is taught throughout the year through the Griffin Learning initiative.
- Children learn how their brain works as part of our myHappyMinds scheme which supports the children to manage their own emotions.
- PSHE lessons
- Playground game leaders
- School worship sessions
- Playground charter
- Class rules
- Display of sanctions
- Playtime risk assessments
- Staffing ratios
- Reasonable adjustments in place for children who need them
- Earliest / Early Help in place
- Appropriate policies in place - safeguarding, behaviour, child on child abuse
- Every term from Y1 upwards the children grade their own behaviour and effort against criteria. This is recorded, alongside the teacher's grading for behaviour, in the learning journal. (Appendix 3)

## **Low Level Behaviour**

Despite having a range of strategies in place we expect on occasion low level behaviour issues may occur in class. There is therefore a strategy in place to support staff in how to deal with this behaviour and to be clear to children what our expectations are and what will happen if they choose not to maintain the correct behaviour.

- Each class holds discussions to identify rules and acceptable behaviour. It is vital that all children are involved in this process as it encourages commitment through ownership. The children in KS2 have been given an opportunity to decide upon the strategies in place.
- Behaviour that is not classed as acceptable includes - shouting out, out of the chair unnecessarily, not starting tasks, talking during the lesson, throwing items etc (listed on sanctions poster)
- Children are given a warning if their behaviour is not meeting expectations.
- If behaviour continues then a yellow card is given and children do not achieve a behaviour griffin point for the session.
- If behaviour continues a red card is issued then if there is no change the child will be removed to another class. Any behaviour from red card upwards will result in loss of 5/10mins of playtime as dictated below.

Rules are displayed in all areas and children are regularly reminded of them.

- Classes create their own rules at the start of the academic year. This makes clear the expectations we have in class for behaviour and what children need to avoid doing so as not to get yellow or red cards.
- A playground behaviour charter is in place which is discussed with the children termly.

For children who fail to maintain acceptable behaviour there is a consistent, unified approach with an identified sequence of steps:

1. Yellow / Red cards are given.
2. 5 yellow cards or equivalent red/yellow cards will result in children receiving a green card for the following week.
3. Green cards - children have to achieve a target number of 45 through having their behaviour in lessons graded and being signed off by SLT each day - 3 being best, 2 expected, 1 below expected. If they meet their target, they return back to receiving red / yellow cards as per the rest of the class.
4. If target isn't met then the same process continues but parents have to sign each day.
5. If we require children to have more than two green cards in a half term they will be included on the SEND list for behaviour after consultation with parents and an exclusion for disruptive learning may be considered.
6. Finally, a personalised behaviour plan may be needed to support the children to behave well.

### **Other Behaviour**

There are occasions in school where staff have to deal with more challenging behaviour than low level behaviour. This could include fighting, swearing, stealing, aggressive behaviour towards others, disrespect to others including staff along with being repeatedly unkind to other children. The school has a list of these common behaviours and through consultation with pupils has decided on a range of sanctions. These are displayed in class so all pupils are aware of the school's response to certain actions. (Appendix 1) These too are recorded each week and shared with the children as part of the termly meeting between teachers and children. If it is a significant event (A1-7code) a suspension or exclusion may be required. Parents will be informed when children have taken something from the school or another child or if they have been physical with another child. Before any sanction is given the school will endeavour to find out as much about the situation as possible with children being able to share their side of events so a full picture can be formed.

### Graduated Response / Support for Children

There may be occasions when this approach does not work for an individual child and a different approach needs to be taken. These approaches include the following:

Reasonable Adjustments	This might be the case where children prefer to sit at different parts of the classroom, need prompt, get extra stickers all which support the child maintaining good behaviour. These will be noted on an Earliest help form.
Sunshine Card	A reasonable adjustment that promotes building self-esteem and celebrating strengths, personal qualities, successes in class. These will be noted on an Earliest help form.
ABC Charts	When behaviour is concerning or is becoming more regular it is essential that staff complete ABC charts for behaviour they are concerned about - this allows the school to identify patterns or triggers for the children. This should be completed between 3-5 times before a discussion with SLT is held to decide on the next steps.
Personal Behaviour Plan	When a child is unable to meet the behaviour expectations of the school it may be necessary to create a personalise behaviour plan to make clear to parents, pupils and staff the approach and the sanctions. SLT, parents and class teacher to sign off on the plan which then needs to be shared via the briefing notes so all staff have the same consistent approach with the child.
Meetings with parents	Parents should be informed at all stages of the school's concern over the child/rens behaviour. This may be through catch up sessions, emails, drop ins or formal meetings.
2 x 10 strategy	The 2x10 strategy, originally known as the "two minute intervention" is a tier 2 intervention that can be used with primary, middle, and high school students. During implementation, you spend 2 minutes for 10 consecutive days to learn more about your student outside of their academic capabilities.
Calming Booklet	Used when children are getting angry or upset - it was shared with us by Autism outreach. It allows children to begin to share and understand why they are upset.
Earliest Help	This is when staff add in support for a range of areas that supports the child to feel safe and well at school, supports the pastoral needs and health of the pupil, engages extra support.
Early Help	As above but with a formal conversation with parents about the needs of the child and goals to aim for.
Restorative Practise	In schools, restorative approaches focus on repairing harm rather than punishing the pupil. Restorative conversations allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to have a voice. It's an opportunity for both the teacher and student to express their feelings about what's going on in the classroom while setting high expectations. RP promotes the development of socio-emotional learning, encourages self-reflection and empathetic listening, and helps to create non-judgmental spaces for conflict resolution.

A record will be kept of which approaches have been used and when (Appendix 2)

When necessary, the school refers to the following professional organisations. This will be done in full and timely consultation with parents: -

- Stay Well
- Action for Children
- Behaviour Support
- SEND / Inclusion Hub
- School Nurse
- CAMHS
- Support visits to the GP
- Speech and Language Support
- Outreach
- Family Support
- Educational Psychologist

### **Special Needs**

When behaviour difficulties arise with pupils on the SEND register, the SENCO will support staff to put a range of strategies into place. These will be personal to the child and their needs. Parents will be made aware of school's concerns and are expected to support school with their interventions. When a pupil has significant difficulties or progress is not being made the school will involve the Behaviour Support Team, Educational Psychologist, or other professionals that can meet the child's particular need. A graduated response following Staffordshire guidelines will be put into place to ensure reasonable adjustments are being made within the guidelines.

A Common Assessment Framework (CAF) may also be used to facilitate the school and outside agencies working together to support the child.

The school endeavours to follow this policy consistently but judgements may be made to alter sanctions as a result of the age of the child, the learning ability or their understanding of their actions. Nursery aged children will be recorded in the same manner but sanctions may be different.

### **Use of physical intervention**

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention - or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from causing disorder, injuring themselves or others or damage property'
- If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Corporal (physical) punishment of any kind should **never** be used or threatened.

### **Suspension / Exclusion**

The school will use suspensions and exclusions in line with the statutory guidance issued by the Department for Education (DfE, August 2024). This policy is based on statutory guidance from the Department for Education: 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'. The DfE's statutory guidance takes account of various other pieces of legislation and regulations.

We will only use suspensions and permanent exclusions in response to a breach or breaches of the school's behaviour policy.

A suspension is where a student is not allowed to attend school for a fixed period of time. There is a limit of 45 school days in an academic year for suspensions. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or an exclusion may be issued to begin immediately after the end of the suspension. Where a student has received multiple suspensions or is approaching the legal limit of 45 school days of suspension in an academic year, the headteacher should consider whether exclusion is an effective measure to help pupils behave well. Only the headteacher, or acting headteacher, can exclude a student from school.

A permanent exclusion is where a student is not allowed to return to school and is taken off the school roll. We will only ever use a permanent exclusion when absolutely necessary, and:

- in response to a serious breach or persistent breaches of the school's behaviour policy;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

When considering an exclusion or suspension, the headteacher will consider:

- all the relevant facts and evidence, including taking into account any contributing factors (for example bereavement, mental health, bullying),
- whether the incident(s) leading to the exclusion were provoked and whether this forms some mitigation,
- where possible, the student's version of events.
- Witness / incident reports that have been collected as soon after the incident as possible.

When establishing the facts in relation to a suspension or exclusion decision the headteacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

Before deciding whether to exclude a student, the headteacher will consider:

- an off-site direction
- a managed move

- alternative provision
- a student's special educational needs and/or disabilities, including whether any reasonable adjustments are needed or have been made.

This does not mean that all of the above courses of action will be taken before a permanent exclusion, but that each will have been considered.

- Schools have a duty of care to take reasonable steps to ensure students' welfare. Therefore, the headteacher or her/his delegate will inform parent(s) of an exclusion before a student is sent off-site. The headteacher will immediately provide the following information, in writing, to the parents of a suspended or permanently excluded student:
  - the reason(s) for the suspension or permanent exclusion
  - the length of a suspension/permanent exclusion, the fact that it is permanent
  - information about parents' right to make representations about the suspension/permanent exclusion to the Local Governing Body and how the student may be involved in this.

If a pupil has a social worker, or if a pupil is looked-after, the headteacher must also, without delay after their decision, notify the social worker and/or VSH, as applicable

The headteacher will notify the CEO, Local Governing Body and the local authority (LA), immediately (within 24 hours) of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term
- any exclusion which would result in the pupil missing a public examination or national curriculum test; for a permanent exclusion, if the student lives outside the LA in which the school is located, the headteacher will also immediately inform the student's 'home authority' of the exclusion and the reason(s) for it without delay.

Withdrawing a suspension or permanent exclusion.

The headteacher may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:

- parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker and VSH;
- parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
- schools should report to the governing board once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and;
- the pupil should be allowed back into school.

On the sixth day of an exclusion, the school, under the direction of the headteacher (or local authority, in the event of a permanent exclusion) must arrange suitable full-time education for any student of compulsory school age.

Schools are responsible for recording exclusions on the school's relevant Management Information System (MIS) in a timely manner and keeping careful track of suspensions that total more than 15 days in a term.

Local Governing Bodies will undertake training to ensure they have the skill set to sit on an exclusion panel.

An exclusions panel set up by the Local Governing Body must review permanent exclusions and some suspensions, depending upon a number of factors.

The Local Governing Body has a duty to consider the reinstatement of an excluded student.

The Local Governing Body must consider the reinstatement of an excluded student within 15 school days of receiving the notice of the exclusion if:

- the exclusion is permanent;
- a suspension which would bring the student's total number of school days of exclusion to more than 15 in a term;
- it would result in a student missing a public examination.

The Local Governing Body will decide who sits on the exclusion panel which will typically consist of 3 members from the Local Governing Body or Local Academy Bodies of other schools in the Trust. The panel should be impartial. Anyone who sits on the panel should have no prior connection to the student and wherever possible only include Local Governing Body members with no prior involvement in the exclusion. Parent and staff Local Governing Body members will typically not be used for these panels, though may be in some circumstances.

The Local Governing Body can either:

- decline to reinstate the student, or
- Direct the reinstatement of the student immediately, or on a particular date.

In reaching a decision, the Local Governing Body will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt',

Where an exclusion is permanent the Local Governing Body decision will also include the following: the fact that the exclusion is permanent notice of parents' right to ask for the decision to be reviewed by an independent review panel, and the following information:

- the date by which an application for an independent review must be made (i.e. 15 school days from the date on which notice in writing of the governing board's decision is given to parents;
- the name and address to whom an application for a review should be submitted;
- that any application should set out the grounds on which it is being made and that, where appropriate, reference to how the student's SEN are considered to be relevant to the exclusion;
- that, regardless of whether the excluded student has recognised SEN, parents have a right to require the academy trust to appoint a SEN expert to attend the review;
- details of the role of the SEN expert and that there would be no cost to parents for this appointment;
- that parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review;
- that if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

We have a statutory duty not to discriminate against pupils on the basis of protected characteristics. We will give particular consideration to pupils who are more vulnerable, based on national figures, to

be excluded, and those groups who, in our schools, are vulnerable to exclusion. For disabled children, we will make reasonable adjustments to policies and practices as appropriate. We will not create policies or use practices that discriminate against pupils with protected characteristics by unfairly increasing their risk of suspension or exclusion. We will comply with our statutory duties in relation to SEN when administering the suspension/exclusion process. This includes having regard to the SEND Code of Practice. Where we have concerns about the behaviour, or risk of suspension/exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, we will, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, we will evaluate whether there is a need to request an early annual review or interim/emergency review.

### **Complaints Procedures**

When incidents of a serious nature occur in school, complaints may be received by the headteacher from a pupil, parents or a member of staff. Consideration will be given to such complaints following guidelines published by the DCSF and County Council.

#### **Responsibilities:**

- All staff to follow above local procedures.
- Teachers record Griffin points each week
- Teachers to stamp off rock star badges once attained.
- Staff to keep up to date behaviour code and yellow / red card information
- Office to update logs weekly
- Staff to transition through the low-level behaviour pathway.
- Teachers to record information on ABC charts
- Class teacher along with SLT to decide on strategies
- Class teachers to arrange meetings with parents to discuss personalised behaviour plan
- Headteacher to decide on suspension / exclusion - in absence CEO
- Teachers record effort grades Y1 upwards each term. The SLT analyse the data termly.
- Teachers share information at transition points.
- SENCO records attendance at parent's evenings
- SLT to monitor the implementation of the policy
- Wrap around lead to ensure terms and conditions signed and agreed before the children can attend and once yearly for regular attendees.

#### **Records to be kept:**

- Griffin points
- Peer-on-peer abuse logs
- Behaviour weekly logs
- Effort logs
- Griffin badge records
- Behaviour overview Appendix 2 (kept in PIF)
- Safeguarding and welfare logs - dates meeting with parents, SLT discussion outcomes, record of physical restraint.
- Minutes of meetings with parents
- Letters re suspension and exclusion
- Afterschool and breakfast club parental agreements
- Transition records
- Referral forms for SEND/inclusion hub / CAMHS / Behaviour support

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| <ul style="list-style-type: none"><li>• Earliest help / Reasonable adjustment record</li><li>• EHA referral forms.</li></ul> |
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### **Review**

This policy will be reviewed in March 2025

Chair of Governors

..... Date:.....

Headteacher

..... Date: .....



# Behaviour Codes

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	Behaviours which require Parental Involvement	Sanctions
<b>A1</b>	Significant verbal or physical abuse to staff	<ul style="list-style-type: none"> <li>Fixed term exclusion, return on a behaviour plan.</li> </ul>
<b>A2</b>	Significant verbal or physical abuse to peers	<ul style="list-style-type: none"> <li>As A1</li> </ul>
<b>A3</b>	Serious damage to property e.g. damage to interactive board	<ul style="list-style-type: none"> <li>Parents asked to contribute to the cost to replace the item.</li> <li>Privileges withdrawn - trip / playtime etc</li> </ul>
<b>A4</b>	Leaving premises without permission	<ul style="list-style-type: none"> <li>Parents contacted, privileges withdraw, restorative practise session and consequence.</li> </ul>
<b>A5</b>	Putting others in danger	<ul style="list-style-type: none"> <li>2 days without play</li> </ul>
<b>A6</b>	Bullying other children including any form of discrimination	<ul style="list-style-type: none"> <li>Follow anti-bullying programme with involvement of parents, including close supervision during breaks.</li> </ul>
<b>A7</b>	Continued detrimental effect on others learning.	<ul style="list-style-type: none"> <li>Fixed term exclusion, return on a behaviour plan.</li> </ul>

## Behaviour procedures in class...

- Children will be given a verbal warning about their low level behaviour. This should be enough for behaviour to change.
- If required another warning will be given this time as a yellow card. A behaviour point will be removed in the journal.
- If behaviour continues the yellow card will be replaced by a red card (Another point lost from the journal) If a child receives a red card they will stay in 10 mins at lunch/break.
- If behaviour continues child will be removed to another class via the Headteacher for the remainder of the lesson. (3 points in total will be removed from the journal) (B1)
- Fresh start each lesson for the yellow cards - but a log will be kept of all yellow and red cards given.
- 5 yellow cards or 2 red cards or equivalent will trigger a green card plan which will be monitored by the class teacher and added to the behaviour log (B1) Parents will be informed via the journal that a different behaviour strategy is in place.
- If behaviour does not improve the following week parents will be notified and child will be put on another green card for the week, this will be monitored by the Headteacher and signed by the parents daily. (B1)
- 5 red cards or more in a week will trigger a meeting with parents to establish a personalised behaviour plan. (B1)
- Green all week will receive a sticker to share with parents via the learning journal and rewards at the end of each term.

Behaviour we will be given a reward for...	Behaviour we will be given a warning for...
<ul style="list-style-type: none"> <li>Effort</li> <li>Good manners</li> <li>Community actions</li> <li>Extra home reading</li> <li>Extra homework</li> <li>How they play during play and lunchtimes</li> <li>Teamwork</li> <li>Being independent</li> <li>Being responsible</li> </ul>	<ul style="list-style-type: none"> <li>Talking unnecessarily or chatting.</li> <li>Calling out without permission</li> <li>Being slow to start work or follow instructions.</li> <li>Showing a lack of respect for each other and staff, including answering back and questioning instructions.</li> <li>Not bringing the correct equipment.</li> <li>Disturbing other children.</li> <li>Purposefully making noise to gain attention.</li> <li>Swinging/ rocking on chairs.</li> <li>Not doing the work asked.</li> </ul>

Other Behaviours ...		
	Behaviours	Sanctions
<b>B1</b>	Ongoing low-level behaviour in class	<ul style="list-style-type: none"> <li>When receive 5 cards or have to move to another classroom.</li> </ul>
<b>B2</b>	Minor, deliberate damage to property e.g. breaking a ruler or scribbling on a book	<ul style="list-style-type: none"> <li>Play missed and a letter of apology written.</li> </ul>
<b>B3</b>	Swearing or aggressive language	<ul style="list-style-type: none"> <li>Recorded, if it happens twice in a term parents are informed.</li> </ul>
<b>B4</b>	Inappropriate behaviour	<ul style="list-style-type: none"> <li>Sent to Safeguarding lead or deputy lead who will follow safeguarding policy.</li> </ul>
<b>B5</b>	Taking property from other people or the school.	<ul style="list-style-type: none"> <li>Play missed and parents informed via email.</li> </ul>
<b>B6</b>	Aggressive behaviour towards one another including pushing, shoving, hitting.	<ul style="list-style-type: none"> <li>Miss 1/2 days worth of play, inside with Headteacher / SLT - Parents informed.</li> </ul>
<b>B7</b>	Disruptive, rough play	<ul style="list-style-type: none"> <li>5 minutes by the wall.</li> </ul>
<b>B8</b>	Disrespect to staff inc back chat, rolling eyes etc	<ul style="list-style-type: none"> <li>10minutes of play missed.</li> </ul>
<b>B9</b>	Unkindness, name calling	<ul style="list-style-type: none"> <li>5 minutes by the wall/kept in if in class - log kept. May lead to A6</li> </ul>

	Learning Behaviours	Sanctions
<b>C1</b>	Not correct uniform or PE kit.	<ul style="list-style-type: none"> <li>Warning - after more than one occasion in a run, letter home.</li> </ul>
<b>C2</b>	Homework not completed.	<ul style="list-style-type: none"> <li>Given until the next day / stay in to complete.</li> </ul>
<b>C3</b>	Reading Diary not filled in.	<ul style="list-style-type: none"> <li>Letter to parents to be signed, reminding them of expectations.</li> </ul>
<b>C4</b>	Water bottle forgotten.	<ul style="list-style-type: none"> <li>Day 1 - use plastic cup, Day 2 - note to parents.</li> </ul>

	Learning Behaviours	Sanctions
<b>D1</b>	When a child who is on a personalised plan has an episode that impact theirs and others learning but doesn't require a suspension or exclusion.	<ul style="list-style-type: none"> <li>As per personal plan.</li> </ul>

If in behaviour log more than 3 times for a type of behaviour, in a term parents will be informed.  
If the child receives any code or card, behaviour points for that session cannot be awarded.

## Behaviour Overview

Name .....

## Core Offer

School ethos - positivity Open door policy Positive language, clear consistent used Building relationships Fresh start ethos Griffin rewards Rock stars Worship Playtime charter Class rules Sanctions displayed <sup>1</sup> Monitors and ambassadors Buddies	Learning behaviour taught - Griffin learning myHappyMinds Games outside - playground leaders PSHE lessons 1-1 sessions termly with teacher Anti-bullying week	Risk assessments - playtimes, internal premises, classroom Staffing ratios Behaviour policy Safeguarding policy Home school agreement Behaviour Logs inc peer on peer abuse. Effort Logs Griffin Learning Log DSL/DDSL training termly Data weekly input and reviews half termly. Behaviour letters to parents
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## Additional Support

Sunshine Card		Stay Well	
Green Card A <sup>2</sup>		Action for Children	
Green card B		Behaviour Support	
Reasonable Adjustments		Send / Inclusion Hub	
Earliest Help		School Nurse Referral	
Early Help		EHCP	
Personal Behaviour Plan		CAMHS referral	
ABC charts		GP visit	
Meeting with parents		Speech and Language support	
Group Behaviour Plan / Targets		Outreach	
2 x 10 Strategy <sup>3</sup>			
1-1 meeting with child			
Discussed at SLT			
Feelings checklist			
Calming Booklet			
Restorative Practise			
Circle of friends			

<sup>1</sup> [Charlie Taylor's Behaviour Checklist \(wigan.gov.uk\)](http://wigan.gov.uk)<sup>2</sup> [Improving behaviour in schools \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/)<sup>3</sup> <https://thecornerstoneforteachers.com/the-2x10-strategy-a-miraculous-solution-for-behavior-issues/>

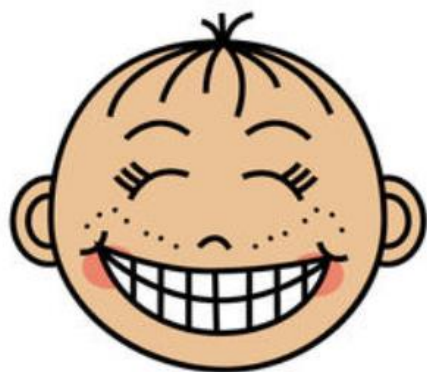


# St Peter's CE Primary School

## Playground Behaviour Charter

- Only walk in the quiet area.
- Only enter the quiet area under the arch.
- Only walk on the ramp and steps into the school hall.
- Children will not go behind the sheds.
- Walk around the flower beds
- Treat the flowers and plants with respect and not pull off leaves or branches.
- Share the play equipment
- Put the play equipment that you use away.
- Only walk on the play flooring around the play equipment.
- Walk round the play equipment.
- Hands and feet to yourselves.
- Follow the playtime rotas
- Listen to the staff on duty and do as they ask
- Be mindful of the other children playing.
- Speak to an adult if you are getting upset, angry or worried
- Always be kind and speak nicely to one another.

We agree we will follow the rules above.



### Grade A

I always try my very best and have an enthusiastic attitude to all my learning. Even if I find my work tricky, I always persevere and push myself to do my very best.



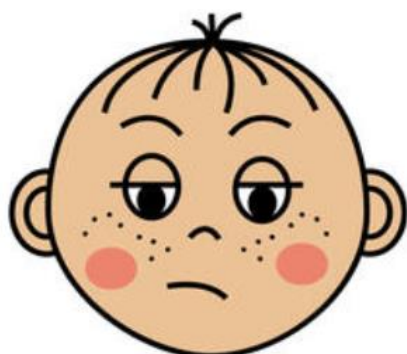
### Grade B

I always try hard with my work and am enthusiastic in lessons. I rarely get distracted. I put my hand up in class if I am not 100% sure.



### Grade C

I usually try hard with my work but sometimes can be distracted. I put my hand up in class if I am confident and know the answer.



### Grade D

I sometimes try hard with my work but can easily be distracted and lose interest in my work. I sometimes put my hand up in lessons.



### Grade E

I don't try as hard as I should in lessons and my work is not as good as it could be. I often don't concentrate on the work I am doing and I don't get involved in the lessons.

A set of master documents have been written which include:-

1. Hearing procedures and expectations
2. Headteacher statement
3. A documentation pack cover and contents

To ensure a consistent approach with full coverage each time