



Policy Number:	STP/BHV/GN2
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BEHAVIOUR POLICY (to include the Behaviour Charter) (GN2)

At St Peter's School we believe all pupils and staff have the right to a positive experience of school life within a happy and safe environment.

'All adults and children will work to make school a happy place to be, where everyone feels valued, respected and cared for.'

Through this charter we aim:

- To reinforce a sense of community through shared responsibility.
- To make the St. Peter's approach clear to all.
- To ensure a consistent approach with clear boundaries and expectations to embed a sense of security for all.

This charter will help everyone within the school community to:

- Respect clear boundaries and standards of conduct and behaviour so that all are empowered to succeed without barriers created through conflict.
- Operate within an open and fair culture, where pupils feel their voice can be heard.
- Know that the school disapproves of unacceptable behaviour – not the person who acts unacceptably.
- Take responsibility for making good choices in the way that they behave.
- Improve self-esteem and promote pride in being a member of the St. Peter's and wider Bromyard community.

Children will:

- Understand which behaviours are appropriate.
- Understand the difference between right and wrong and how this may change in different settings.
- Develop a sense of responsibility and to make positive choices.
- Have a sense of achievement.
- Observe that personal actions can impact learning for themselves and others.



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Staff will:

- Feel secure in dealing with incidents, whilst adopting a restorative approach.
- Understand the new 'weather wall' systems in place and how to use them.
- Provide continuity – all staff dealing with incidents in the same way.
- Be responsible for all the children all the time.

Parents will:

- Be aware of the school's approach to behaviour management.
- Understand how they can support the school in working with their child.
- Be included in the process of behaviour management.

Core Expectations

We have different rules for different settings in our school. These apply equally to adults and children. We have a set of Core Expectations that apply to everyone, all the time and include when travelling to and from school or when on a journey or trip during school time. These are:

- Use kind words and polite language at all times.
- Open doors for others.
- Show consideration for others.
- People's right to hold their beliefs and opinions will be respected.
- Others will never knowingly be put down.
- Respect the school environment and others' property.
- Attend school at the right times every day unless too poorly to be away from home.
- Follow the dress code.
- Listen to others.
- Always do your best.
- Be truthful but kind.
- Co-operate and always follow instructions.



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- Always put litter in a bin or save it until you can.

At lunchtime, children will:

- Go to the toilet and wash hands before eating.
- Eat first – chat later.
- Walk at all times when moving around the school building.
- Talk only to the people close to you.
- Put your hand up to ask something.

In the playground, children will:

- Play together using only kind words.
- Show respect to everyone, including fellow pupils and adults.
- Ask an adult before entering the school building.
- Not retaliate to verbal or physical affronts but rather seek the help of an adult.
- Play sports or use equipment according to the timetables, where they are in place, and with respect.
- Walk to lines when asked to do so.
- Stand in line and walk into school in silence.
- Not chatter or hang around in the toilet/cloakroom areas.

At wet play times, children will:

- Conduct themselves in a calm and measured way that is appropriate for indoor leisure time.
- Use approved games and equipment and tidy away carefully at the end of the break.
- Treat all adults and fellow pupils with the greatest of respect, being understanding to the fact that wet playtimes can never be a substitute for fresh air and outside play.

In the classroom, children will:

- Take turns in conversation, including waiting to speak or putting up one's hand where asked to do so.



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- Always be ready to learn.
- Respect own and each other's work.
- Respect everyone.
- Allow others to work.
- Enter and leave calmly and quietly.
- Ask before leaving the room.
- Tuck chairs in for the safety of all.

Assembly

- Walk in and out silently.
- Be positive and respect the achievements of pupils who are being praised through the assembly.
- Put up your hands when wanting to speak or leave the assembly.

In shared areas – corridors and outside classrooms

- Always walk and use only quiet voices when outside classrooms.
- Travel silently through the Welcome Corridor as a mark of respect to visitors and the administration and meetings, including phone calls, that may be taking place in that area.
- Put things away and leave all areas tidy, particularly when choosing books from the corridor.
- Keep the displays attractive and cared for.

Staff are expected to:

- Ensure this charter is implemented.
- Have high expectations of pupils' behaviour.
- Promote a positive working atmosphere throughout the school.
- Accept responsibility for monitoring the behaviour of all children throughout the school at all times; it is an expectation that all adults will use continuous praise and model appropriate behaviours to manage children's conduct at all times and in all areas.
- Monitor behaviour on a regular basis and keep regular contact with parents about any concerns. Inform a member of the senior leadership team (SLT) if any parent has had to be



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spoken to about their child causing concern. Keep a record of such conversations and decisions made and agreed on CPOMS.

- Provide support for colleagues in all behavioural matters.
- Ensure children's views are heard: take pupils concerns or complaints very seriously and ensure that issues are dealt with comprehensively, and seen through to an acceptable conclusion using the restorative approach.
- Help children to develop sense of ownership by giving them responsibilities appropriate to their age.
- Treat children as they would wish to be treated themselves, and consequently never ask a child to do something that they would not be prepared to do themselves or ask their own children to do or be part of.
- Be alert and responsive to signs of bullying or racism. Complete the school's record keeping system for incidents of bullying or racism by, in the first instance, liaising with the Head of School or Safeguarding Lead.
- Contribute to and support the school's behaviour record keeping and monitoring systems, including adding incidents of concern to CPOMS as appropriate.

Rewards

We recognise that rewards and praise for good behaviour are far more effective and positive than consequences are for poor behaviour. It is our intention that the system for rewarding and praising good behaviour should play a far more important part in the day to day running of the school, than consequences.

In order to reinforce our expectations, we have a system of rewards in place. Children adhering to the expectations will be constantly and consistently rewarded by:

All children

- Whole school reward system to collect 25 stars that can then be exchanged for a small gift (age appropriate with educational bias where possible).



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- Behaviour champions chosen 1 per class, fortnightly as role models for the school. Badges worn to show who they are and termly, group treat given e.g. time relaxing, involved in choice activity, free playtime.
- Kindness Marbles will be awarded to pupils who show kindness to their peers and staff. Once the jar of marbles is full, a whole school treat will be provided, e.g. a water fight party in the summer term.
- Golden Ticket winners, chosen each half term for pupils who are consistently 'shining on the sunshine'.

Nursery and Reception

- Thumbs up.
- Stickers.
- Verbal praise.
- Good manners commented on.
- Pupil of the Week.
- Golden Ticket for 'shining on the sunshine' each half term.

KS1 and KS2

- Verbal and non-verbal signs.
- Thumbs up.
- Stickers.
- Good manners commented on.
- Well Done Assembly every Friday - pupil of the week, book worm and special mentions.
- Behaviour Champion every two weeks.
- Good news shared with parents via appropriate platform (face to face or SeeSaw).
- Golden Ticket for 'shining on the sunshine' each half term.



Consequences for inappropriate choices

If pupils choose to not adhere to the charter we will use a restorative approach to develop better choices.

Staff will use the behaviour 'Weather Wall' across all classes, including Nursery. This wall will depict 3 weather symbols, sunshine, sun hidden by a blue cloud, and a grey cloud. **ALL** children will always start their day on the sunshine.

1. If a pupil is not following the expectations, the teachers will provide an initial verbal reminder to pupils of the expected behaviour.
2. Should the behaviour continue to not reflect the expectation, the pupil's name will be placed on the sun/blue cloud, with a reminder that better choices should be made.
3. Should the pupil continue to make inappropriate choices, their name will then be placed on the grey cloud and they will be given 5 minutes 'reflection/thinking time' outside of the classroom. The class teacher or teaching assistant will then speak with the pupil to discuss how they were feeling and what might have caused the inappropriate choices of behaviour. After this discussion, and recognition by the pupil that they will need to make some changes, the pupil returns to class and may move back to the sun/blue cloud.
4. If behaviour continues to present as unacceptable, the pupil will be sent to talk to a member of the SLT, who will complete a 'Fresh Start Agreement' with them.
5. Any serious incidents of fighting, biting, bullying, racism, will be referred to SLT, who will act in accordance with this and other appropriate school and trust policies.

This restorative approach to managing inappropriate behaviour has been proven to have a greater impact on promoting positive behaviour across the whole school community.

Review

This charter will be reviewed annually and ratified by the Local Governing Body and communicated to staff regularly throughout the year.

Last reviewed by the Local Governing Body: November 2024