

# St.Peter's C.E. Primary School



## Behaviour Policy

Updated: March 2025

To be reviewed: March 2026

This policy was approved by the Headteacher on 14th March 2025

## **Our Vision and Values**

Our school vision is for all pupils to flourish academically, spiritually and socially.

Flourishing academically means different things for different children. For some, it may mean achieving high standards compared to national norms, for others, such as children with additional learning needs, it may mean making excellent progress based on their starting points. Flourishing academically fosters a sense of achievement, boosting self-esteem.

Flourishing spiritually means developing a strong sense of self, recognising our shared humanity, embracing wonder for the world and reflecting on life's big questions.

Flourishing socially means cultivating empathy, respect and meaningful relationships through acts of kindness, generosity and forgiveness.

Children who flourish academically, spiritually and socially are better able to achieve positive behaviour because they understand its benefits to themselves and others.

Our school values are Love, Hope and Wisdom. Through **Love**, we nurture kindness, empathy and strong relationships. Through **Hope**, we inspire pupils to embrace challenges, strive for their best and remain optimistic about their potential. Through **Wisdom**, we encourage thoughtful decision-making, self-reflection, and a commitment to lifelong learning.

As a Church of England school, our values are rooted in biblical teachings:

“**Love** your neighbor as you love yourself.” (Matthew 22:39)

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you **hope** and a future.” (Jeremiah 29:11)

“Blessed are those who find **wisdom**, those who gain understanding.” (Proverbs 3:13)

## **The importance of children's spiritual development**

Our spiritual development policy outlines 4 key dimensions that we focus on:

1. **Encouraging self-awareness and personal growth.**
2. **Cultivating empathy and respect for others.**
3. **Promoting a sense of awe and responsibility for the natural world.**
4. **Providing opportunities to explore life's big questions and the concept of the divine.**

By focusing on children's spiritual development, we see improved engagement in learning and better conduct towards others. Please see our Spiritual Development policy for further details.

## **The school curriculum**

Our curriculum is designed to proactively teach children how to develop healthy, respectful relationships with others. Notably, collective worship provides opportunities for reflection on moral virtues and how they can be applied in their own lives. Personal, Social, Health and Economic education (PSHE), Religious education, studying the conduct of historical figures and reading about the lives of good role models are important in helping children see

the value of positive behaviour.

### **Staff conduct towards pupils**

Consistency is an important part of our policy and is applied by staff in the following ways:

- Speaking to children kindly, e.g., meeting and greeting them warmly.
- Remaining calm when addressing misbehaviour, ensuring a measured response.
- Addressing all misbehaviour seen, including outside the classroom.
- Modelling the behaviour staff expect to see in pupils.

### **Rewards**

- Weekly 'St. Peter's Values Awards' recognise pupils demonstrating our school values and help to ensure they are referred to regularly.
- 'Reader of the Week' is to recognise children who are showing a positive attitude to reading, which of course is such a key part of the curriculum.
- A 'Lunchtime Award' is given weekly to pupils showing excellent behaviour during breaks.
- Individual Dojos are tallied daily, with weekly certificates for the top earner in each class.
- We have an end of term treat when the whole school target for dojos is reached (e.g., scooter day, bouncy castle).

### **How incidents of poor behaviour are managed**

When children's behaviour falls below the level that is expected, they are given some reflection time.

The length of the reflection time will depend on the seriousness of their actions, but will typically be either 5 minutes or 15 minutes and usually takes place at breaktime or lunchtime.

In reflection time, children are encouraged to:

- Be honest
- Reflect on their own actions
- Understand how their behaviour has impacted others
- Consider which of the school values have not been followed and what they could do differently next time

Repeated incidents or extreme behaviour may result in an internal exclusion, which would mean working with a member of staff out of class for a period of time. A child may receive a suspension from school, or in very extreme cases a permanent exclusion, though this would always be a last resort.

### **Reasonable Adjustments for SEND Pupils**

Additional support may include:

- Referral to the Inclusion Team for recommendations.
- Implementation of an Early Help Plan if multi-agency support is needed.
- Pastoral interventions (e.g., self-esteem development, friendship support).
- Reflective conversations and individualized behaviour plans.
- De-escalation strategies to prevent crisis situations.

### **School clubs**

We expect a high standard of behaviour from our children at all times, including at school clubs, such as after school sports clubs. We reserve the right to remove a child from a club if they behave in an unsafe or disrespectful manner. In most cases, the child will be given one warning and their parents informed, before they are removed from the

club. However, in the event of a very serious incident, the child may be removed without prior warning.

### **The role of parents**

Managing children's behaviour is more effective when staff and parents work together. We communicate positive feedback to parents in various ways, for instance through the certificates and stickers children receive during celebration worship for going 'above and beyond' in terms of our school values.

Mutual respect is the foundation of our school-home relationship. Staff listen to parental concerns and take appropriate action, and parents are expected to communicate respectfully with staff. In extreme cases, governors have the authority to ban an aggressive parent from the school premises.

We recognise that parents play a vital role in fostering positive behaviour by:

- Encouraging regular and punctual attendance.
- Supporting high expectations for behaviour, uniform, and schoolwork.
- Reinforcing school values at home.
- Engaging positively with school communications.

We value parental partnership and encourage open dialogue to support each child's development.

### **Investigating incidents**

- Pupils have the opportunity to express concerns if they feel they were treated unfairly.
- All incidents are investigated impartially, with staff considering context and pupil perspectives.

### **The use of reasonable force**

Staff are trained in de-escalation techniques. Reasonable force is only used to prevent harm, property damage, or disorder, following DfE guidelines.

### **Searching and confiscation**

- Searches may be conducted with pupil consent.
- Leadership team members are authorised to search without consent for prohibited items (e.g. stolen goods, weapons).
- Confiscated items will be stored securely, and parents may need to collect them.

## **Anti-Bullying**

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.

### **Objectives**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- Children should feel safe to tell someone if they are being bullied.

### **What is bullying?**

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. This could include name calling, making threats, hitting, ignoring somebody, spreading rumours, abusing somebody online or via text message.

### **Prejudice bullying**

The following types of bullying are motivated by a prejudice against groups of people:

- Transphobic: people who are transgender
- Homophobic/Biphobic: people who are lesbian, gay or bisexual
- Disability
- Racist

### **Technological/Cyber Bullying**

Users need to be 16 to use WhatsApp. Nearly all other social media services require users to be at least 13 years of age to access and use their services. This includes Facebook, Snapchat, Twitter, Instagram, Musically and Skype.

The best way that parents can prevent online bullying is to follow the age restrictions stipulated by social media services.

### **Anti-bullying education**

A variety of methods are used to support children in preventing and understanding the consequences of bullying, for instance through PSHE and E-Safety lessons.