St. Peter's Catholic Primary School



Behaviour for Learning Policy

Agreed: March 2026 Review Date: September 2027

At St. Peter's Catholic Primary School, Jesus Christ and the Gospel values are at the centre of all of our teaching and relationships with children. We believe that exemplary behaviour is at the heart of productive learning and we expect our whole school family to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We believe that good communications and positive relationships between children, staff and parents are crucial. Working in partnership with parents, our aims are shared so everyone is clear in understanding our school expectations and that they will be expected to support our aims.

We believe that care and control is the shared responsibility of all staff, both teaching and non- teaching. By embodying the following principles, we hope that our policy creates a caring and safe environment fostering the self-esteem for each child:

- Children will be encouraged and praised rather than reprimanded
- Praise will be genuine and criticism constructive
- Children should accept adult authority but the development of individuality should always be encouraged
- We will all be sensitive to the individual needs of the child
- Children will always be given the opportunity to be sorry and make a fresh start

We foster a culture with our Christian values at the heart, where expected behaviour is taught, retaught and modelled by the entire school family. Through this explicit, consistent approach we can embody a spirit of reflection, forgiveness and reconciliation. All staff and pupils are encouraged to build positive relationships based upon mutual respect and clear consistent expectations.

Our rules	Visible Consistencies	Over and above recognition
1. Be ready 2. Be respectful 3. Be safe	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children at home time 5. Praising in public (PIP) and reminding in private (RIP) 6. Consistent language	1. Recognition boards 2. Certificates 3. Stickers 4. Phone call 5. Verbal praise 6. Notes home 7. SLT praise 8. Class rewards 9. Show work to other adults 10. Headteacher award 11. Recommendation to Headteacher

Our trinity of rules '**Be ready, Be Respectful and Be safe**' can be applied to a variety of situations and are taught, re taught and modelled explicitly throughout the year in class and whole school assemblies to create a positive learning and working environment for our whole school community. These are further enhanced by our 'Golden Rule'.



Golden Rule

The school community is expected to follow our mission statement which is displayed around the school and which can be appreciated by everyone.

"Treat other people as you would like to be treated."

This mission statement is regularly quoted in the classroom and in acts of collective worship.

Praising Positive Behaviour

Children are praised and rewarded sincerely in a variety of ways for behaviour over and above expectation.

Dealing with incidents of misbehaviour as they occur

There are a set of clear, consistent procedures for dealing with misbehaviour. These are as follows; any of these can be used as appropriate.

Level 1	• eye contact • appropriate ignoring • giving verbal warnings (individually by a member of staff - ideally not publicly) • reasoning • apology if necessary
Level 2	• giving verbal warnings and stating consequences • apply deescalation techniques such as a short wellbeing walk or sensory toy break (time limited) • moving child in the classroom • sending child to work elsewhere in a public place e.g. corridor or on a separate table away from peers. • involving parents informally
Level 3	• restricting playtimes - loss of 2min or 5 min with a visual sand timer at the closest opportunity to be applied outside before child rejoins playtime. • arrange occasional meetings with parents to report behaviour • restricting 'free choice' time • discuss the possible application of advice from outside agencies with SENDCo
Level 4	• sending to Mrs Harrington (Deputy Headteacher) or Mrs Claffey (Headteacher) and contact made with parent • Email/telephone call to parent requesting a meeting • report sent home daily/weekly for parent to sign • weekly meeting with parent to discuss behaviour either verbally or virtually • filing of incident report
Level 5	• fixed term exclusion • permanent exclusion

Liaison between home and school

Liaison between home and school and good relationships between teachers and parents is always of great benefit to children, especially if a child experiences difficulty in behaving as expected in school. We believe in keeping parents well informed of any behaviour problems that a child may have and in letting them know at an early stage rather than allow more serious problems to arise. When we contact parents we do this so that teachers and parents can share ideas about the most effective ways of helping that particular child. Most problems are easily resolved this way. If we have needed to discuss misbehaviours with parents, we make sure that we give them positive feedback when there are improvements.

Should we need to discuss an incident where another family is involved, we will respect the confidentiality of all parties concerned.

There are sometimes periods of a child's life when their behaviour is adversely affected by circumstances beyond their control (the death of a close relative or an issue at home). It is always helpful to us to be aware of any changing circumstances, so that we can appropriately support children who may be under stress.

If parents have any concerns about their own child's behaviour we like them to tell us. Similarly if they feel their child has experienced a problem that we don't know about or if they feel there has been a mistake in the way an incident has been handled we ask them to let us know.

We ask parents not to intervene with another parent's child and not to reprimand someone else's child directly but to share the matter with us first if they feel something is an issue. We think that all parents prefer to know and have a right to expect that their children will be disciplined appropriately and fairly in school by someone whose job it is to do so. Similarly we ask children and parents not to pursue the matter in school independently.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case these children will have a bespoke positive behaviour plan which may include rewards to reinforce positive behaviours. These will be shared regularly with parents as part of regular ISP and EHCP meetings.

<u>We do not accept any deliberate or intentional anti-social behaviour:</u>

- Physical and verbal abuse
- Bullying
- Fighting/play fighting
- Racist or sexist abuse
- Intimidation e.g. ganging up or threatening
- Excessive shouting
- Lying
- Spitting

We also take a serious view of behaviours such as:

- Deliberate provocation e.g. tripping etc.
- Defiance and non-compliance with an adult's request
- Unsporting behaviour e.g. booing
- Wilful destruction of the natural environment

<u>Serious Misbehaviour</u>

Our system of using praise and when necessary reprimands, sanctions and reports, works for the majority of children, helping them to develop good attitudes and to keep to expected standards of behaviour. If for any reason a child has not been able to respond when we put these policies into practice, we do have to use the ultimate sanction of excluding a child from school for a period of time. We see this as very much a last resort, used rarely.

A child would be excluded if their behaviour is such that it threatens the safety of others, is causing a serious disruption to school life, is a serious case of disobedience to an adult in school or has been continuing over an extended period with no sign of improvement at all. Parents and children will be warned in advance that exclusion from school could be a possibility for them. The purpose of this advance notice is to bring home to the child the serious nature of their misbehaviour, and to remind the child concerned and all the other children that some kinds of behaviour are totally unacceptable in school. Excluded children would always be given work to do at home.