



# St. Peter's Church of England

## Positive Behaviour Policy

## Introduction

St Peter's CE Primary School uses principles from the Trauma Informed Attachment Aware School (TIAAS) approach and we are proud to have a whole school, child centred, developmental approach. We recognise the importance of developing positive and respectful relationships within our school community and we aim to create a school climate that fosters fairness, inclusion, connection, and respect for all, we place a strong emphasis on the emotional health and wellbeing of everyone.

## A value-based culture

Learning about appropriate behaviour, including understanding right and wrong, is based on Christian teaching and developed in connection with our school vision, motto and ethos and Christian distinctiveness. Pupils and staff speak of conflict and disagreement being dealt with fairly and compassionately – this is based on Christian principles of forgiveness and a fresh start in collaboration with our vision, motto and values.

Our school vision, values and ethos at St. Peter's CE Primary School are the foundation for everything we do in school. St. Peter's religious character is grounded in its historic church foundation and reflects the principles of the Church of England. We encourage and promote our Christian values through the various experiences we offer to all our children, and this is summed up in our school mission statement:

### **Our School Mission Statement:**

At St Peter's CE Primary school, we aim to create a Christian community whereby we live in harmony before God and provide a warm, safe and caring environment with which to learn and grow.

This is demonstrated through our **school motto**:

*Through the teachings of God we Love Others, Value Everyone.*

In accordance with our Christian ethos, values, and mission statement, we, at St. Peter's CE Primary aim to provide a happy, secure environment for all those who visit or work in our school. It is important that an attitude of compassion, love and forgiveness is evident throughout the school – as it says in 1 Peter 3:8 of the Bible:

*'Live in harmony with one another, be sympathetic, love each other, be compassionate and humble'*

**Our school values are:**

**Respect** – for one another

**Honesty** – in the eyes of God and with each other

**Forgiveness** – towards others to enable us to move forward

**Love** – of God and one another

## Learning Behaviours and Growth Mindset

At St Peter's we encourage children to have a growth mindset and positively acknowledge when children have exceeded expectations linked to learning behaviours such as perseverance, resilience, investigating/exploring, having a go, being creative, concentrating, collaborating etc.

EYFS and KS1, use characters to explicitly teach and promote these learning behaviours known as Characteristics of Learning. These are 'Have a Go Joe' (a dog), 'Persevering Parrot', 'Choosing Chimp', 'Proud Peacock', 'Be Cooperative Bee', 'Creative Chameleon', 'Concentrating Caterpillar' and 'Curious Cat.'

### The aims of the policy:

- To ensure a strong, positive and supportive relationship between all children and staff is developed by acting in a polite, sensitive, caring and thoughtful manner towards one another.
- To ensure we provide a warm, safe and caring environment with which to learn and grow and **flourish**.
- To acknowledge that each person who joins our community is made in the image of God and should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation, or gender identity.
- To promote responsible behaviour through the growth of self-discipline, nurturing the self-esteem of all and helping to build positive experiences.
- To enable our pupils to be resilient and to support good mental health.
- To look beyond the often very challenging behaviours and question what emotions or communication that might be driving these behaviours and empower staff to respond to presenting behaviours in a way that is empathetic whilst still acknowledging the need to set limits and boundaries on certain behaviours.
- To ensure all children follow the school and classroom expectations and to support each other to take responsibility for our building and equipment.

### Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0-25 years'
- DfE 'Mental Health and Behaviour in schools'
- DfE 'Behaviour in schools: Advice for Head Teachers and school staff'
- DfE 'Keeping Children Safe in Education 2025'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs & Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy

## **Responsibilities**

At St Peter's, the responsibility for promoting positive behaviour is shared by all and acknowledges the need for consistency in approach.

### **Staff responsibilities (Teachers, support staff and lunchtime supervisors):**

- To treat all children fairly and with respect and to create a safe environment for all, modelling and following our school vision, motto and values.
- To raise children's self-esteem and support them to reach their full potential and recognise that everyone is individual and have individual needs.
- To provide a challenging, interesting and effective curriculum that meets the needs of all children.
- To promote and consistently use our school expectations and procedures following the policy consistently including using emotional coaching strategies and scripted response in order to support the children's emotion regulation.
- To be a good role models to all by consistently modelling desirable behaviours.
- To form positive relationships with children, staff, parents and carers so that all children can see that the key adults in their lives share a common outcome.
- To 'connect' before they 'correct'. To look beyond the often very challenging behaviours and question what emotions might be driving these behaviours.
- To respond to behaviours in a way that is empathetic whilst still acknowledging the need to set limits and boundaries on certain behaviours.
- To feedback incidents to parents and relevant staff including recording relevant incidents on CPOMS.
- To investigate and deal with behaviour incidents as set out on the flow chart and refer to various other members of staff where appropriate.

### **Children's responsibilities:**

- To be kind and try their best in all areas of school life.
- To learn to the best of their abilities and allow others to do the same, taking pride in all that they do.
- To treat others with respect, be ready to learn and keep themselves and others safe.
- To follow the school and classroom expectations set out by the staff.
- To take responsibility for their choices and accept the consequences when necessary.
- To take care of our school environment and look after school property and to move around school in a quiet orderly manner to ensure they are kept safe, and others are kept safe too.
- To follow our school cultural norms and classroom code.

### **Parents and Carers responsibilities:**

- To make children aware of appropriate behaviour in all situations e.g. good manners, pride in their work, politeness and respect for all with no judgement of others and promote positive behaviours.
- To encourage independence and positive self-discipline in children.

- To show an interest in all that their children do.
- To form positive relationships with school staff and behave appropriately on school premises.
- To support school in the implementation of this policy and to be aware of the approaches of our school expectations and procedures.

### Senior Leadership responsibilities (Phase leaders):

- To support class teachers within their phase with challenging behaviours as stated on the flow chart.
- To monitor and evaluate behaviour incidents across a phase they are responsible for.
- To investigate and deal with significant behaviour incidents.
- To support class teachers when delivering feedback of higher-level incidents to parents/ carers and relevant staff.

### Senior Leadership responsibilities (SENCO and Deputy Head Teachers):

- To monitor and evaluate behaviour incidents across school in their area of responsibility.
- To investigate and deal with significant behaviour incidents as noted on the flow chart.
- To feedback significant incidents to parents/ carers and relevant staff.
- To respond to reported incidents on CPOMS and record actions taken including categorising incidents.
- To analyse the number of behaviour incidents to report to governors.
- To liaise with external agencies to gain the most appropriate support for children with more complex needs and working together with parents and relevant staff members.
- To support staff to make adjustments for children with complex needs and/or behaviour needs.
- Work with children with complex behaviour needs and their families to ensure appropriate behaviours are addressed and appropriate support is provided.
- To analysis behaviour records on CPOMS and identify any trends and report these to the headteacher.

### Head Teacher responsibilities:

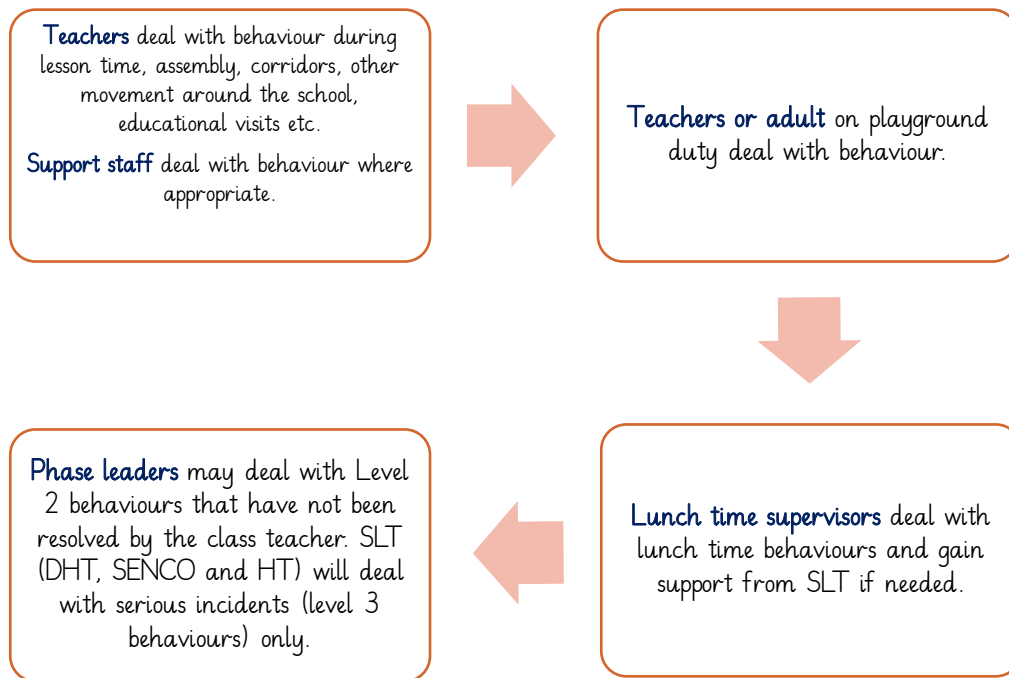
- To encourage good behaviour and respect for others.
- To secure an acceptable standard of behaviour of children.
- To promote the guidelines and procedures set out in the policy.
- To ensure all staff, children and parents are aware of the policy.
- To ensure all staff, children and parents are aware of other relevant policies including child protection, staff code of conduct and safeguarding procedures are in place and ensure roles are allocated effectively so that high expectations for behaviour, teaching and learning are consistently applied across the school.
- To ensure all relevant stakeholders are aware of their roles and responsibilities and promote our school vision, motto and values.
- To act in accordance with the current policies and procedures and ensure all stakeholders are aware and act accordingly.
- To be responsible for giving suspensions and permanent exclusions and hold records of these.
- To report to governors the effectiveness of this policy and the effectiveness of our adopted TIAAS approaches.

### Governor responsibilities:

- To make a positive contribution to the development and monitoring of this school policy.
- To ensure parent governors have an important role in clarifying the school's policy position and in providing an appropriate channel of communication for parents.

- To ensure a relevant governor monitors the effectiveness of the TIAAS approach and report back to the rest of the governing body.

### Flow chart of adults that deal with or manage the children's behaviour:



### How we promote positive behaviour

The ethos and climate of the school is central to establishing and maintaining high standards of behaviour. We will endeavour to use **verbal recognition and positive language** when referring to behaviour and apply the **principles of emotion coaching** – empathy, connection, atonement, trust and co-regulation.

### Verbal recognition and using positive language:

- **Consequence** rather than sanction
- **Expectation** rather than rules
- **Attention needy** rather than attention seeking.

### Principles central to emotion coaching:

- All emotions are natural and normal, and not always a matter of choice.
- Behaviour is a form of communication.
- Emotional 'first aid' (calming, soothing) is needed first. **Connect before re-direct, rapport before reason.**
- Create an emotional bond – a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children giving back respect and acceptance of boundaries.

- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation – an adult tuning in/empathizing with their emotional state and thus containing (sharing, supporting and carrying) their emotional state.

## There are four different stages of emotion coaching:

1. **Recognising**, empathizing, soothing to calm – ‘I understand how you feel, you’re not alone’ or ‘I can see you are feeling ... Angry/frustrated’
2. **Validating** the feelings and labelling – ‘This is what is happening, this is what you’re feeling’ or ‘I would feel like that if it happened to me. It’s ok to feel like that’.
3. **Setting limits** on behaviour – ‘We can’t always get what we want’ or ‘Doing that is not ok. It’s not safe’.
4. **Problem solving** with the child – ‘We can sort this out’, ‘What needs to happen to put things right?’ or ‘Next time you feel angry/worried, what could you do?’.

At St. Peter’s, we have an Emotional Literacy Support Assistant (ELSA) who has undergone training and ongoing mentoring by Educational Psychologists to support the emotional development of children. She plans and delivers individualised programmes of support for children to develop their emotional literacy, including:

- Awareness of own and other people’s emotions.
- Management of stress, grief, anger, and conflict.
- Development of social interaction skills.
- Promotion of a realistic self-concept and self-esteem.

## To encourage positive behaviour we will:

- Respond to the feelings and emotions that drive certain behaviours, rather than the behaviour itself.
- Encourage children to self-regulate.
- Demonstrate consistency in expectations of behaviour
- Recognise, affirm, and praise positive behaviour
- Demonstrate and model positive behaviour
- Create calm atmospheres – e.g., use music, lower lighting, and battery-operated candles
- Use peer groups to reward on task behaviour
- Generate strategies for positive/supportive intervention for those having difficulty affirming to the whole school ethos
- Ensure all consequences are fairly and consistently applied
- Ensure children have a clear understanding of established expectations, consequences, and rewards.

We at St. Peter’s CE School realise positive behaviour is reliant upon clear lines of communication and responsibility between all members of the school community including parents, all staff, pupils and governors. We have a ‘no blame’ approach to behaviour management in which responsibility for behaviour is shared by all. All staff and pupils experiencing difficulties should expect and look to receive non-judgmental support and constructive advice.

While some behaviours are easily recognisable, there are pupils who display more passive behaviours, presenting as withdrawn and/or disengaged or highly anxious. These 'presenting' behaviours should not go unnoticed and these will be monitored and dealt with on an individual needs basis.

## Whole School Behaviour Management Strategies and Systems:

Acknowledging good behaviour encourages repetition and communicates the school's expectations and values to all children. Using positive rewards provides an opportunity for all staff to reinforce the culture and ethos. Positive reinforcements and rewards should be applied clearly, consistently and fairly to reinforce the routines, expectations and promotes our ethos.

The following rewards are in place across the school and used to promote positive behaviour:

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| House Points                 | Each child is given a team they belong to and help earn points for their team. These can be rewarded for positive behaviour and a reward for making positive choices or given for good work. Team points may also given in conjunction with the behaviour Recognition Board (see below). Team points will not be taken away once they have been received.<br><br>The winning team is announced every week in collective worship. |
| Star of the Week             | Awarded to an individual for outstanding choices of behaviour linked to a class's specific behaviour focus or for demonstrating good work in class.<br><br>The individual is announced in collective worship with the reason given.                                                                                                                                                                                              |
| Attendance award             | The winning class attendance is announced in collective worship and receive 15 minutes extra play. Any class over 96% gain 10 minutes extra play.                                                                                                                                                                                                                                                                                |
| Extra playtime for lining up | 5 minutes extra playtime is given at the end of breaktime and lunchtime for the quietest class. This reward is given immediately.                                                                                                                                                                                                                                                                                                |
| Raffle tickets               | When a child reaches 'Out of this World' or the highest point on the Recognition Board they are given a raffle ticket which is placed in a jar. At the end of the week a name from the class is pulled out of the jar and receives a prize from the class prize box.                                                                                                                                                             |
| Class Rewards                | Individual teachers reward the whole class for good behaviour choices and given a reward (golden time) of their choice at the end of their achievement. The presentation/strategy of this is decided by the class teacher e.g. Marble in the jar etc.                                                                                                                                                                            |
| Postcards                    | Each half term each class teacher chooses a child in their class to receive an outstanding behaviour 'special award' postcard sent home. This is a surprise to the child and is handwritten by the head teacher.                                                                                                                                                                                                                 |

## Classroom management of classroom behaviour:

Each classroom displays a Recognition Board, class teachers can choose to have it as a rocket or simply colours (at an age-appropriate level):



### Guidelines for using the Recognition Board:

As the day or lesson progresses (at the teacher's discretion), if a child exhibits very good learning behaviours and cultural norms (see below), then their name or picture of their face will move up the recognition board.

Everyone starts the day/ lesson on green using the words **Ready, Respectful and Safe**.

At the discretion of the class teacher, there **may** be a specific focus they are working on together to improve learning behaviours e.g. Listening skills, collaboration or use of voices etc.

|      |                                                                                                                                                                           |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Gold | If a child is on gold by the end of session/day, they receive a raffle ticket which is placed in a jar and one child receives a prize from a draw at the end of the week. |
|      |                                                                                                                                                                           |

|                                   |                                                                                                                                                                       |
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| Silver                            | If a child is on silver by the end of the session/day, they get 20 house points added to their team.                                                                  |
| Purple                            | If a child is on purple by the end of the session/ day, they get 10 house points added to their team.                                                                 |
| Blue                              | Praise for following the expectations of St Peter's and being a fantastic role model.                                                                                 |
| Green<br>Ready, Respect and Safe. | Everyone starts on this colour at the beginning of the day or session.<br>If a child remains on this colour give praise for following the expectations of St Peter's. |

## Cultural norms:

-  Children listen attentively and respectfully when someone is speaking
-  We sit respectfully during acts of worship
-  Our uniform is smart and consistent
-  We embody our school vision, values and ethos.
-  Celebrate each other's achievements and support one another through each step that we take
-  Move quietly and calmly around the school
-  In lessons, we work respectfully with moments of peace and silence to help us to concentrate
-  We respond to teachers signals to help us to work quickly as a team
-  Respect the school's shared spaces keeping them tidy and organised
-  We use manners and polite language to interact with one another
-  Demonstrate patience and good manners in queues and during transitions
-  Respect personal space – keeping hands and feet to ourselves
-  Seek help when we need it
-  Engage positively with learning activities

## School and Classroom Code

We have also agreed on the following five expectations. These expectations were drawn up after consultation with the pupils and staff:

We agreed that we will:

- Be caring and truthful in the way we speak and behave.
- Look after our school and everything that belongs to it.
- Walk around school calmly and quietly.
- Follow our classroom code.
- Follow our cultural norms list.
- Try our best in all we do.

In addition, each class is responsible for creating their own class agreement known as their Classroom Code, which caters for its own particular needs. These may need to be reviewed to maintain their relevance and work alongside the specific learning focus the class are working on.

## Consequences

When a teacher or adult becomes aware of behaviour of a child that does not match our school expectations or norms, they should respond by discussing their choices of behaviour using the guidelines below.

### Please note:

When addressing a child who has made a negative choice in their behaviour, it is important to do so with discretion and respect, ensuring that the child is not publicly humiliated. The adult will speak to the child privately, using a calm and supportive tone to help them understand their actions and guide them towards better choices,

For example, you may say to a child, **discretely not publicly**: *I can see you have been\_\_\_\_. I want you to reflect for 5 minutes about what you are doing and make a really good choice from now on.* If a teacher or adult feels like they want to move a child's name down for a short amount of time they can or they can use it as reference. If a teacher has moved a child's name, they must seek to move it back up as soon as possible.

Consequences do not work in isolation. They must be balanced with positive support. Consequences must be something that children will learn from, but they must never be physically or psychologically harmful. Consequences are a choice. Where appropriate, children can discuss their own consequences with an adult guiding the discussion in conjunction with restorative conversations:

- Consequences do not have to be severe to be effective.
- Consequences should aim to resolve and 'put right' the initial negative behaviour.
- Blanket consequences e.g. ALL children will stay in at break time for one person's negative behaviour will not occur.

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Yellow | <p>This is the next step when <b>a gentle verbal warning has been given to the child first</b>, and they have not responded or changed their behaviour.</p> <p>This is a chance for the child to reflect on their choices and give them 5 minutes to change behaviour.</p> <p>An example discussion may be... <i>I can see you have been____. I want you to reflect for 5 minutes about what you are doing and make a really good choice from now on.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Orange | <p>If an adult has given a verbal warning <b>and</b> they have had reflection time to and they have still not changed their behaviour the <b>discussion</b> moves on to this level. If they land in this area the teacher will issue a consequence. This consequence <b>must not</b> impact on their learning.</p> <p><b>Consequences might include:</b></p> <p>Quiet table, time out in the classroom or learning area, missed playtime later on (5 minutes maximum at morning break, 10 minutes at lunch time). A judgement call will be made as to whether the teacher informs the parents/ carers at the end of the day, for example if a child has repeatedly reached this area, then they will inform the parent. There may be a need for the child to have some time in a quiet area to help them regulate incorporating this time with emotion coaching.</p> <p>Use restorative conversation script to settle the situation and restore balance and behaviour choices (see script in appendix A).</p> |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Red | <p>This will occur when a child demonstrates level 3 behaviours. This means that interventions from SLT – Phase leaders, DHTs SENCO and HT – will be required (see the flow chart to who deals with the behaviour and for the level of behaviour).</p> <p>Parents are informed and SLT will decide upon the consequence required. This may include removal from the classroom and teachers will provide work for the child to complete during this time.</p> <p>Behaviour incidents that have reached this zone will be recorded on CPOMS with a note of the actions taken.</p> <p>Use restorative conversation script to settle the situation and restore balance and behaviour choices (see script).</p> |
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### Levels of behaviour examples – this is not an exhaustive list

| Levels  | Examples of behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Notes                                                                                                                                                                                                                                                      |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 1 | <ul style="list-style-type: none"> <li>• Not settling to or remaining on task</li> <li>• Not listening attentively (including in Collective Worship)</li> <li>• Distracting others by tapping rulers, pencils etc.</li> <li>• Distracting others on the carpet</li> <li>• Not sitting appropriately (e.g., leaning back on chair)</li> <li>• Interfering with the work of others</li> <li>• Refusing to collaborate or share</li> <li>• Calling out</li> <li>• Being careless with equipment</li> <li>• Being too loud</li> <li>• Not lining up properly</li> </ul> |                                                                                                                                                                                                                                                            |
| Level 2 | <ul style="list-style-type: none"> <li>• Repeated or persistent Level 1 behaviours</li> <li>• Lying</li> <li>• Rudeness to others (e.g., answering back)</li> <li>• Refusal to work</li> <li>• Swearing</li> <li>• Refusal to stop any attention needy behaviour</li> </ul>                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                            |
| Level 3 | <ul style="list-style-type: none"> <li>• Swearing or shouting directly and overtly at a member of staff or another child.</li> <li>• Wilful damage to property.</li> <li>• Violence intended to cause physical harm to others.</li> <li>• Confirmed bullying.</li> <li>• Intentional, <b>persistent</b> behaviour which makes it impossible to proceed with lessons.</li> </ul>                                                                                                                                                                                     | <p>There may be a decision made to suspend a child if the level of behaviour is deemed unsafe for themselves or others. This decision is made by the head teacher.</p> <p>It may be necessary for a child who needs additional support to be placed on</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                    |                                                     |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Deliberate refusal of a reasonable request made by an adult.</li> <li>• Child on child abuse.</li> <li>• Homophobic, racist or other forms of prejudice comments made about another child or adult.</li> <li>• Bringing in prohibited items to school (knives, tobacco, illegal drugs, e-cigarettes, lighters, fireworks etc).</li> </ul> | a bespoke behaviour plan which may include a chart. |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|

## Behaviour Beyond the School Gate

Children are expected to uphold the reputation of the school whenever they are out of school whether taking part in an official school visit or wearing the uniform to and from school. Children may be subject to consequences if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

St Peter's CE Primary School cannot be responsible for children's behaviour when they are out of school but where appropriate will endeavour to investigate any incident reported to the school. The school will always co-operate with the police in any investigation of incidents which are thought to involve pupils from St Peter's CE Primary School.

### Online Behaviour

Online platforms used in school are carefully monitored. Children are expected to adhere to the same rules and expectations when using online platforms and social media, for their own safety. The school works to support parents with their child's use of online platforms and social media.

## Searching, Screening and Confiscation

Should the school identify the need to screen or search a pupil, the January 2018 DFE advice as outlined in the document 'Searching, screening and confiscation – Advice for Headteachers, school staff and governing bodies' and 'weapons protocols for schools' will be followed.

School Leaders and school staff can search a pupil for any item if the pupil agrees, two members of staff must be present.

The Headteacher and staff authorised by them to have the statutory power to search pupils and their possessions, can search a pupil at St Peter's without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Staff authorised by the Headteacher to search or screen a pupil without consent at St Peter's are The Deputy Headteachers.

Mobile phones are prohibited in classes. We do recognise that phones can be used as a safety measure for children, in year 5 and 6, who walk to and from school. Therefore, Year 5 and 6 children who walk to and from school can bring a mobile phone into our school office for safe keeping during the school day and collect at home time.

## Children with Special Educational Needs and Disabilities (SEND)

Special Educational Needs and Disabilities is a legal definition and refers to children with learning needs or disabilities that make it harder for them to learn than most children the same age. At St Peter's, we make reasonable adjustments to ensure that our children with SEND have the same access to the same learning experience as all other children. At St Peter's, we are aware that all behaviours are a form of communication. If a child with SEND is involved in an incident, it will be carefully managed on an individual basis that reflects any needs the child may have. All school staff will seek to understand

their children well as far as possible, anticipate likely triggers. This will link closely to the mental health provision for all children within the school. This provision will range from key adults, one to one school support, small group support and external mental health and wellbeing support services.

If a child has an Education Health Care Plan, the school operates within the provision guidelines set out in the plan.

For a variety of reasons, it is recognised that pupils with ASD may experience high levels of stress and anxiety which may result in behaviours that challenge. Staff will endeavour to identify triggers and support pupils with ASD to manage their emotional responses in appropriate ways. This may mean, in some cases, reasonable adjustments commensurate with need to the behaviour policy in agreement with staff and parents to meet individual needs, fulfilling the requirements of the Equality Act 2010 and in line with the Autism Education Trust Autism Standards for schools (Individual Pupil Standards 4 and 5).

See Appendix B for the Graduated approach and strategies.

## Potentially Vulnerable Children

Children who are vulnerable or perceived to be vulnerable should have a safe space and a named member of staff who they can share any worries or concerns they may have. Children can be vulnerable due to their SEND need, LGBTQ+ and economic background- this is not an exhaustive list.

It is important to ensure we differentiate according to pupils' SEMH needs with different levels of support and intervention being made available. All children will need inclusive quality first teaching. Some children will need inclusive quality first teaching **plus** additional time-limited support programmes. These may be required to support a child in response to experiencing a traumatic event or transition periods. A few children will need inclusive quality first teaching **plus** increasingly individualised intervention programmes which are implemented over more extended periods of time to accelerate and maximise progress and narrow performance gaps. Pupils who are identified as particularly vulnerable will need specific approaches tailored to their individual needs and experiences, strengths, and difficulties (for example a referral for KICK, or ELSA support). These will need to be planned in conjunction with parents/carers and relevant partners, and shared sensitively, as deemed appropriate.

See Appendix B for the Graduated approach and strategies.

## Child on child abuse

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. At St Peter's Primary School all staff working with children are advised to maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Reports of child-on-child violence and sexual harassment will be investigated and dealt with the upmost importance. Therefore, child on child violence and sexual harassment will be categorised as a bullying incident.

## Physical Attacks on Adults

At St Peter's, we take incidents of violence towards staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and should call for support if needed. Only staff who have been trained in Positive Handling/Team Teach should hold a child. Incidents will be recorded in a bound book, on CPOMS and shared with parents.

All staff should report incidents directly to the headteacher or member of SLT and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved. Therefore, all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

While incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons, but we still need to show compassion and care for the child. An exclusion or suspension will only happen once we have explored several options and have created a plan around a child.

Children who are known to be demonstrating violent behaviours will have a positive behaviour plan/risk assessment in place.

## Safe Handling

Positive Handling is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may as a consequence be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- restrain a child at risk of harming themselves through physical outbursts.

## Suspension/Exclusion

Suspension and/or exclusion is a last resort at St Peter's. The decision to suspend or exclude a child from St Peter's CE Primary School can only be made by the Headteacher. Should unacceptable behaviour warrant the need to consider either suspension or exclusion then the Headteacher will follow the most recent DFE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England.' This guide relates to the following legislation:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012; The Education and Inspections Act 2006; and

- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

When establishing the facts in relation to a suspension or an exclusion the Headteacher will apply the civil standard of proof, ie. 'on the balance of probabilities' it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Parents are expected to attend a reintegration meeting following any suspension from school.

Incidents of behaviour are reported to governors via the head teachers report.

## **Allegations of Misconduct**

Any allegations of misconduct against a member of staff will be taken seriously and referred to the Local Authority Designated Officer (LADO) and dealt with according to the Birmingham Safeguarding procedures.

## **Recording and Monitoring**

Staff will record all incidents of behaviour that are described within examples of behaviour (Levels 1 – 3). All significant incidents involving the use of force or restrictive intervention must be recorded, these must also be reported to parents or carers of the children involved. St Peter's recording platform for behaviour incidents are completed on CPOMS. Any force or restrictive interventions are recorded in the bound book and cross referenced on CPOMS to the incident number.

## Appendix A:

Here is a scaffold to use for a restorative conversation. Adapt the sophistication of the vocabulary to meet the needs/ age of the child.

### Tell the story

- What happened?
- Why do think it happened? What did you want? (identify the need/ find the trigger)
- How did it make you feel? (recognise emotions using Zones of Regulation)
- Is it ok to want \_\_\_\_\_? (validate the need)
- What do we believe at school about \_\_\_\_\_? (link to our Golden Rule)
- Did your behaviour follow the Golden Rule?
- What could you try next time that would work for you? (replacement behaviour)
- Who could help you with that? (support)

### Explore the harm

- Who has been affected by this behaviour?
- In what ways?

### Repair the harm

- How do you feel about what has happened? (Again, use Zones of Regulation. Some children are not able to empathise easily or are not in a position to e.g. too angry still. You can add in narrative 'Some children feel sad/ guilty/ upset when they have hurt others' feelings. They want to make it better again. If a child is not ready to have this conversation, give them time and space to process.)
- Are you willing to solve the problem?
- What could you do to fix the problem?
- What needs to happen to put things right?
- What else could you do?

### Reach an agreement

- What do you need to do from now on?
- Are you willing to fix the problem with \_\_\_\_\_? (Link to our school value of forgiveness. You cannot force a child to apologise or make amends – it must be led by them).

### Follow-up/monitoring

- When would be a good time to check in with you to see that you have fixed the problem with \_\_\_\_\_ and you are doing what we agreed?
- How are you feeling now?

