



Positive Behaviour Policy



ST PETER'S
VC ACADEMY

Written - December 2023 by Sue Brooksbank and Sarah Seeley

Review Date - September 2025

Our expectations at St Peter's are for everyone to be resilient, be respectful and be responsible.

Our St. Peter's family nurtures a culture of Christian love and respect for each other and the world around us. By providing creative experiences and challenges for all learners, children grow in resilience, learn to persevere, develop positive self-belief, and build hopes and dreams for their future.

At St. Peter's we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

Aims

The primary aim of our positive behaviour policy is to promoting positive relationships, so that children and staff can work together with the common purpose of helping one another to learn, in a safe and respectable environment. When children are given clear, consistent expectations, we believe that learning will take place.

Main aims:

- To encourage a calm, purposeful and happy atmosphere within the school.
- To promote the Rights of the child.
- To foster positive caring attitudes towards everyone.
- To acknowledge and value achievements at all levels.
- To welcome and promote the feeling of safety for all our communities.
- To promote good mental health by explicitly empowering children to self-regulate.
- To encourage increasing independence, resilience and self-discipline so that each child learn to accept responsibility for their own behaviour.
- To make the school routines clear, explicit and easily understood.
- To communicate everyone's role in the support of the management of behaviour.

Responsibilities

Staff, parents and children are responsible for ensuring the success of our behaviour policy. Under the Education (No 2) 1986 Act the Headteacher is "legally responsible for taking measures to secure good behaviour in line with a written statement of general principles prepared by the Trustees, and Education. Trustees and local authorities will be required to provide full-time alternative provision from the sixth day of an exclusion. All further references to "staff" include Headteacher, Trustees and all staff of the school.

Whole school approach

- We believe that teachers have a right to teach and children the right to learn.
- Our school should be a safe and happy place at all times.
- We do not tolerate bullying, racial harassment or physical and verbal aggression by anyone.
- We manage inappropriate behaviour, using our 'Consequence Ladder'.
- Certain children may have behaviour difficulties as identified in their Pupils Passports or EHCP. Strategies for discouraging inappropriate behaviour with these children will be in place and identified in their current Pupil Passport. The class teacher is responsible for notifying staff of such strategies.
- Staff have been trained in positive handling techniques and will use these only when it is in the best interest of the child.

Our school community follows our school routines:



Be resilient –We always try our best and never give up.

Be respectful –We respect the rights of everyone and treat them with kindness.

Be responsible – We come to school ready to learn and we are safe.

Consequence Ladder

1)Reminder- I will be reminded of the behaviour expectations.

2)Warning-I will be warned of the consequence if my behaviour does not improve.

3) Move- I will be asked to move to the back of the classroom.

4)Remove- I will spend 5 minutes thinking time in another classroom.

5) Reflection time- I will reflect on my behaviour choices for 15 minutes in a quiet space away from my peers. My parents will be informed.

Fixed-term and permanent exclusions

Very serious incidents including violence or verbal abuse or behaviour threatening the health and safety of the individual child, others or damage to property could result in a fixed-term exclusions The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Parents will be informed immediately about the exclusion and the right of appeal. LA and the Trustee Board are informed about permanent exclusion, and fixed-term exclusions beyond five days in any one term.

Exclusion and re-integration

Head Teacher, Trustees and independent Appeals Committee will take account of the guidance from the LA when making a decision. The main consideration will be the ability of the school to support a child in keeping themselves and others safe from harm.

Expectations and Routines

Before school

- Children should not arrive at school before 8:40 unless supervised by their parents or at a club.
- Ball games are not allowed.
- Members of staff will be on the playground from 8:40.

After School

- Parents/Carers meet their child in the playground at 3:15
- All children must be collected by an adult or named carer unless agreed in writing by prior arrangement with the school.

Breaktimes

- Children are dismissed from the class and are expected to walk quietly and safely to the playground.
- The Fit Zone is used for ball games. No ball games in the rest of the playground.
- Children are not to climb on fences or trees.

- At the end of breaktime the bell will be sounded, the children do 'team stop', a member of staff will then tell children walk to their lines.
- Three members of staff will be on the playground, wearing hi-vis jackets.

Wet Playtime

- Class teachers/ TAs will supervise their classes.

Teaching Sessions

It is the responsibility of teaching staff to organise learning routines within their classrooms in addition to referring to and following the school routines.

Toilets/Cloakroom

- Early Years and Key Stage 1 children allowed access to toilets at all times.
- Key Stage 2 children should only go to the toilet at the beginning and end of playtimes unless they have medical needs.
- Class teachers must discuss appropriate use of toilets and cloakrooms with the class.
- Class teachers are responsible for the release of children to the toilet during class times.

Assembly

- Staff should ensure pupils are ready to leave the classroom and to reinforce expectations of behaviour.
- Children walk into the hall with their hands together, without talking.
- They sit in rows without talking.
- Children should put their hand up if they wish to contribute, when appropriate.

Lunchtime

- Reception children enter the hall first, followed by Year 1 and 2.
- The midday supervisors inform KS2 when they are to line up for their dinners.
- Children walk into the hall, if they are school dinners they line up to get their tray.
- Children sit together in year groups and leave the hall together, when instructed by an adult or Year 6 dinner monitors.
- At the end of lunchtime, the bell is rung and the children do 'team stop'. An adult, then tells them to quietly line up.

Wet Lunchtimes

- Activities organised by lunchtime staff.

Rewards

- Verbal praise
- Stickers and certificates
- Approving signs/acknowledgements
- House points given to individuals/groups of children which result in free dress for the house groups with the most at the end of the half term.
- Positive Postcards – sent home to parents by staff when they show compassion, generosity or kindness towards others.
- Golden Assembly will recognise good behaviour alongside academic achievements.
- Golden ticket award for positive behaviour- lunch with the head teacher.

- Lunchtime Awards encourage positive role models during free time.
- Attendance awards
- Enrichment activities

De-escalation strategies:

- Deflection techniques e.g. “I’m sorry you feel that...but...”, “ I understand...but...”
- Speak slowly and calmly
- Lower your voice and minimal talking
- Respect personal space
- Avoid arguing or being confrontational
- Show concern through your responses
- Allow time to think
- Use non-verbal cues
- Reinforce/ model the desired behaviour
- Carefully thought-out seating plan
- Breathing techniques e.g. five finger breathing
- Brain breaks
- Use alternative spaces, which are less stimulating and helps to remove triggers
- Use the Zones of Regulation

Positive handling

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. (See Positive Handling Policy). The actions that we take are in line with government guidelines on the restraint of children. Holds that can be used: two-person support hold (stage 1 and 2), wrap standing hold, wrap seated hold, shield. If a child bites, the push hold should be used. Also, if a child pulls hair or clothing , hold their hand in place. Careful logs and records will be kept, and parents will always be informed if a physical intervention has been used.

Key members of staff have been trained in restraint training:

Sue Brooksbank (2023)

Aleksandra Glaz (2023)

Sarah Seeley

Matthew Seeley


Suzanne Crawford

Monika Lesiak

Kath Anderson

Emergency Physical Intervention

Emergency interventions will involve any staff employee, where necessary, one of a combination of the strategies mentioned above in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response, e.g. a child running onto a road.

St Peter's VC Academy Behaviour Curriculum 2023-2024					
The whole school community are expected to follow the school routines					
Vison	Basics	Developing	Strong	Embedded	Outcome
					
Be Resilient	<p>Children know some strategies to help themselves.</p> <p>Well done for helping yourself with...</p>	<p>- Self regulate to continue learning at structured times.</p> <p>I am impressed with how you managed your emotions.</p> <p>-Attempt all tasks.</p> <p>Praise effort rather than outcomes. You tried your better with...</p>	<p>- Self regulate to maintain behaviour at social time.</p> <p>You adapted well to the playing that game.</p> <p>-Follow instructions at social times.</p> <p>By doing that... you have given your friends the right to ...</p> <p>Your team did not win but you showed good sportsmanship.</p>	<p>-In the face of challenge, persist and follow strategies that allow completion of task</p> <p>Fabulous use of strategies</p> <p>That is very mature.</p>	<p>Progress is evident because of 100% commitment and readiness to learn.</p>
Be Responsible	<p>-Arrive on time. Attendance above 96%.</p> <p>-Engage in morning routines.</p> <p>Say good morning</p> <p>-Ensure your own right to learn by following instructions.</p> <p>-Walk in the school building</p> <p>Well done for walking in school.</p> <p>-Use playground equipment safely.</p>	<p>-Model good learning behaviours { punctuality, not talking in assembly or when someone else is talking).</p> <p>-Make good choices.</p> <p>Well done for...</p> <p>I like the way you...</p> <p>-Carry out instructions without reminders.</p> <p>-Link behaviours to outcomes</p> <p>Because you did this X, now you will be able to do Y</p>	<p>-Support peers to make good choices.</p> <p>Thank you for showing others how to ...</p> <p>-Model good behaviour to peers.</p> <p>You are a role-model for your peers.</p> <p>-Expect to reach goals for self and peers.</p> <p>Make link to goals and understand steps to succeed.</p> <p>Can you tell me what your goals are?</p> <p>How can you reach your goal?</p>	<p>-Put ideas forward for improvements to learning/ school environment</p> <p>Thank you for sharing your ideas. You have a right to be heard.</p>	<p>Children know how they want to contribute to society as adults and how they can reach their goals.</p>
Be Respectful	<p>-Welcome visitors in school</p> <p>Hello, welcome to St Peter's</p> <p>-Hold open doors</p> <p>-Respond politely-no shrug of shoulders</p> <p>- Face the person talking to you</p> <p>-Say please and thank you</p>	<p>-Carry out instructions without reminders</p> <p>-Help others to open doors</p> <p>-</p>	<p>-Make sure environment is tidy for self and others.</p> <p>Thank you for picking the pencil off the floor.</p> <p>-Contribute to group and paired activities.</p> <p>You contribution was helpful to others.</p> <p>Well done for listening to others ideas.</p>	<p>-Be proactive in discussions so that there is a positive outcome for self and others.</p> <p>Thank you. By making that contribution you have helped others to learn.</p>	<p>Children demonstrate the Fundamental British Values in their actions and words.</p>