

SS Peter + Paul Catholic Primary School



Behaviour Policy

Date Updated: September 2025

Review Date: September 2026

This policy sets out the expectations of behaviour at SS Peter and Paul Catholic Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. As a Christian school we hold the Gospels and our Mission Statement as central to all we do in our relationships with one another and also especially when dealing with sensitive situations with children that it is the action(s) we don't like, not the person.

We are reminded of Christ's words to St Peter about the theme of forgiveness. (Matthew 18 v21-22).

Peter asked, "Lord, how many times shall I forgive my brother or sister who sins against me? Up to seven times?"

Jesus answered, "I tell you, not seven times, but seventy-seven times.

We have high expectations for good behaviour throughout the school and at all times during the school day because we feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community.

Outstanding behaviour makes highly effective teaching and learning possible. Our academic and social standards cannot be maintained if they are impeded by inappropriate behaviour. We must have a consistent approach to behaviour throughout the school with parental cooperation and support.

Through the implementation of this policy we aim to help pupils grow in a safe and secure environment, and become positive, responsible and increasingly independent members of our school community.

The policy has been written in line with DfE guidance Behaviour in Schools 2024 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_feb_24.pdf

Aims for all our children

- to be proud of who they are and have a sense of belonging
- to promote a positive culture in school through encouraging a shared understanding of the values which underpin our school ethos
- to feel safe and motivated so that they are able to be the best that they can be
- to respect themselves and others through developing self-control and accountability for their own behaviour
- to enjoy the excitement of discovery and challenge of learning each and every day through an enriched, broad and creative curriculum

Rights, Rules and Responsibilities

We believe that all children have the right to develop their potential, be safe and happy. Rules or codes of behaviour are essential for maintaining those rights and

are split into three areas: whole school, the classroom and the playground. It is the responsibility of everyone, both child and adult to assist in the promotion of socially acceptable ways. For their rights to be maintained children have to take responsibility for following the rules. If children break the rules, they need to understand that they have chosen to do this and therefore must accept the consequences of their actions.

Guidelines

The staff will promote good behaviour through the use of:

- Cooperative Learning strategies- visual prompts (zero noise, 1,2,3 move, job done)
- Teaching of values through the school's ethos and curriculum
- Modelling good behaviour
- Using PSHE lessons
- Pupil involvement in setting school/class rules
- Playtime rules agreed with the children
- Providing opportunities for children to take on responsibility
- The School Council/ House Groups discussing issues
- Promote Anti- bullying e.g. by taking part in the National Anti-bullying Week
- Recognising and acknowledging good/ positive behaviour- noting/ celebrating when it happens

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Therefore:

- classrooms should be organised to develop independence and personal initiative
- furniture should be arranged to provide an environment conducive to on-task behaviour
- materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption
- displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall, the classroom should provide a welcoming environment
- teaching methods should encourage enthusiasm and active participation for all
- lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others

- praise should be used to encourage good behaviour as well as good work.

The Basic Code of Conduct

- We care for ourselves and each other.
- We respect others' right to speak, listen and share ideas.
- We understand that everyone has the right to be taught and to learn.
- If we have a problem we try to sort it out.
- We move in and around the school sensibly and with consideration for others.
- We keep each other safe.

The following behaviours are not acceptable:

- Use of rude or unkind language including racism, homophobic, transphobic or biphobic language
- Lack of respect for others and property
- Physical aggressive behaviour of any kind
- Bullying of any kind

Rewards

Encouragement of good behaviour is given by:

- Praise and recognition of effort in both behaviour and achievement.
- Opportunities to show achievements before a variety of audiences, including assembly.
- Stickers and stampers are considered appropriate rewards, both in books and on clothes.
- Appreciation of efforts or attainment can be shown by a positive comment on work.
- Each class awards certificates that celebrate individual achievement e.g. Star Awards.
- Positive recognition to parents at the end of the session/ day
- Team points
- Showing work to another adult/ class/ Headteacher- Headteacher award
- Certificates (presented in celebration assembly)
- Golden lunch table.

Dealing with unacceptable behaviour

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

We operate a hierarchy of corrective interventions and consequences, working from the least to most intrusive. The hierarchy is made explicit to the children as is the link between the behaviour and consequence. A variety of low-level intervention strategies are used initially, such as non-verbal signals, reminders and close adult

proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

Within the classroom, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour, however extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom and/ or being sent to the Deputy Headteacher/Headteacher/ Child Wellbeing Lead. The emphasis at any stage is on the child being re-engaged in the lesson and their learning as soon as appropriate.



Behaviour System

We will follow a traffic light system for behaviour- **green**, **amber** and **red**. Everybody will begin on **green** at the start of every day. The traffic lights will be displayed in each classroom in clear view of the children. The children's names will be attached to the traffic lights; everyone begins on the green light at the beginning of the day. Children can be moved back onto **green** from **amber** if the child is behaving and making the right choices. Children can move from **red** to **amber** once they have reflected on their behaviour, apologised, are making the right choices and following class and school rules. If they do this consistently, they can be moved from **amber** to **green**.

Should unacceptable behaviour occur, the following staged behaviour plan should be followed:

Stage 1: Child's name is on the green traffic light.

Verbal reminder of the expected behaviour/ school rule and name will be moved to amber traffic light if behaviour continues. Choice presented to child – You can choose to or you can choose to..... If you choose to then you will have time out and move to **amber**.

Stage 2: Child's name is moved to the amber traffic light.

Time out within the classroom (3-5 minutes) - remind the child if the behaviour continues the name will be moved to red light. Choice presented to child – You can choose to or you can choose to If you choose to then there will be a further consequence.

Stage 3: Child's name is moved to red traffic light.

Supervised time outside the classroom or in a calm space, e.g. the Oasis with work. Miss playtime to make up for learning time missed.

Reflection sheet filled in if appropriate and discussed with an adult.

Repeated incidents or reaching stage 3 regularly will be reported to parents at the end of the day or as soon as possible, either in person, by letter or phone call.

Stage 4: If unacceptable/ disruptive behaviour continues, child sent to speak to

Deputy headteacher/ Headteacher. Time out working away from class. Reflection sheet filled in. Meeting with parents arranged and recorded. Possible use of timetable/ behaviour plan to monitor behaviour/ individual behaviour targets.

Green time

Children who have been on the green traffic light all week will be rewarded with green time- this will involve a 10-minute Friday afternoon playtime in KS2; the yard will be manned by teachers. Children who have been on amber or red will remain in the classroom.

In KS1 children who have remained on the green traffic light all week will have an extra 5 minutes play added to the Friday afternoon slot. All children who have been on red or amber will stay in classroom. Yard and classroom to be manned by teaching staff.

With persistent disruptive behaviour or extreme behaviour incidents, children will be expected to fill in a reflection sheet. A log of the behaviour will be kept on CPOMs or Arbor (as appropriate). If appropriate, consequences may also involve making reparation for the unacceptable behaviour, e.g. writing a letter of apology. Extreme behaviour will be reported to the Deputy Headteacher or Headteacher immediately. A phone call will also be made to the parents the same day. For continual unacceptable behaviour or in case of serious verbal or physical aggression the child may be moved, internally, from their class. This may also lead to a fixed-term suspension, or on rare occasions, may take the form of a permanent exclusion.

Following an incident of unacceptable behaviour, adults will have a private conversation with the child when they are calm, focusing on 'repair' and 'putting it right' to ensure a sense of closure. It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as: How did you make other people feel? Is there anything you wish you'd done differently? What can you do to put it right?

Playtimes and Lunch Times

We believe the following fosters positive behaviour:

- Staff supervise the children between class and the playground.
- Children are not allowed out until there is an adult in the playground
- Staff must spend their time engaging with and observing the children and spread themselves around the playground.
- Staff on duty decide whether children may play on the grass, especially if wet. At lunchtime this decision should be made by the lunchtime staff.
- Class teachers should talk regularly to children about appropriate games and activities.
- When the whistle blows children must first stand still then walk to their lines.

- Teachers and supervising staff negotiate about suitable activities for wet playtimes.
- Children are not allowed in classrooms on their own at any time.
- Lunchtime support assistants and teaching assistants deal with minor incidents independently but pass on incidents regarding bad behaviour to the class teacher and if necessary, the deputy headteacher or headteacher.
- Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers and other adults.

Consequences

At play and lunchtimes there is a three-stage hierarchy of corrective interventions and consequences.

Stage 1: Rule/ expected behaviour reminder

Choice presented to child – You can choose to or you can choose to..... If you choose to then you will have time out.

Stage 2: Timeout for 5 minutes – child to stand next to and follow adult or stand by fence or hold adults' hand. Choice presented to child – You can choose to or you can choose to If you choose to then there will be a further consequence.

Stage 3: If children persist in behaviour children will be sent to deputy headteacher, head teacher or the Child Wellbeing Lead for timeout for the remainder of play or lunchtime.

Reflection sheet filled in and discussed with an adult.

Deputy head or head teacher informed. If stage 3 reached more than once, then parents would be informed.

Teaching staff can decide to move children to **amber** or **red** if negative behaviour occurs at playtimes or lunchtimes.

Meeting with class teacher and parents

At this meeting parents are asked to support the school initiatives and work on a joint plan to improve the behaviour. In some cases, children who show persistent inappropriate behaviour (or children for whom the above systems do not seem to work), will be supported through an Individual Action Plan, an Individual Behaviour Plan (IBP) or an Early Help Plan as part of the school SEND policy.

Meeting with Head Teacher and parents

At this meeting, it will be outlined how behaviour needs to improve and how all parties can support in this. Continued inappropriate behaviour will be dealt with according to Local Authority guidelines and can ultimately lead to a fixed term suspension or permanent exclusion.

When a child is in danger of being excluded because of on-going or deteriorating behaviour, an IBP is created for that pupil. The plan is written with the cooperation of the pupil, parents, teacher, SENDCO/HT and other relevant agencies.

Children's Responsibilities

Children are expected to follow the school and classroom rules, showing respect for the rights and needs of all adults and other children in our school community. The School Council and House Group Leaders will play an important role in communicating and reviewing aspects of the behaviour policy.

Parents' Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and cooperating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on the school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

A copy of the policy will be available on our website. Class and school rules will be displayed in classrooms and other parts of school as appropriate. We expect parents to read these and support them. If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school.

Special Educational Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, e.g. Outreach from education bases or Educational Psychologist.

Fixed Term Suspensions and Permanent Exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil suspension or exclusion. Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may suspend a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a child, s/he informs the parents as soon as possible, giving reasons for the suspension/ exclusion. At the same time, the Headteacher

makes it clear to the parents that they can appeal against the decision to the Governing Committee and how to do so through the letter of suspension/exclusion. The Headteacher informs the Local Authority (LA) and the Governing Committee about any permanent exclusion or fixed-term suspensions. The Governing Committee itself cannot either exclude a child or extend the suspension period made by the Headteacher.

Further information regarding exclusions is available through the DfE document Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement August 2024.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_24.pdf

Restrictive Interventions and Reasonable Force

Most of our staff are trained in de-escalation and the use of restrictive interventions and reasonable force strategies. Normally staff would avoid restraining a child in a way. Occasionally a child may need to be held for his/her own safety or for the safety of others. Staff should refer to the Restrictive Interventions and Reasonable Force policy for more detailed advice. All other behavioural management strategies will be used before physical intervention. If a serious breach of the school's behaviour policy occurs a child may be suspended from school. All suspension/ exclusions follow agreed procedures outlined in the South Tyneside Guidance and led by DfE guidance. (See Use of Restrictive Interventions and Reasonable Force Policy for explicit guidance on school practice).

Bullying

Pupils are actively encouraged to talk to an adult, such as their class teacher or our Child Wellbeing Lead, about being treated unfairly by other pupils. The school does not tolerate bullying of any kind.

If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

While it is very difficult to fully eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear. Our anti-bullying policy outlines our approach. The school employs a number of sanctions to enforce our school rules, and to ensure a safe and positive learning environment. We use each sanction appropriately to each individual situation.

Our Anti Bullying policy is available on our school website.

Recording, monitoring and evaluating behaviour

Behaviour in school will be recorded through reflection sheets, behaviour logs, CPOMS or Arbor. Progress towards individual targets will be recorded on individual behaviour plans. The Leadership Team will monitor behaviour and evaluate the

impact of this policy through the records listed above, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

This policy will be reviewed annually, with opportunities for consultation with staff, pupils and parents.