

**St. Peter's**  
Church of England Primary School

# Behaviour Policy

## 2024-2025

### History of document:

Version	Author	Date written	Adopted by LGB	Note of Revisions
V1	P Griffiths	September 2021	September 2021	New following new HT
V2	P Griffiths	August 2022	September 2022	Introduction of Class Charts
V3	P Griffiths	March 2023	10 July 2023	Move from Class Charts to Arbor. Further clarification of what being Responsible Respectful and Safe actually means and 'looks like'. Link to and reference of Trust Teaching and Learning Principles. Addition of behaviour curriculum to clarify and exemplify expectations.
V4	P Griffiths	September 2024	October 2024	Updated checklist with links to TLP's and focus on pastoral. Mobile phone statement Updated vision Substances statement



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**Vision****Love**

Love and a strong sense of belonging, are the foundation of our school community's life. We want everyone to know and feel they are nurtured, precious, unique and loved by God.

**Learn**

Children should be inspired to develop a lifelong love of learning; to empower them to explore new paths and make informed choices. We are ambitious that all children become, fluent confident learners, who seek out wisdom, knowledge and skills that guide, inspire and prepare them well for life in a diverse world.

**Shine**

Every person has something that only they can offer. Every member of our school community is continually encouraged to shine, as only they can, enabling themselves and others to flourish in the light and love of God.

*"The light shines in the darkness and the darkness has never put it out"*

(John 1.5)

Our vision translates directly into this policy by;

The approaches, principles and procedures for managing behaviour directly support children in being happy and safe in school within our inclusive environment. They are purposefully intended to nurture children ensuring excellent learning behaviours thus supporting our vision of all children achieving well both physically, socially, emotionally and academically.

We believe that everyone is equal and has the right to be treated with dignity and respect. Our school is a place where everyone should be able to shine in a loving and hospitable community. Behaviour will be managed in accordance with our vision ensuring we recognise each child as a child of god.

## Introduction

St Peter's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. As members of our community, we adhere to the values of being: **'Responsible, Respectful, and Safe'**.

The Trust Teaching and Learning Principles guide and support many aspects of our work including our behaviour policy. Principle One has played a key role in helping us shape our behaviour policy and approaches.



## Principles for Teaching and Learning

DECEMBER 2022

***In the context of these principles, "teachers" includes all adults involved in helping children to learn.***



- 1. Learning takes place most effectively when teachers create a climate combining low threat and high expectations, based on positive relationships and clear rules and routines.**

*'A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage children's' behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place. These environmental factors are necessary for good learning rather than its direct components.*

[\(WHAT MAKES GREAT TEACHING? - Sutton Trust.\) Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major \(2016\)](#)

*Teachers create a safe learning environment with positive teacher/child and child/child relationships. All adults behave calmly and have consistent expectations. Positive language is used, emphasising common purpose, with kindness and gratitude the default interactions. Lesson time is used efficiently. Good behaviour is noticed and praised. The classroom should be characterised by both trust and challenge. Teachers are patient and insistent on high standards.*

*In such an environment, children will be willing to take risks and challenge themselves, helping them achieve at a high level and fulfil their potential.*

*Children benefit from high expectations, predictable classroom routines, clear guidance and consistently enforced rules. Teachers should help children to observe the connections between their learning behaviour and their accomplishments.*

*Children tend to enjoy learning and to do better when they are intrinsically rather than extrinsically motivated to achieve. Children are unlikely to be intrinsically motivated if they do not have a high degree of success or feel that their efforts are recognised. Feedback focusses on the effort and the learning, not task completion.'*

### **Recommended further reading:**

[High challenge, low threat — Mary Myatt Learning](#)

### **Core Beliefs**

- All behaviour is a form of communication.
- We value the power of relationships and work relentlessly to understand behaviour in context.
- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- The knowledge of the importance of good social emotional and mental health alongside attachment and trauma aware practice are the underpinning principles of this policy.

### **Attachment & Trauma Awareness**

All staff consider the context when interpreting behaviour and actioning any consequences in school. We consider what a child may be trying to say by their behaviour, and we ask the right questions to investigate the situation and to offer support: 'What has happened to the child?', 'What is the story?' and not 'What is wrong with the child?' It is important that we take the time to interpret behaviour. All staff consider the context when interpreting behaviour and actioning any consequences in school. We consider what a child may be trying to say by their behaviour, and we ask the right questions to investigate the situation and to offer support.

It is important that we take the time to interpret behaviour. Jones and Bouffard (2012) and Banerjee, We are and Farr (2014) suggest that interventions for children's social and emotional learning should be integrated into the daily life of the classroom rather than provided through discrete programs. We advocate an integrated Whole School Attachment Aware Approach. Through sharing information, and through Individual Learning Plans, strategies and support are in place to support children's individual differences and attachment needs. All children are vulnerable, and some children are particularly vulnerable.

## **Equality & Diversity**

St Peter's CE Primary School welcomes its duties under the Equality Act (2010). The Equality Act establishes nine protected characteristics;

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

*Public Sector Equality Duty (2011)*

St Peter's pays due regard to the need:

- To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

### **Aims of the Policy**

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To recognise that all behaviour is a form of communication and is responded to accordingly.
- To have a consistent approach to behaviour throughout the school by providing clear boundaries and teaching appropriate behaviours.
- To ensure that everyone is treated fairly, shown respect and to promote good relationships.
- To help everyone to take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

## Roles and Responsibilities

### All Staff

- Taking time to welcome children at the start of the day and the start of lessons.
- Adhere and follow behaviour checklist guidance.
- Keep accurate behaviour records using Arbor.
- Follow processes for recognising and reminding as outlined in our behaviour expectations poster.
- Refer to our expectations regularly, '**Responsible, Respectful, Safe**' See Appendix B – Behaviour Expectations Poster.
- Model positive behaviours and build relationships.
- Plan lessons that motivate and engage all children.
- Use the 'Shine Board' every day.
- Be calm and give 'take up time' when going through the steps to resolve issues. Always take the steps to prevent before issuing sanctions.
- Follow up, retain ownership, and engage in reflective dialogue with children.
- Never ignore unacceptable behaviours.
- Know that we do not have class charters, individual class rules or individual behaviour systems (unless specified in an ILP, EHCP or behaviour plan).
- Directly teaching children and supporting them to behave in ways that will facilitate and support their learning (see below).

### Senior Leaders Team (SLT) Members

- Be a visible presence around the school site.
- Take time to welcome children at the start of the day.
- Celebrating staff and children whose effort goes over and above expectations.
- Regularly sharing good practice.
- Support staff in managing unacceptable behaviours, particularly complex or challenging behaviours.
- Regularly reviewing provision for children.
- Ensuring staff training needs are identified and targeted.
- Analysing patterns and trends and taking appropriate action where necessary.
- Reporting to leaders including governors and Trustees.

### Governors

- Ensuring a behaviour policy is in place.
- Contributing to monitoring the impact of the policy.
- Participating as necessary in pupil and staff disciplinary panels.

### Parents/Carers

- Ensuring that they support the creation of a safe and secure school.
- Supporting the school policies.
- Working with the school to encourage children to maintain school expectations.
- Acting as good, positive role models.

### Children

- Following the behaviour principles as set out in the behaviour expectations.
- Allowing others to learn and play happily without interference.
- Treating others fairly and courteously.
- Actively listening to others.

## **Training**

Staff will have access to training when and where appropriate. Staff can always request advice, support and training directly from the Head teacher. Statutory training such as Restrictive Physical Intervention (RPI) will be provided through accredited trainers.

RPI will only be used following a comprehensive review and risk assessment process involving staff, parents and behaviour professionals. Unless staff have been part of this process and there is a plan in place for child they should never use RPI as doing so would place them in a vulnerable position.

## **Teaching Behaviour**

In order to learn well now and in the future, children must be able to regulate their emotions and behaviour according to the demands and expectations of a 21<sup>st</sup> century classroom. Children need to develop the ability to concentrate, listen effectively and to develop the capacity to make decisions. Good concentration, the ability to question appropriately, self-motivate and self-regulate are all essential skills. We aim to help children adapt their behaviour sensitively and sensibly, to the different contexts in which they will find themselves, now and in the future.

The behaviour curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it.

At the start of each term the behaviour curriculum is revisited with children and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the 'Principles of Instruction' set out by Barak Rosenshine including regular quizzing to check and strengthen retention.

Teachers will also demonstrate these behaviours and ensure children have many opportunities to practise these (particularly in the first few days of each term). For example, lining up should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all children will know this content.

As Tom Bennett describes in ['Running the Room'](#), the process for teaching behaviour explicitly is as follows –

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

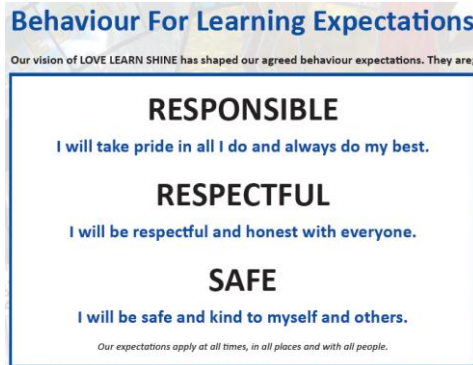
It is essential that all staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where children feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.



## St Peter's Behaviour Curriculum

Know that at St Peter's our behaviour expectations are in place to ensure everyone remains safe in school and can focus on their learning.

Know that at St Peter's there are three behaviour for learning expectations which are;



Know and recall the following **core examples** of these expectations;

St Peter's Behaviour 'Curriculum'		
RESPONSIBLE	RESPECTFUL	SAFE
<p>Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision or being reminded.</p> <p>Know that children who do not follow the behaviour expectations will be challenged.</p> <p>Hold doors open for others Talk kindly to others.</p>	<p>Say please and thank you. Say good morning/ afternoon to adults or responding when greeted by another person. Know that if you respect someone, you have a good opinion of their character or ideas. Remembering to bring the things I need for school. Tidying up your own workspace and the classroom. Accepting responsibility if you make a mistake and saying sorry. Sitting still. Giving adults 100% of your attention. Working hard on tasks given. Completing homework on time.</p>	<p>Being in the right place at the right time. Staying in the right place.</p>

## St Peter's Behaviour 'Curriculum' Relationships with Others (adults and peers)

RESPONSIBLE	RESPECTFUL	SAFE
<ul style="list-style-type: none"> <li>• Mr/Mrs/Miss – children know that they must use Mr/Miss/Mrs and surname when talking to members adults in school time.</li> <li>• Thank You - children know that they should say 'thank you' when they receive something or someone does something nice for them.</li> <li>• Excuse Me- children know that they should say 'excuse me' if someone is in their way or they need to gain the attention of another person.</li> <li>• Know that they should always say 'please' when they are asking for something.</li> <li>• Smile - children know that they should be positive and upbeat when talking to adults and each other.</li> <li>• Know that you should let anyone waiting through a doorway before walking through yourself.</li> <li>• Know that you should say 'Good morning/afternoon to anyone if spoken to.</li> <li>• Know that it is polite to ask questions such as "How are you today, Mr/Mrs.....?", "Have you had a good morning?", "Did you have a good weekend,</li> <li>• Know that it is polite to give eye contact to the person you are talking to.</li> <li>• Know that it is important to show gratitude to others by thanking people for what they have done for you.</li> <li>• Know that it is important to have good manners so that people act politely back to you.</li> </ul>		

## St Peter's Behaviour 'Curriculum' Classroom Learning

RESPONSIBLE	RESPECTFUL	SAFE
<ul style="list-style-type: none"> <li>• Know I am expected to activity listen and be ready to contribute.</li> <li>• Know that typically adults will nominate children to answer a question by asking the question then stating the name of the child to answer.</li> <li>• Know how to put your hand up quietly to ask a question or participate in discussion.</li> <li>• Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.</li> <li>• Know that verbal answers should usually be given in full sentences e.g. Who was Christopher Columbus? Christopher Columbus was a famous explorer.</li> <li>• Know that it is polite to look at the person you are speaking to.</li> <li>• Know that each piece of work needs a date and title.</li> <li>• Know that you must use 'one square, one digit' when writing in maths books.</li> <li>• Know how to underline titles using a ruler.</li> <li>• Know how to correct mistakes by drawing a straight line through your work.</li> </ul>		

## St Peter's Behaviour 'Curriculum' Lining Up & Moving Around School

RESPONSIBLE	RESPECTFUL	SAFE
<ul style="list-style-type: none"> <li>• Know that the first bell at the end of play indicates to stop playing and walk to lining up place and second bell indicates to stand smartly and silently in the line.</li> <li>• Know that you should line up without leaning against the walls while moving around school.</li> <li>• Know that you should look behind you before you let go of a door you have opened to go through and hold it for the next person if someone is coming.</li> <li>• Know that you should let anyone waiting through a doorway before walking through yourself.</li> <li>• Know that we walk on the left in single file lines.</li> <li>• Know that we walk around school silently as others are often working when we are moving</li> </ul>		

## St Peter's Behaviour 'Curriculum' Social Playtimes

RESPONSIBLE	RESPECTFUL	SAFE
<ul style="list-style-type: none"> <li>• Know that you must play safely without hurting anyone.</li> <li>• Know that we do not 'play fight' because we may hurt someone by accident.</li> <li>• Know that you must be kind, by including people in your games and sharing equipment.</li> <li>• Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.</li> <li>• Know that you should not scream when playing together at playtime.</li> <li>• Know where you line up for lunchtime when you are called.</li> <li>• Know if you line up early before called and then leave the line you will have to re join the line at the back.</li> <li>• Know that you should use a quiet voice in the dining hall.</li> <li>• Know that you should always try to use a knife and fork correctly.</li> <li>• Know that you should finish what you are eating before leaving your seat.</li> <li>• Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors. Know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.</li> </ul>		

## St Peter's Behaviour 'Curriculum' Classroom Operations. Ready to Learn.

RESPONSIBLE	RESPECTFUL	SAFE
<ul style="list-style-type: none"> <li>• Know where to hang up your coat and place your belongings.</li> <li>• Know the routine for entering the classroom and getting ready to work.</li> <li>• Know the routine for handing out and collecting exercise books in the classroom.</li> <li>• Know where you sit in class during lessons (including 'carpet places')</li> <li>• Know that you should only go to the toilet at playtime or lunchtime or if you are ill during lessons.</li> <li>• Know that you need to get equipment out ready for the lesson and to look after it.</li> <li>• Know that any deliberate damage to school equipment will incur a consequence.</li> </ul>		

## St Peter's Behaviour 'Curriculum' Anti-Bullying

RESPONSIBLE	RESPECTFUL	SAFE
<ul style="list-style-type: none"> <li>• Know that bullying is:</li> <li>• Several Times On Purpose (STOP)</li> <li>• Hurting someone else on purpose</li> <li>• Repetitive – it happens again and again</li> <li>• Can be physical, verbal, and emotional and take place in person or online</li> <li>• Know that bullying can be indirect. This can mean; leaving people out of groups or games, talking about someone behind their back, standing by and watching someone get bullied without letting an adult know.</li> <li>• Know that if this happens online, it is called cyberbullying.</li> <li>• Know that if you think you are being bullied you should tell an adult.</li> <li>• Know that if you think someone is being bullied you should tell an adult.</li> <li>• Know that bullying is unacceptable and that it will be dealt with seriously by all adults at St Peter's.</li> </ul>		

**St Peter's Behaviour 'Curriculum'**  
**Uniform**

<b>RESPONSIBLE</b>	<b>RESPECTFUL</b>	<b>SAFE</b>
<ul style="list-style-type: none"><li>• Know what uniform consistent of as outlined on the school website.</li><li>• Know that all shirts must be tucked in.</li><li>• Know that long hair must be tied back.</li><li>• Know that, on health and safety grounds, we do not allow children to wear jewellery in school except for earring studs in pierced ears, small objects of religious significance and a watch.</li></ul>		

## Appendix A – Behaviour Checklist

### Behaviour, Pastoral Care and Wellbeing Daily Checklist

Where there is inconsistency, children are more likely to challenge the boundaries. If a child thinks there is a chance that the school will forget about or not apply a sanction then sanctions will be no deterrent in the future.

Doing the simple things consistently makes a difference with behaviour. For example, the teacher who takes the time to meet and greet children at the door will find they come in happier and ready to learn.

The 'Checklist Manifesto' by Atul Gawande, a surgeon who was concerned that so many patients seemed to suffer serious complications in the days after their operation offers valuable insight. Gawande realised that many of these problems were caused by operating staff failing to follow basic procedures. For example, a surgeon failing to wash his hands could cause an infection, or failing to account for all the swabs used in the process could lead to one being left in the patient's body. Gawande developed a checklist to be read out before each operation to ensure that all of the simple, but essential procedures were followed. The outcome was a marked decrease in the number of patients becoming seriously ill or dying after surgery.

The prominent national adviser on behaviour Charlie Taylor has taken the idea of a checklist and adapted it to help schools to improve behaviour. Teachers and support staff run through the checklist first thing in the morning and again after lunch to ensure the correct preparations are in place. It serves as a reminder of what needs to be done and ensures consistency.

Teachers who follow these guidelines find there is more consistency of approach to managing behaviour, both in the classroom and around the school. When children know that adults will stick to the behaviour policy and class routines, they feel safer and happy, and behaviour improves.

The checklist may seem too simple, but managing a school or a class is a complex operation and because of this complexity it is easy to fail to get the simple, but essential, things right.

A laminated copy of this should be kept under the keyboard of every teachers computer.

# Behaviour, Pastoral Care and Wellbeing Checklist

Laminated copy kept in prominent position for staff including supply staff to access.


Classroom	
Aspect	In Place
Know the names and roles of all adults in class.	
All adults have been appropriately briefed.	
Collect the children on time at the start and throughout the day.	
Behaviour principles including reminders and recognition clearly displayed on 'Shine Board' in classroom.	
Visual timetable on display and referred to at the start and throughout the day.	
Access to Arbor for making behaviour records in line with whole school approaches.	
Access to Individual Learning Plans for individual children and all adults working with the child.	
Children	
Aspect	In Place
Know the names of the children and use them. Avoid the use of informal collective nouns such as 'guys' 'kids' 'gang'. Avoid nick names.	
Greet the children and ensure children line up smartly and silently before entering the building. Transition in single file.	
Morning emotional check in – how are you today? Use of <a href="#">micro-affirmations</a> when welcoming e.g. it's really lovely to see you this morning.	
Show children all valued equally – children very perceptive to favourites – self-awareness from staff is important.	
Ensure lockers and trays are used properly with high levels of care for personal and school belongings. Actively promote and ensure collective responsibility for this. Coats ON pegs. Cloakroom monitor as needed (collective responsibility).	
Know the children who need extra support in terms of behaviour.	
Teach children the class routines ensuring children have a clear understanding of them.	
Teaching	
Aspect	In Place
Ensure that all resources are prepared in advance and are easily to hand.	
Praise the behaviour you want to see more of. Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise). Praise in Public (PIP) and Reprimand in Private (RIP).	
Only start talking when <b>all</b> children are <a href="#">paying attention</a> . Stop and re-engage if children stop paying attention.	
Consistent use of nomination when asking questions. Encourage and promote 'no hands up' to answer questions to promote deep thinking.	
Know the needs of the children and <a href="#">adapt</a> provision to promote and encourage independence and sense of success for all. See <a href="#">TLP's</a> . Individual Learning Plans must be referred to regularly.	
Stay calm. Keep to the steps to avoid 'sudden' escalation from calm to cross very quickly.	
Parents	
Aspect	In Place
Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.	
Always check parents have time and are happy to speak before starting.	
Ensure conversations take place in a suitably confidential location.	

## Appendix B – School Behaviour Poster

The Behaviour Expectations are clear and concise;

- Be Responsible
- Be Respectful
- Be Safe

A clear overview of the positive reinforcements and stepped actions is included for all children to understand. A poster copy of this is displayed in each classroom and in prominent positions around school and referred to during the day.



### Behaviour For Learning Expectations


Our vision of LOVE LEARN SHINE has shaped our agreed behaviour expectations. They are;

**RESPONSIBLE**  
I will take pride in all I do and always do my best.

**RESPECTFUL**  
I will be respectful and honest with everyone.

**SAFE**  
I will be safe and kind to myself and others.

*Our expectations apply at all times, in all places and with all people.*

<b>RECOGNISING</b>		<p><b>3. Written recognition from the Headteacher.</b> Certificates awarded for key 'Merit Milestones'. 50, 100, 150, 200 and 250.</p>
		<p><b>2. Written recognition from an adult.</b> 'Positive Merits' awarded via Arbor.</p>
		<p><b>1. Verbal recognition from an adult.</b></p>
<b>REMINDING</b>		<p><b>1. 'Change Needed' verbal reminder.</b> Conversation with the class teacher. Children may be moved within their classroom if considered appropriate.</p>
		<p><b>2. 'Change Needed' recorded.</b> 'Change Needed' recorded on Arbor. Restorative conversation in child's playtime or lunchtime.</p>
		<p><b>3. 'Behaviour Incident' or repeated 'Change Needed' recorded.</b> 'Behaviour Incidents' will be recorded on Arbor, communicated to parents and appropriate consequences considered and applied. Repeated and frequent 'Change Needed' incidents will be communicated to parents and appropriate consequences considered and applied.</p>

## Appendix C – Stepped Actions (Script example)

### 1. Verbal Redirection

A gentle 'nudge' in the right direction.

Come down to the child's level and quietly say their name.

### 2. Verbal Reminder

I noticed that you chose to... (state the noticed behaviour)

(Child's name) this is a reminder that we need to be...(state the relevant rule - responsible, respectful, safe)

You now have the chance to make a better choice.

Thank you for listening.

Example: 'I notice that you are running. This is a reminder that we need to be safe. Please walk. Thank you for listening'

### 3. Second Verbal Reminder/ Warning

I noticed that you chose to... (state the noticed behaviour)

This is the second time I have spoken to you. You need to speak to me after the lesson / section of the lesson. Can be spoken to immediately if break time.

(Child's name) if you choose to break the rules again you will need to have some thinking time.

Do you remember when... (give an example of when they modelled good behaviour)? That is the behaviour I expect from you. I know you can make good choices.

Thank you for listening.

Example: 'I noticed that you are not ready to do your work. Do you remember yesterday when you started your work straight away? That is what I need to see today. Thank you for listening.'

#### Calming time in the classroom

You need to have some thinking time...(state where they need to go e.g. reading area, desk at back of class, if outside, beside adult on duty). This will result in missing some of break time or group work but remaining in the same space.

I will come to speak to you in two minutes.

Thank you for listening.

Example: 'I noticed that you chose to use rude words. You are breaking the rule of being respectful. You have now chosen to have some thinking time at the back of the class. I will come and speak with you in two minutes. Thank you for listening.'

#### Calming time somewhere else

Example: 'I noticed that you chose to continue to use rude words. You are breaking the rule of being respectful. You have now chosen to have some thinking time out of class. I will now contact Mrs Jones and you will need to complete your learning in her office. I will come and speak with you at break time. Thank you for listening.'

### 4. Minus Given

You have chosen to continue to.....(named behaviour). You have been given opportunities to reflect on your behaviour but you are not making acceptable choices. You will be given a minus point. We will have a discussion at the end of the lesson.



## Appendix D – Notification of Behaviour Email to Parents

Dear "Parent/carers name"

I am writing to inform you that "child's name" has received XX 'Change Needed' points this XXXXXX. As a result, "name of SLT" has spoken to him/her about behaviour choices and has reminded him/her about our three expectations which are to;

- Be Safe
- Be Responsible
- Be Respectful

We hope and believe that this discussion will help "child's name" to reflect on their behaviour and make positive choices in the future.

This behaviour incident has been dealt with at school and no action is needed by parents.

Kind regards  
"Class Teacher"

### **Repeated Change Needed marks given**

Dear "Parent/ Carers name"

I am writing to ask you to contact the school office to arrange a meeting with Mr Griffiths, as "Child's name" has now received XXX change needed marks which has resulted in him/her being spoken to on two separate occasions by a member of the Senior Leadership Team.

Please contact the office to arrange a convenient time to meet with Mr Griffiths.

Kind regards  
St Peter's School.

## Appendix E – Restorative Practice Recording Sheet



**St. Peter's**  
Church of England Primary School



**Yorkshire  
Causeway**  
SCHOOLS TRUST

### Reflect, Rethink, Resolve – Restorative Meeting

This will help you think about what happened.



<b>Name</b>		<b>Date</b>	
-------------	--	-------------	--

**Tell me what happened? *Who else was there/involved? When? Where?***

**Who else has been affected by what happened?**

**What were you thinking/feeling at the time?**

How are you feeling now about what happened?

									
Angry	Worried	Don't Care	Annoyed	Guilty	Confused	Ashamed	Glad	Sad	Sorry

How do you think they feel now about what happened?

									
Sad	Won't Care	Worried	Annoyed	Angry	Sorry	Confused	Hurt	Vengeful	Shocked

How can I turn this into an opportunity for learning?

**STAFF COMMENT:** (completed by the staff member after discussing the report)

On reading and discussing this 'Reflect, Rethink, Resolve', what does the young person appear to have learned from this experience.

Would any further work be advised? If so, what? When ? Who ?

(Please inform any relevant people if unsure seek guidance)

## Appendix F – Mobile Phone Statement

Children and families are regularly reminded of the school's position in regard to mobile phones via newsletters and the school website. St Peter's School is clear in its position that **children attending the school do not need a mobile phone or Smart phone in order to attend the school.**

*We understand that access to mobile devices such as SMART phones, watches and tablets means some children, whilst at school could sexually harass their peers via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share harmful content.*

*All school devices that have internet access are controlled to filter harmful content via the school filtering system (Smoothwall). Attempts to access harmful content are reported to the Designated Safeguarding Lead (DSL) who follows up with the user or user group identified.*

*As per the code of conduct staff and visiting adults are permitted to have personal SMART devices on site. They are requested to use them only in spaces unoccupied by children and follow all expectations within the staff code of conduct at all times.*

*The strong preference of the school is that children do not bring any personal mobile phones or SMART devices into school. These items are often high value and the school accepts no responsibility for any loss or damage.*

*The school recognises that in a very small number of cases some of our older children may for safety reasons need to have access to their phone before or after school and therefore by default be carrying it in school. In these circumstances parents are requested to send an email to [admin@stpeters.ycst.co.uk](mailto:admin@stpeters.ycst.co.uk) to inform the school their child will be bringing their phone, for what purpose and acknowledging they do so at their own risk.*

*Children must at the start of every day either;*

- *Switch off their device and give it to their class teacher for safe keeping until the end of the day.*
- *Switch off their device and store it in their locker.*

*Under no circumstances should children use their phone to contact anyone during the school day. Should a child need to contact a parent or family member during the day they must speak to a school adult who will support them in making contact using the school phone.*

## Appendix G – Wider Reading

- *Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools September 2018*
- *When the Adults Change Everything Changes (Paul Dix 2017)*
- *The Ladder of Intervention: Supporting children and young people with Social, Emotional and Mental health difficulties in schools September 2019 (NYCC)*

## Appendix H – Substances Statement

Children and families are regularly reminded of the school's position in regard to substances including cigarettes and e-cigarettes via newsletters and the school website.

St Peter's is a smoke and substance free school. This includes all forms of cigarettes including e-cigarettes. Adults are strongly discouraged from bringing and cigarettes including e-cigarettes onto the premises. If adults do they must keep these securely locked away in staff lockers and must move beyond visual sight of the school if choosing to smoke.

Further information regarding our curriculum to develop children's understanding of healthy living including education around the risks of legal and illegal substances can be found in our RSE Policy and PSHE curriculum implementation document which are both available on the school website.