St. Peter's

Church of England Primary School

*LOVE LEARN SHINE*

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

*(John 1.5)*

# Behaviour Policy 2025-2026

**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.<br>Further clarification of what being Responsible Respectful and Safe actually means and 'looks like'.<br>Link to and reference of Trust Teaching and Learning Principles.<br>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.<br>Mobile phone statement<br>Updated vision<br>Substances statement |
| V5 | P Griffiths | October 2024 | 2 December 2024 | Addition of phase related behaviour curriculum expectations<br>Introduction of trial of email alerts in KS2 for Change Needed. |
| V6 | P Griffiths | July 2025 | September 2026 | Updated expectations posters<br>Additional trauma informed practice information<br>Updated scripts<br>Updated curriculum focus on behaviours for learning reported on to parents and kindness exemplification<br>Reference to relevant elements of Model for Great Teaching<br>Reference to Post Incident Pack |

**St Peter's is proud to be part of**

YORKSHIRE CAUSEWAY SCHOOLS TRUST

*Where everyone is **valued and respected,** where we share commitment to **education that is ambitious,** setting the highest expectations and where **integrity** is the foundation.*

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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 and restorative approaches are 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 expectations of **'BE KIND, Kind Thoughts, Kind Words, Kind Actions.** We take pride in all we do, giving our best and taking responsibility for our thoughts, words and actions. We care for everyone, acting respectfully and honestly.

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.

Yorkshire Causeway SCHOOLS TRUST 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.'*

**Trust Behaviour Principles**

## Behaviour Principles

1. Teachers and leaders need to intentionally shape the culture of the school and set behaviour norms.
2. Good behaviour is founded on the promotion of positive behaviour.
3. The adults' behaviour must be consistent.
4. Plan for difficult situations.
5. Provide professional learning.

**Model for Great Teaching and Great Teaching Toolkit**

In 2025 - 2026

## A Model for **Great Teaching**

**1. Understanding the content**

1. Having deep and fluent knowledge and flexible understanding of the content you are teaching
2. Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching
3. Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/ examples for the ideas you are teaching
4. Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching

**2. Creating a supportive environment**

1. Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students
2. Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care
3. Promoting learner motivation through feelings of competence, autonomy and relatedness
4. Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

**Recommended further reading:**
High challenge, low threat — Mary Myatt Learning

Model for Great Teaching

**Core Beliefs**

- All behaviour is a form of communication.
- Consistency is key.
- We value the power of relationships and work relentlessly to understand behaviour in context.
- Behaviour can change and every child can be successful.
- A restorative approach plays a key role in improving behaviour .
- 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, (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, *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 including at induction and when returning. Staff are updated annually at the start of each school year in regard to changes/amendments to the policy and procedures. All staff have access to National College platform which has modules and units of training on behaviour management. Teachers have access to the GTT platform which has modules and training linked with the Toolkit section 2 'Creating a supportive environment'.

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 21st 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**

| Learning Behaviours | | | |
|---|---|---|---|
| **Needs Support** | **Inconsistent** | **Good** | **Excellent** |
| Typically, only works under supervision or when undertaking an activity of their own choosing. Requires significant adult support with directed learning. Can be easily distracted and/or distracts others. As a result, makes limited progress in their learning. | Works well with adult direction and/or regular reminders. Occasionally works independently. Can be distracted or can distract others. Does not always produce work of the standard of which they are capable. As a result, makes inconsistent progress in their learning. | Works well almost all the time. Reminders occasionally needed to remain on task. Is rarely distracted and/or rarely distracts others. Usually produces work of the standard of which they are capable. As a result, makes good progress in their learning. | Consistently works hard presenting their work as carefully as they can. Remains focused and helps others to do the same. As a result, makes excellent progress in their learning. |

Throughout 2025 – 2026 we will develop year group expectations and next steps in relation to our learning behaviours to provide staff, children and families with clarity on how improvements can be made. Examples of this initial work below.

# St Peter's CE Primary School Behaviour Curriculum

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

**Promotes Consistency and Clarity: A clear behaviour curriculum ensures that all staff and pupils understand the school's expectations, leading to consistent application and a shared language for behaviour across the school, as emphasised in the Ofsted behaviour toolkit.**

**Supports Positive Learning Environments: By explicitly teaching and modelling positive behaviours, schools create calm, safe, and purposeful environments where pupils can focus on learning and personal development, aligning with Ofsted's focus on behaviour and attitudes.**

**Demonstrates Accountability to Stakeholders: Clear behaviour expectations, documented in a curriculum, provide evidence to Ofsted inspectors, parents, and governors that the school is proactive and accountable in promoting high standards of conduct.**

**Fosters Inclusion and Wellbeing: A behaviour curriculum supports the inclusion of all chidlren by setting out expectations that promote respect, kindness, and consideration, which are central to Ofsted's updated framework and toolkit.**

| Strands | | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|---|
| Behaviour for | **Concentration and Focus** | Begins to focus on simple tasks for short periods with adult support. Can return to a task after a brief distraction. Needs reminders to stay on task and not distract others. | Can focus on a learning activity for a short time with occasional reminders. Starts to recognise when they are distracted and can refocus with support. Understands the importance of not | Sustains attention on learning tasks for increasing periods. Can identify distractions and tries to ignore them. Usually avoids distracting others and can be reminded to refocus. | Maintains focus on tasks with minimal reminders. Can independently return to task after a distraction. Recognises when their behaviour may distract others and takes steps to avoid it. | Consistently stays on task for extended periods. Actively avoids distractions and helps create a focused classroom environment. Rarely distracts others and can support peers in staying focused | Demonstrates strong focus and concentration on learning tasks. Independently manages distractions and maintains attention. Encourages others to stay on task and models positive behaviour. | Exemplifies excellent focus and self-regulation in all learning situations. Proactively avoids and manages distractions. Supports the whole class in maintaining a positive, focused learning environment. |

## Behaviour for Learning Progressions

| Needs Support | Inconsistent | Good | Excellent |
|---|---|---|---|
| ***Typically, only works under supervision or when undertaking an activity of their own choosing. Requires significant adult support with directed learning. Can be easily distracted and/or distracts others. As a result, makes limited progress in their learning.*** | ***Works well with adult direction and/or regular reminders. Occasionally works independently. Can be distracted or can distract others. Does not always produce work of the standard of which they are capable. As a result, makes inconsistent progress in their learning.*** | ***Works well almost all the time. Reminders occasionally needed to remain on task. Is rarely distracted and/or rarely distracts others. Usually produces work of the standard of which they are capable. As a result, makes good progress in their learning.*** | ***Consistently works hard presenting their work as carefully as they can. Remains focused and helps others to do the same. As a result, makes excellent progress in their learning.*** |

| From Needs Support to Inconsistent | From Inconsistent to Good | From Good to Excellent | Sustaining Excellent |
|---|---|---|---|
| from my teacher.<br>This helps me know what to do and feel ready to learn.<br><br>I will choose between two learning tasks and try to finish one.<br>This helps me practise making good choices and working on my own. | I will try to stay focused without reminders for longer periods.<br>This helps me practise working on my own and finishing tasks.<br><br>I will check my work to make sure it's my best before I say it's finished.<br>This helps me show what I'm really capable of. | I will set a goal for each lesson.<br>"I know what I want to achieve today and I'll work hard to get there."<br><br>I will stay focused and remind myself to keep going.<br>"If I get distracted, I'll notice and get back on task quickly." | I check my work to make sure it's my best<br><br>"I look back at my work and ask: Is this my very best?"<br><br>I stay focused every day<br><br>"I follow my routine and ignore things that might distract me." |

## Appendix A – Behaviour Checklist

**Behaviour, Pastoral Care and Wellbeing Daily Checklist 2025-2026**

*'Relentlessly Typical, with Kindness'*

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 teacher's computer.

# Behaviour, Pastoral Care and Wellbeing Checklist 2025-2026

## *'Relentlessly Typical, with Kindness'*

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

## Classroom

| Aspect | In Place/aware |
|---|---|
| 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. | |

## Lining up & moving around school

| Aspect | |
|---|---|
| Bell rung children stand still and are called to lines. | |
| Teacher establishes appropriate line order with any children requiring close supervision at the front of the line. | |
| Lines to move around school in silence, walk on the left hand side of stairwells and corridors. | |

## Children

| Aspect | In Place/aware |
|---|---|
| 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 micro-affirmations 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 or IN lockers. 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. | |
| Daily uniform check for correct uniform. Spare uniform (from medical room) given when children not wearing correct uniform and children asked to wear this. Follow up with parents to offer support. | |

## Teaching

| Aspect | In Place/aware |
|---|---|
| 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 **all** children are **paying attention**. 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 adapt provision to promote and encourage independence and sense of success for all. See TLP's. 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/aware |
|---|---|
| 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

St. Peter's
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*Love Learn Shine*

# Behaviour Expectations

# BE KIND

KIND THOUGHTS

KIND WORDS

KIND ACTIONS

We take pride in all we do, giving our best and taking responsibility for our thoughts, words and actions. We care for everyone, acting respectfully and honestly.

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

**RECOGNISING**

**3. Written recognition from the Headteacher.**
Certificates awarded for key Merit Milestones 50, 100, 150, 200 and 250.
Headteacher Special Mention Merits.

**2. Written recognition from an adult.**
Positive Merits awarded via Arbor.
Daily Kindness Merit Award for one child in each class.

**1. Verbal recognition from an adult.**
Recognition and encouragement from all adults across school.

**REMINDING**

**1. Change Needed verbal reminder.**
Private restorative conversation with the class teacher. Children may be moved within their classroom.

**2. Change Needed Recorded.**
Change Needed recorded on Arbor. Private restorative conversation during child's playtime or lunchtime. Children may be moved to another class for a period of time. Parents informed.

**3. Behaviour Incident or repeated Change Needed recorded.**
Behaviour Incidents will be recorded on Arbor, communicated to parents and appropriate consequences considered and applied.

# Appendix C – Stepped Actions Scripts

All conversations in private (not to be overheard by other children).

**1. Verbal Redirection**

A gentle and kind reminder of the behaviours sought. Come down to the child's level and quietly say their name.

*Example: I wonder if you could sit as nicely as….. Thank you for listening'.*

**2. Verbal Reminder**

I notice that you chose to… (state the noticed behaviour)

(Child's name) this is a reminder that we need to ….state the expectation. You now have the chance to …….

*Examples:*

*'I notice that you are running. Please remember to walk in school. Thank you for listening'.*

*'I notice you are talking while moving around school. I wonder if you can walk silently as we ask everyone to do? Thank you for listening'.*

**3. Second Verbal Reminder/ Warning**

I notice that you …… (state the noticed behaviour)

This is the second time I have spoken to you. We will speak after the lesson / section of the lesson. Can be spoken to immediately if break 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, and I have already asked you to make a start. Do you remember yesterday when you started your work straight away? That is what I need you to do today. We will talk a little more about this after the lesson. 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 notice that you chose to use rude words which is not kind. You will now 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 notice that you chose to continue to use rude words which is not kind. You will now have some thinking time out of class. I will now contact ……. and you will need to complete your learning …….. I will come and speak with you at break time. Thank you for listening.'

**4. Change Needed or Behaviour Incident**

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 change needed. We will have a discussion at the end of the lesson.

Example: 'I notice you have continued to shout out which is not kind. You will now be given a Change Needed and we will talk again at the end of the lesson.'

**5. More serious …….**

I notice you have…….I wonder what would help you to calm down/resettle/refocus at the moment……

Examples:

'I notice you seem to be upset. I wonder if going to the Nest would help.'

'I notice see seem to be frustrated. I wonder what I can do to help you/make you feel better?'

When calm and ready typically the 'Post Incident Support Pack' (see page 14) would be used to help guide the child through the incident towards a resolution and learning for the future. Staff to then log the incident on Arbor as a 'Behaviour Incident'.

## Appendix C (continued) – Stepped Actions Scripts

Every classroom and room in which children work should have an easily available copy of the 'Post Incident Learning Support Pack'.

This pack uses widget symbols to guide the child and staff member through a guided reflection of the incident. This can assist with gathering the information for record keeping on Arbor and assisting with the children reflecting on the incident and follow up restorative conversations. Teachers should ensure their classrooms have the pack easily available at all times and support staff are aware of where it kept and how to access it.

Copies of the pack can be accessed here.

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Post Incident Learning Support Pack

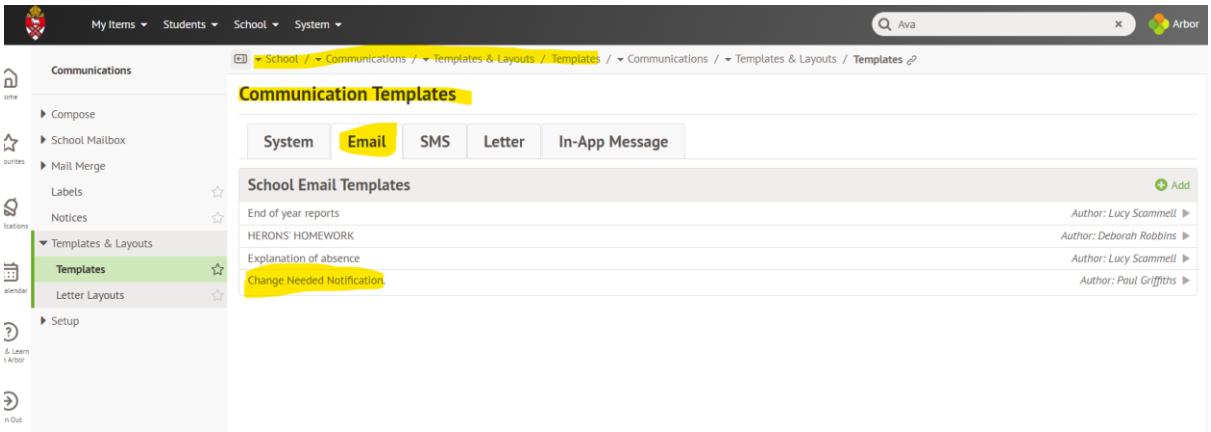
## Appendix D – Notification of Behaviour Email to Parents

In EY and KS1 classes parents will be notified of Chage Needed as necessary in private and in person in an individual meeting such as parent consultation or via phone call or another form of private meeting.

In KS2 classes parents will be **notified of each individual Change Needed** using the template email below to both primary guardians.

It is the responsibility of the class teacher awarding the change needed to send this email on the same day as the Change Needed is awarded.

The template email can be accessed via –




Please note that the sender will need to manually add in the type of change needed awarded.

Dear .....,

I am writing to inform you that ..... has received a 'Change Needed' today for .....

As a result, ..... has been spoken to about his/her/their behaviour choices and our three behaviour for learning expectations, which are to: Be Kind: Kind Thoughts, Kind Words, Kind Actions.

We hope and believe that this discussion will help ..... to reflect on his/her/their behaviour and make more positive choices in the future.

This behaviour incident has been dealt with at school and no action is needed by parents. Where families are able to reinforce the importance of kind thoughts, kind words and kind actions with children at home, we know when children receive consistent messages from school and home this plays a key role establishing and maintaining high expectations.

Kind regards,
.....
St Peter's CE Primary School

## Appendix E – Restorative Practice Recording Sheet

# Reflect, Rethink, Resolve – Restorative Meeting

This will help you think about what happened.

| **Name** | | **Date** | |
|---|---|---|---|

**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 <u>do not need a</u> 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 (Lightspeed). 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 must complete the mobile phone in school form explaining the requirement and giving their consent for the child to have the phone in school while confirming the agree to the requirements of school such as handing it into the office.*

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

- *Switch off their device and hand it into the office*

*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 form 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.