

St Peter's CE Primary School, Chippenham Mews, London W9 2AN



Behaviour Policy

Reviewed: Summer 25

1. Policy intent

Structure, routines, positive norms, taught behaviour, high expectations and consistent consequences are fundamental to any successful school-led behaviour culture. At St Peter's CE Primary, we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and routines that we expect children to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

This policy has been written using current evidence-based research.

2. Our aims

- To ensure behaviour is of the highest standard so that all children can achieve the best academic outcomes
- To ensure that all members of the school community feel safe
- To ensure a strong culture of character development that teaches children to be respectful, responsible and safe

3. Statutory Framework and other guidance

The Behaviour Policy is written in line with the following areas of legislation and guidance:

- Equality Act 2010
- Children and Families Act 2014
- Education Act 2002, as amended by the Education Act 2011;
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996;

- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, August 2024
- The School Attendance (Pupil Registration) (England) Regulations 2024

4. UNCRC Articles

St Peter's CE Primary is fully committed to recognising, respecting, promoting and implementing the Rights of the Child as set at in the United Nations Convention on the Rights of the Child (1989). As a Rights Respecting School, we strive to place the Rights of the Child at the very heart of our policies and practices.

Articles that we particularly aim to promote through this behaviour policy, linked to our school rules (See appendix 1):

5. Implementation

To help children succeed we teach behaviour – not tell.

Below is a checklist that all staff will use when teaching children how to behave.

- Leaders and staff teach behaviour explicitly
- staff use consistent language
- staff demonstrate the behaviour/ role models we seek
- staff correct/ challenge poor behaviour
- Routines are repeated constantly

All adults use the principles of Emotion Coaching and take the four-step approach:

1. Become aware of the emotion in the child; communicate your understanding and acceptance of the emotion.
2. Validate and label the emotions being felt; use words to describe the feelings – 'Name It to Tame It' (Dan Siegel)
3. Set limits (if needed); communicate that all emotions and feelings are acceptable, but some behaviours are not safe.
4. Solve problems; work with the child to consider what they could do when they feel strong emotions next time.

See Appendix 6 for more detail

St Peter's Behaviour curriculum overview

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------------|---|-----------------------------|---|-----------------------------|---|-----------------------------|
| All Year Groups From Reception to Y6 | Explicit teaching of the full behavior curriculum content | Ongoing revision of content | Longer recap of the behavior curriculum | Ongoing revision of content | Longer recap of the behavior curriculum | Ongoing revision of content |

St Peter's School Rules

Know that there are three behavior expectations in school. These are to:

- **Be respectful-** Article 12 You have the right to give your opinion, and for adults to listen and take it seriously
- **Be responsible-** Article 29 your education should help you use and develop your talents and abilities. It should also help you to live peacefully, protect the environment and respect other people
- **Be safe-** Article 19 you have the right to be protected from being hurt and mistreated, in body or mind.

All adults working at St Peter's know the following examples of these three expectations:

| Be Respectful | Be Responsible | Be Safe |
|--|---|--|
| Say please and thank you Hold doors open for people Talk kindly to other pupils Say good morning/ afternoon to adults Respect others right to learn Respect school property by looking after it Use a calm and polite tone of voice Value differences Follow teacher instruction | Completing homework on time Remembering to bring equipment to school Wearing correct school uniform Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry | Sitting sensibly in the classroom Walking through corridors Playing games that do not become too physical. Using calm and respectful tones when we communicate. |

6. Our Routines

Our staff use a **silent signaller** to gain the attention of the class. This is done by raising one hand. When pupils see this, they should respond by being silent and responding with STAR.

- **S** – Sitting or standing up straight

- **T** - Tracking the teacher
- **A** - Attention at all times
- **R** - Respect towards others

Fantastic Walking

- Know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.
- Know that we walk around school using **Fantastic Walking**
- Know that Fantastic Walking means -
- Facing forward
- Without talking
- Walking in a straight line
- Hands by side
- Without leaning on walls whilst waiting

Fantastic Listening

- Know that we use **Fantastic Listening** in class.
- Know that we all show Fantastic Listening to ensure everybody is able to learn without distractions.

Fantastic contributing

- Know that we expect all children to contribute in class. Fantastic contributing means:
- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Putting my hand up so I know my teacher knows I want to contribute during whole class discussions
- Sharing answers/contributions in a clear voice using full sentences
- Building on what others have said

Arriving at school at the beginning of the day

- Know that I arrive on time to school.
- Know that I walk calmly to my classroom.
- Know that I greet staff with a smile and a 'good morning'.
- Know that I hang my coat and bag up on the peg.
- Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.
- Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task

Using good manners

- Know that I should always say '**please**' when I am asking for something.
- Know that I should always say '**thank you**' when I receive something or someone does something nice for me.
- Know that I should say 'Good morning/afternoon' to adults

- Know that it is important to show **gratitude** to others by thanking people for what they have done for me.
- Know that a calm and polite tone is respectful.

Playtime Behaviour

- Know that I must walk from my classroom to the playground using Fantastic Walking.
- Know that I must play safely without hurting anyone.
- Know that fruit waste must be put in the bin.
- Know that I do not 'play fight' because I may hurt someone by accident.
- Know that I must look after school equipment.
- Know that I must be **kind**, by including people in my games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that, when the 5-minute bell goes, I must freeze and be silent.
- Know that the next 5 minutes is for putting equipment away, tidying up, going to the toilet and getting a drink.
- Know that when the final bell goes, I must freeze and be silent and wait to be told to walk silently to my line using fantastic walking.
- Know that I stay in my line, in my line order and wait for my teacher.

Lunchtime

- Know that I line up when my class is called to lunch.
- Know that I use Fantastic Walking when walking to the hall.
- Know that I line up sensibly when waiting for my food.
- Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.
- Know that I collect my food and sit down straight away.
- Know that I should use a normal talking volume when in the hall. I should not be raising my voice.
- Know that I should use a knife and fork correctly.
- Know that I should not leave my seat once I have sat down.
- Know that once I have finished, I clear any rubbish from my table and empty any left-over food into the correct bin. Know that once I have cleared my plate, I leave the hall.
- Know that I cannot come back into the hall and ask for more food.

Collective Worship

- Know that I line up in my line order for Collective Worship
- Know that I use fantastic walking to the hall.
- Know that I sit with my legs crossed in silence.
- Know that I do not talk during Collective Worship unless I am asked to contribute.
- Know that I walk back to my classroom using fantastic walking.

General classroom expectations

- Know that I should not be leaving my seat during a lesson unless I have asked to do so.
- Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time.
- Know that I should not have any objects on the table that distract me from my learning.
- Know that it is my responsibility to keep my table clear from clutter.
- Know that I have a responsibility to ensure that the classroom is kept tidy.
- Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning.

7. A Trauma Informed School (TiS):

TiS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. All the adults at St Peter's aim to develop attuned relationships with our pupils so that we can provide a safe haven for them to express their emotions. All feelings are considered normal, but need to be regulated and expressed constructively.

8. Parental Involvement

Continual and positive contact with parents is implicit to the successful implementation of this policy. Contact should emphasise positives to build effective relationships and connections. In cases where detailed and regular communication is required then the class teacher will ensure that the behaviour of the pupil in question will be carefully monitored in order that accurate and objective information can be conveyed to parents.

9 . Promoting Good Behaviour

We do not reward children for following rules. Instead, we focus on everyone behaving and demonstrating good conduct as it is the right thing to do and contributes to us creating a wonderful learning environment.

We have many positive reinforcements that help steer children away from poor behaviour and towards good behaviour. These also help to develop self-confidence, which in turn promotes learning. They are:

- Verbal feedback / praise /non-verbal feedback e.g. thumbs up gesture, smile
- Public acknowledgement for improved behaviour, an exceptional piece of work etc. through whole school assemblies
- Recognition in our weekly Newsletter
- Merit awards/certificates which are given out every week during Friday assembly

- Postcards home to parents
- Class rewards (to be decided upon by individual class teachers)
- House points. In our school we use the “Class Dojo” system to recognise and reward good behaviour choices. Points once earned are never removed
- Receiving good work or good behaviour stickers from the class teacher, LSA or senior leaders
- Having responsibilities in the class or school in general
- The provision of opportunities for children to support one another by working together as a group
- ‘Go Green’ behaviour cards in all classrooms, working on the yellow and red card system; see Appendix 2

For rewards and sanctions see Appendix 3

Within our positive approaches we recognise that there may be times when a pupil might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

10. Dealing with Behaviour issues

However positive we are, there are going to be occasions when children forget the rules and need to be reminded. Managing behaviour is based on the ‘Traffic Light’ system/graduated approach and there is a clear process for addressing disappointing behaviour and it must be followed, with the actions taken by the class teacher recorded on CPOMS (school’s tracking system).

The expectation is that teachers will form good relationships with the children and that most behaviours will be dealt with at classroom level by teaching the behaviour we expect to see and following the Traffic Light system if this does not work.

CPOMS information will be analysed by the headteacher and monitored by SLT.

If a child receives two red cards in a week, they will be given a lunch time reflection.

We use a range of strategies to interrupt poor behaviour choices including:

- Emotion Coaching
- Calming time outside the classroom
- Time in another classroom
- Change of environment with a supportive adult
- Report card
- Communication with parents/carers

When a child is displaying inappropriate behaviours, we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all of the following people; Headteacher, Deputy Head, Class Teacher, Teaching Assistant. At every stage we will also maintain close communication with parents/carers.

Where a need has been identified the school may also put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately.

There are some situations that will provoke a more severe response from school: If a child deliberately commits any of the following, they may be given an immediate exclusion at the Head Teacher's discretion following a full investigation:

- Physical assault
- Verbal abuse / threatening behaviour against a pupil
- Bullying
- Racist abuse
- Damage
- Persistent disruptive behaviour

St Peter's Guide to Behaviour

School Rules:

1. Be respectful (Article 12)
2. Be safe (Article 19)
3. Be responsible (Article 29)

Differentiation:

We differentiate our behaviour policy as appropriate to meet the needs of all children within our school community, in line with the Equality Act (2010).

A graduated response:

We apply a graduated response to behaviour, in which we aim to recognise and respond to the needs being communicated by the behaviour and make reasonable adjustments for pupils. (see Appendix 4)

How will staff behave?

- We cherish and prioritise our relationships with Children and their families
- We will make day-to-day routines highly predictable
- We will be consistently calm and non-judgemental
- We will model the behaviour we wish to see
- We will always give children a fresh start
- We will use Emotion Coaching principles to support children, parents/carers and our colleagues. See Appendix 6

Recognising behaviour that embodies our school expectations:

At St Peter's, we recognise behaviour that embodies our school expectations by providing specific verbal feedback or other rewards. Our positive approach to behaviour involves us 'noticing' good choices, being explicit in descriptive praise and give recognition as a positive reinforcement.

Environmental consistency:

At St Peter's, we recognise that consistency and routines help children to feel safe.

We aim to ensure that:

- All school staff have read the school's behaviour policy and feel confident in applying it
- We practise and model the rules and expectations we wish to see
- We refer to the School Rules every time we provide feedback or discipline, in which we explain how a behaviour has/has not embodied these expectations
- All school staff are aware of the strategies being used to support individual children with additional needs
- All staff use consistent and deescalating language (see Appendix 7)
- All school staff use Emotion Coaching to support

Non-negotiables:

At St Peter's, we all play our role in building a positive kind and caring school community:

- SLT greet children and parents by name every morning
- All staff greet children with a smile and a good morning
- Emotion check ins in class
- Saying please and thank you
- Opening doors for each other
- Speaking up for injustices
- Taking care of our environment
- Ensuring all children know where to go to seek help

Engagement with parents/carers:

St Peter's values parents/carers as experts. We will provide feedback on your child's emotional wellbeing at parent meetings, but will also contact you immediately if we have any concerns about your child's wellbeing or are displaying poor behaviour and we will work in partnership to support your child. If you have any concerns, please do not hesitate to contact us.

11. Recording of behaviour

At St Peter's we use a secure password protected system called CPOMS (Child Protection Online Management System) to record all safeguarding, welfare, pastoral and behavioural issues.

Red cards are recorded on CPOMS and if behaviour continues then DH will follow up with parents.

Positive behaviour during playtimes can be rewarded with House points (dojo points)

12. Use of Suspension and permanent exclusion

Suspension

A suspension is where a pupil is temporarily removed from the school. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

St Peter's recognises the potentially detrimental impact of exclusion and consequently we try to avoid using any form of exclusion to respond to behaviour that challenges us. In order to avoid exclusions, we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce the behaviour)
- Use restorative conversations alongside the child or young person to reflect on triggers, thoughts, feelings and what might help in the future
- Use a relational approach to behaviour management
- Using Emotion Coaching to provide co-regulation and to support a child or young person to understand their emotions.

On the rare occasions that a suspension is used, where there is persistent disruptive behaviour, a serious breach of the behaviour policy, or if allowing the pupil to stay in school would seriously harm the education or welfare of that pupil or others in the school, the Head teacher/Deputy Headteacher can make the decision to exclude. A suspension may be used to provide a clear signal of what is unacceptable behaviour and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Where suspensions are becoming a regular occurrence for a pupil, the headteacher or member of the Senior Leadership should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

Suspension or permanent exclusion will be confirmed to the parents/carers in writing with:

- notice of the reasons for the suspension or permanent exclusion,
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent
- parents' right to make representations about the suspension or permanent exclusion to the governing body, and how the pupil may be involved in this
- how any representations should be made.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

Exclusions will only occur where lesser sanctions are deemed inappropriate and ineffective, and will be for the shortest time necessary.

The decision to exclude permanently is a serious one and would only be undertaken as a final step in a process where a wide range of other strategies have been tried without success.

In order to support children with behaviour difficulties we discuss our concerns together as a staff and use each other's knowledge and experience.

For any permanent exclusion, we will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) will also be considered.

Cancelling Exclusions

The headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the pupil should be reinstated. Where an exclusion is cancelled:

- The headteacher must notify the parents, the governing board, the LA and the pupil's social worker and VSH as applicable, without delay. The notification must also provide the reason for the cancellation;
- The governing board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement;

- Parents will be offered the opportunity to meet the headteacher to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay;
- The pupil must be allowed back into the school from which they were excluded without delay.
- Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect

Reintegration after suspension or exclusion

After a suspension or exclusion parents/carers and the pupil will be invited to meet with a member of the Senior Leadership Team to support pupils to reintegrate successfully into school life. We will offer the pupil a fresh start make a plan to help them understand the effect of their behaviour on themselves and others and support them to meet the high expectations of behaviour in line with the school culture to build a renewed sense of belonging within the school community and engagement with learning.

Managed moves

On very rare occasions it may be in the best interests of the child to have a managed move. A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves are voluntary and agreed with all parties involved, including the parents and the admission authority of the new school.

Informing the governing board about an exclusion

It is the duty of the headteacher to, without delay, notify the governing board of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test

13. Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

The school consistently and fairly promotes high standards of behaviour for all pupils and provides additional support where needed to ensure pupils can achieve and learn as well as possible. A good behaviour culture creates a calm environment, which will benefit pupils with SEND, enabling them to learn. We must manage pupil behaviour effectively in order to keep children safe and provide a calm and purposeful learning environment, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, an SEN support plan sets out the support being provided and any reasonable adjustments that need to be made to ensure all pupils can meet behavioural expectations. Strategies to manage pupils with SEND will be part of their support plan and will always be agreed with the SENCO.

Where we have concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, we will, in partnership with others

(including the local authority where required), consider what additional support or alternative provision may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability. Where a pupil has an EHC plan, we will consider requesting an early/emergency annual review.

We will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

The Headteacher must comply with their statutory duties in relation to SEN and disability and the Equality Act when administering the exclusion process. This includes having regard to the SEND Code of Practice.

Whilst an exclusion may still be an appropriate sanction, the Headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Managed moves for pupils with SEN

Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If we are contemplating a managed move we will contact the local authority prior to the managed move. If the local authority, both schools and parents are in agreement that there should be a managed move, the local authority will need to follow the statutory procedures for amending a plan

14. Behaviour incidents online

This policy applies to all activity online including all forms of social media and to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way. For example:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
 - use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
 - false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

If a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school.

When the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect and dignity. Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. We may also contact the Police.

15. Bullying & Harassment

Bullying will not be tolerated at St Peter's CE Primary School

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can be:

| Type of Bullying | Definitions |
|--------------------|---|
| Emotional | Being unfriendly, excluding, tormenting, spreading rumours, humiliation |
| Physical | Hitting, kicking, pushing, spitting, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Homophobic | homophobic name calling or gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Emotional bullying seems to be more common than physical violence and can be the most difficult type of bullying to cope with or prove. Persistent bullying can result in depression, low self-esteem, shyness, poor academic achievement and isolation. If bullying isn't tackled it also damages the bully who learns that he/she can get away with violence, aggression and threats and that this sort of behaviour gets them what they want.

Children who bully:

There are many reasons why children become bullies. It may be as a way of coping with a difficult situation, a lack of attention or being utterly spoilt. Bullies are often unhappy and use bullying to achieve popularity and friends. They have to learn that bullying is unacceptable behaviour and that there are severe consequences. They should be given plenty of encouragement to stop bullying but also must not be allowed to get away with it, for their own sake and the sake of their victim. Co-operation with parents and when appropriate, outside agencies, is paramount at this time.

Children who are bullied:

Children who are bullied will be different in some way to the bully. This gives the bully an excuse for his/her behaviour. The difference is not the victim's fault. Nobody should have to suffer bullying. In some cases staff will recognise children who are vulnerable to bullying because they have specific problems such as speech difficulties, different clothes, hair styles, mannerisms etc. In this situation staff must be extra vigilant when in the classroom or playground. Teachers regularly talk to their class about differences and valuing all members of the school community. This is reinforced in assemblies and helps to ward off possible bullying. Children with special needs are twice as likely to be bullied as their peers.

Bullying – what to look for

Children often give signs that they may be being bullied. They may;

- Be frightened of walking to or from school
- Not want to come to school
- Feel sick in the mornings
- Start to do their work badly
- Become quiet and withdrawn
- Wet the bed
- Lose their appetite
- Ask for money (to pay the bully)
- Become aggressive and unreasonable

What parents should be encouraged to do if they suspect bullying?

Often bullies are very clever at not being seen. Parents are usually the first to notice that their child is behaving differently. Parents should stay calm, try to find out what is wrong and make an appointment to come into school and speak with the class teacher. They should be encouraged to write everything down as a written record. A written record makes it easier to check facts. In the case of cyber-bullying, parents should keep the evidence of the bullying and with the help of the police it will be investigated.

What staff should do if they suspect bullying:

Ask other staff if they have noticed anything.

Inform all staff so they can keep a look out on the playground.

Ask the child concerned what is wrong. Often they are just looking for an opportunity to 'open up'. Tell the head who may talk to the child.

Voice your concerns to parents.

Keep a written record of incidents using CPOMS.

When facts have been gathered the headteacher will take action.

What children should do if they suspect someone is being bullied:

Take a stand and don't let it happen.

Tell the bully to stop.

Ask the child being bullied to join in their game.

Not smile or laugh with the bully.

Tell a teacher.

Show the bully they don't approve by walking away.

If they are being bullied themselves they should:

Look the bully in the eye and tell them to stop.

Get away from the bully as quickly as possible.

Tell an adult straight away.

Keep on talking until someone listens.

Not put up with it.

Not blame themselves.

16. Bullying and Children with special educational needs and disabilities or physical health issues

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Research shows that these children are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children and that they might be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs because of communication barriers or difficulty report these challenges.

We have additional pastoral support in place for these children through:

All staff being trained in the signs of bullying

Notice when behaviour changes and not dismiss it

Finding ways to communicate when children might find it difficult to tell them what is happening, e.g. use of visual, games, drawings

Regularly putting aside time to talk to children with SEN to find out how they are.

Maintaining close links with parents

Acting on any hunches and talking to the SENCo about these.

Parents should refer to the schools' Anti-bullying policy for detail on procedures to follow if you are concerned that your child may be involved in bullying activities.

17. Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions- See Positive Handling policy

18. Prohibited Items and Searches

It is extremely rare, but it may also be necessary to undertake a search of a pupil's possessions to check for prohibited items.

Schools have the statutory power to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance with more detailed information provided in Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies.

Only the Headteacher or a member of school staff authorised by the Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness.

The exception to this rule where a search can be carried out on a pupil of the opposite sex and / or without a witness will only occur where the Headteacher reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity, health and safety and the school's Safeguarding policy.

There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation.

Any such searches will be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil).

It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

The school should inform the pupil's parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search.

The parent's prior consent to undertake a search is not required. Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches Without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- mobile phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Physical resistance by a pupil to a search for those latter items can itself be subject to behavioural consequences.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession.

Only staff members authorised by the Headteacher may carry out searches without consent.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline.

When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with Consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of Search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or

immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy

19. Searching, screening and confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

20. Allegations against school staff

The school takes its responsibilities for safeguarding extremely seriously, and any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the Safeguarding Policy.

Malicious accusations against staff Schools have the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals. See Allegations against school staff policy.

21. Behaviour outside school

Although off the premises, we expect our children to behave just as they would in school. Bad behaviour and bullying as defined in the Behaviour Policy which occurs anywhere off the school site and which is witnessed by a staff member or reported to the school will receive the same sanctions as it would on the school premises. Parents and Governors will be asked to attend meetings as necessary.

Sanctions may apply to the following:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

St Peter's School Rules

Be
Respectful



Be
Responsible



Be Safe





Appendix 2

It's Good To Be Green Behaviour Chart

This chart is found in all classrooms throughout the school. Before Step 1, remind child of why their behaviour is not respecting the class charter.

Step 1: You have made a poor choice – Adult warning!

- It is expected that the child will turn their behaviour around

Step 2: A Yellow Card

- This is the next step and another chance for the child to turn their behaviour around before a red card.
- Teachers must speak to parents when a child has repeated poor behaviour in order to work as a team.

Step 3: A Red Card – (This is very serious)

- The child will have time out in another class and will complete a behaviour reflection sheet to think about how they can start to make the right choices.
- All behaviour reflection sheets will be taken home and a text will be sent to parents notifying them of this. A copy of this sheet will be kept in the office.
- Every red card needs to be recorded on CPOMS (Date and reason)
- If a child receives 2 red cards in a week, they will spend time in a lunchtime reflection. The DH will notify parents.

Lunchtime Reflection

If a child receives two reds in a week this will mean a lunchtime reflection for 30 minutes. SLT and parents must be informed. This reflection will be taken in a quiet space away from their peers. This should be communicated clearly to the senior leadership team by the class teacher who will log on CPOMS and track children attending reflections. The tone of a lunchtime reflection is supportive, not punitive.

Depending on the severity of the behaviour, red cards may result in the loss of privileges; especially if this is repeated behaviour e.g. They have to miss a school trip. The child's behaviour will then be monitored. If poor behaviour persists, children may be put on a report.



Appendix 3

Rewards and Sanctions

House point rewards:

Children will earn individual house points and will receive a certificate and a badge in assembly when they reach a particular milestone. These are as follows:

Bronze = 100 house points

Silver = 250 house points

Gold = 400 house points

Platinum = 500 house points

House points are given to the children through 'Class Dojo' points. House points are collected on a termly basis where children will receive a badge if they have earned one. They are 'reset' each year.

Guidelines for awarding house points

- No more than 5 house points to be given at a time
- Please refer to the guidance in the appendix



Playtime Sanctions

If children are seen to be behaving poorly in the playtime, they will be sent to the verandah for 10 minutes. The member of staff on duty is responsible for supervising the children and ensuring they are not talking.

An example of what constitutes 10 minutes sent to the verandah

1 warning, then sent to the veranda for 10 minutes:

- breaking playground game rules
- back chatting
- Getting involved in incidents unnecessarily
- Dangerous and inconsistent kicking or throwing of balls

No warning, 10 minutes to the verandah

- minor pushing / tripping
- swearing

Straight to a member of SLT

- physically aggressive behaviour (including making threats)
- stealing
- destruction of equipment / property
- swearing
- harmful sexual behaviour
- repeated insolence, back chatting, attitude
- racist or homophobic comments

In these cases the SLT member will speak to the child and ensure that they are made aware of their actions.

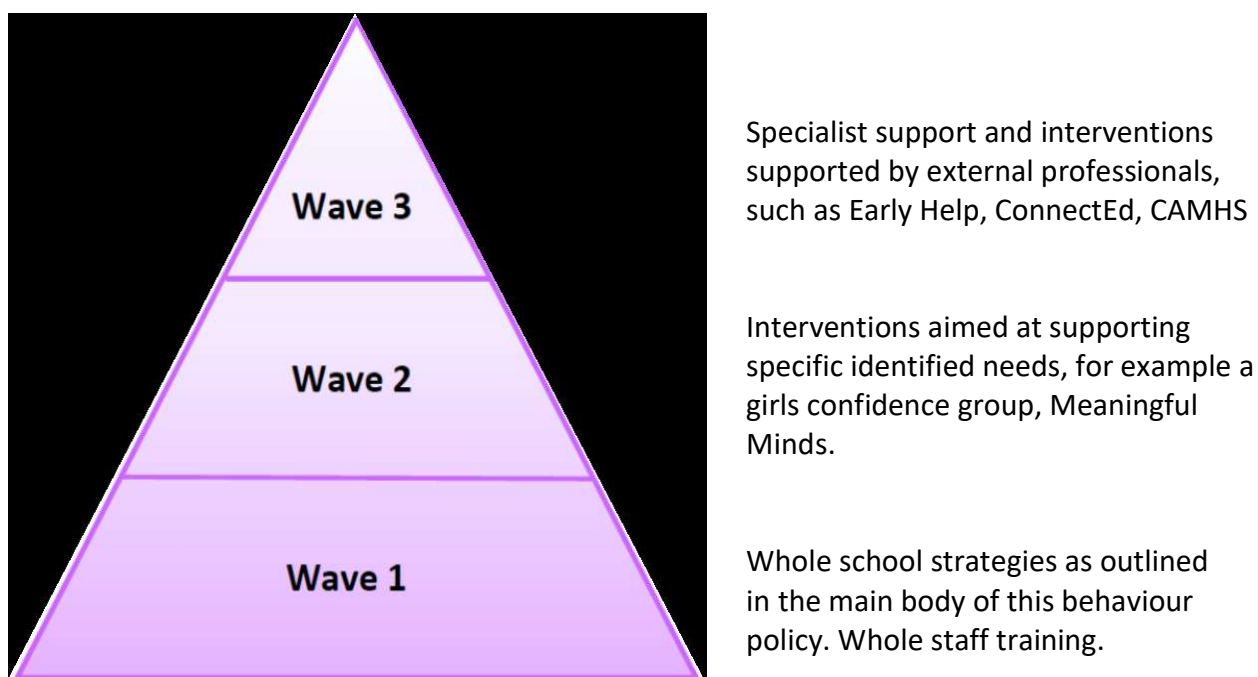
Parents will be informed and will be told what the consequences will be for their child's actions. This will depend on the incident and could include loss of privileges for poor class behaviour (trips; sports events); loss of playtimes / lunchtimes for poor playground behaviour.

Appendix 4

Graduated response

Children/young people have a wide range of individual needs which change over time. As such, children/young people require a flexible approach within an overall structure of consistency. Whilst we envisage that our Wave One behavioural approach (please see below) will be effective for the majority of children/young people at St Peter's, some children/young people will require extra support in order for us to ensure an equitable school environment. A graduated response to behaviour allows staff to support children/young people according to their current level of need.

The pyramid below provides some examples of support offered at each wave of our graduated response:



Children will be provided with support based on their level of need. Given that St Peter's views behaviour as a communication of need, frequent behaviour will be seen as an indication that level of support may need to be increased (e.g. a child receiving support at Wave One would begin to receive assessment and support at Wave Two). Decisions about the level of support required will always be made in consultation with the child or young person, their parents/carers and external professionals as appropriate.



Appendix 5

Areas which can cause conflict

The following things can cause children to feel resentful towards their classmates. They can also lead children to be tempted to steal or bully children into handing their belongings over. We want to prevent this at all costs and have therefore drawn up specific guidelines to lessen a 'have/have not' community. In situations where staff suspects theft or where a pupil may be carrying something banned by the school rules, staff are authorised to search pupils without consent. In a case such as this, two members of staff should be present, one being the Head or DH. Parent helpers are not authorised to do this.

MONEY:

We do not encourage children to bring money into school. If children need money for after school activities it needs to be placed in an envelope and kept in their bag.

SWEETS:

Sweets are not allowed in school. The children can bring fruit to eat at morning playtime.

THINGS FROM HOME:

Occasionally a class teacher may ask children to bring in items from home to help with a class discussion or lesson. Children in KS1 may also bring in items for show and tell. Unless a teacher specifically asks, toys, electronic games etc. are not allowed in school.

MOBILE PHONES ARE NOT ALLOWED IN SCHOOL but Year 6 children who go home alone with parental permission can hand their phone in to the office when they come into school.

MAKE UP:

Make up is not permitted in school. This includes nail varnish, lip balm, fake tattoos etc.

JEWELLERY:

Only small stud earrings are allowed in school. This is for safety as well as practical reasons. Necklaces and chains are not permitted; except for a short chain which has a small religious symbol. Horrible accidents can occur with jewellery. If children are wearing jewellery to school and taking it off for PE it is their responsibility to look after it. The school accepts no liability for loss or damage to jewellery worn by children.

UNIFORM:

It is expected that all children follow the uniform policy. This includes Black or Navy Jackets and only the school jumper. If your child is not wearing the appropriate uniform a letter will be sent home and you may be telephoned/texted to bring in the correct uniform.

HOME TIME: We ask that all children leave school as soon as they are collected and that children who go home alone do not linger in the playground or outside the gate.

The Five Essential Steps of Emotion Coaching

- 1. Become aware of the emotion in the child;** communicate your understanding and acceptance of the emotion. Empathise.
"I'm wondering if you're feeling.."
"I can see you are feeling angry and I feel like that sometimes too."
- 2. Validate and label the emotions being felt;** use words to describe the feelings – 'Name It to Tame It' (Dan Siegel)
"I can see you're frowning and you're kicking the wall and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something."
"I noticed you looking around and struggling to sit still. I think you might be feeling nervous right now about your work. Have I got that right?"
"It's okay to have the feelings you are having; these are normal and natural."
- 3. Set limits (if needed);** communicate that all emotions and feelings are acceptable, but some behaviours are not safe.
"I understand you're feeling really sad today, but one of our rights to remember is 'Be safe' - you have the right to be protected from being hurt or mistreated in body or mind, so calling your friend unkind names isn't an ok thing to do."
"I'm thinking you must be feeling really upset because I'm asking you to do things you don't want to do, but it's not okay to shout at me."
- 4. Solve problems;** work with the child to consider what they could do when they feel strong emotions next time.
"I wonder whether it would be a good idea to go to the special beanbag next time you feel like this? Then I can come and help."
"What might help you calm down next time you feel like this?"
"I can help you to think of a different way to cope."
"Let's look to see what other people are doing to help them when they feel this way."

Staff training emotion coaching webinar

<https://www.youtube.com/watch?v=WTfGHwFTTT4>

Appendix 7

Approaches to behaviour management that draw on trauma and attachment theory tend to advocate separating the child or young person from any behaviour that challenges. This can be achieved through the language used to describe the child and their behaviour.

Language to avoid:

- **Language that reinforces staff control**, for example 'enforce', 'punishment', 'rule', 'power', 'control', 'confiscate', and 'impose'
- **Language that places negative judgement on a child or young person or their behaviour**, including 'malicious', 'choice', 'poor behaviour', 'misbehaviour', 'manipulative', 'naughty'
- **Language that reinforces negative gender stereotypes**, such as 'naughty boy', or 'bossy girl'.

Useful phrases for staff to use:

Using **externalising language** around behaviour that challenges and separating the child from their behaviour, e.g. 'The expectations are that we..., so we need to...' (rather than saying 'you need to')

Using **internalising language** around behaviour that meets school expectations or can be celebrated, and showing warmth towards the child or young person, e.g. 'You were very thoughtful when you... so you did brilliantly at showing me our 'be kind' expectation'.

Talking to other staff about exceptions, e.g. 'Jay was so kind today when she...' (N.B. it is important to talk about exceptions in a way that avoids isolating other staff members/avoids a 'she behaves fine for me' discussion)

Reinforcing an alternative identity, e.g. 'Zak, you're my ICT expert, can you help me...'

Seeking opportunities to reinforce exceptions in the classroom, e.g. 'Sami, it was really kind of you to get a pencil for Jack as well as yourself'.

Trauma Informed School Behaviour Principles

What is a trauma informed approach?

Trauma informed schools tend to:

- Place **relationships** and a child or young person's sense of safety and security at the heart of classroom management
- Encourage **nurture, warmth and empathy**, even when a child or young person is presenting with behaviours that feel challenging
- Promote a **sense of community and belonging**
- Take **individual circumstances** into account.

- Emotion Coaching Steps:**
- Step 1** Recognising the child's feelings and empathising with them
 - Step 2** Labelling the feelings and validating them
 - Step 3** Setting limits on behaviour (if needed)
 - Step 4** Problem-solving with the child

Who benefits from a trauma informed approach?

Research suggests that **ALL** children benefit:

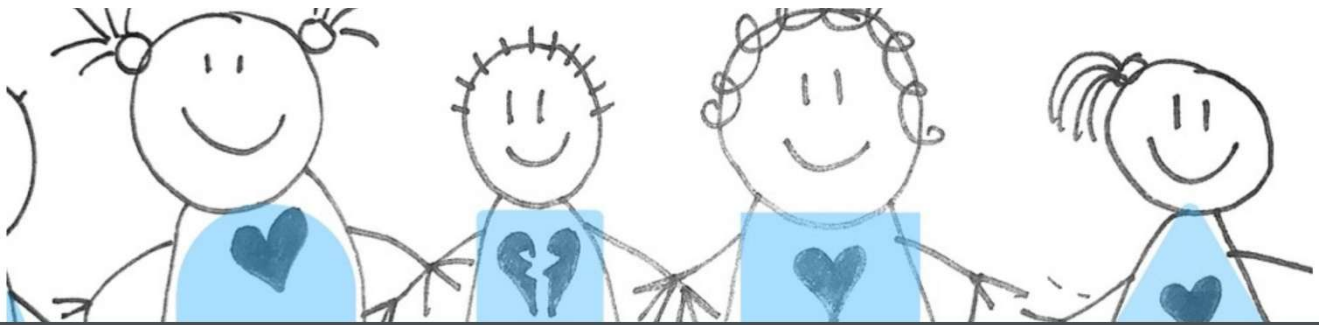
"When schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all" (Banerjee, Weare, and Farr, 2014, in Brighton and Hove Council, 2018)

Some suggested principles:





- Principle One: Relationships, empathy and feeling safe take precedent over other means of discipline**
- Principle Two: Discipline represents an opportunity to teach and nurture**
- Principle Three: We aim to understand the function behind a behaviour**
- Principle Four: The child or young person is separate from their behaviour**
- Principle Five: Routines help people to feel safe, but some children and young people need differentiation within an overall structure**

- ➔ **What this means:** **Prioritising relationships, empathy and feeling safe** above behaviour management principles (e.g. consequences). Using an approach such as **Emotion Coaching** to ensure these areas are consistently prioritised during interactions.
- ➔ **What this means:** Considering the **function** of (i.e. the reason behind) the behaviour, what **lesson** you want to teach in the moment, and **how best** to teach this lesson.
- ➔ **What this means:** **Understanding** and **meeting the need** behind the behaviour, rather than using rewards and consequences to promote/discourage behaviour. Using language that reflects the need, e.g. **'attachment needing'** not **'attention seeking'**.
- ➔ **What this means:** **Reinforcing** that the child is separate from their behaviour, e.g. by using **externalising language** around behaviour that challenges, e.g. 'The expectations are that we..., so we need to...' (rather than saying 'you need to'), using **internalising language** around behaviour that can be celebrated, e.g. 'You were very thoughtful when you... so you did brilliantly at showing me our 'be kind' expectation'.
- ➔ **What this means:** Differentiating expectations and approach according to a child or young person's abilities, needs and experiences.

"Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)." (Brighton and Hove Council, 2018).



What Survival Looks Like In Primary School

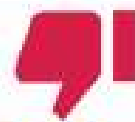
|  <p>Freeze</p> |  <p>Flight</p> |  <p>Fight</p> |  <p>Submit</p> |
|--|---|---|---|
| <ul style="list-style-type: none"> - Not interested, bored - Confused - Forgetful - Talking about something else - Hard to move through a task - Not listening - Staring into space - Day dreaming - Clumsy - Distracted | <ul style="list-style-type: none"> - Running away - Keeping SUPER busy - Not coping in free time - Need to be first or at the front - Bumping into people - Avoiding tasks and activities - Baby talk or silly voices - Hyperactive - Giddy and silly - Hiding under tables | <ul style="list-style-type: none"> - Hot and bothered - Angry and aggressive - Controlling - Lie or blaming - Shouty and argumentative - Pushing away friends - Lonely - Demanding - Inflexible - Unable to follow 'rules' - Disrespectful | <ul style="list-style-type: none"> - Socially withdrawn - Compliant - Quiet - Unable to think, just yes or no answers - Passive - Resigned - Neutral expression - Alone - Low mood - Head down on the table |

If you spend a small amount of time activating the calm part of my brain, you will help me feel safe. Then, you can teach me and I can learn. Help me by...

| | | | |
|--|---|---|--|
| <ul style="list-style-type: none"> - Do the task with me - Deep breathing - Tell me I'm safe and ok - Ask me to push my hands down under my seat and lift myself off the chair - Gently wonder where I've gone and welcome me back to the room - Make the task smaller and more predictable - Tell me kindly who I am and what I'm doing - Kindly tell me what you want me to do 1:1 | <ul style="list-style-type: none"> - Keep me close by - Deep breathing - Give me a easy and familiar task - Make things predictable - Tell me I'm safe, show me a safe place or person I can go to when I need to - Kindly talk through what might be tricky - Remind me what I'm meant to be doing alongside my friends rather than singling me out | <ul style="list-style-type: none"> - Give me a role - Support me socially - Match my energy - Make things predictable - Deep breathing - Connect and show empathy before exploring the consequences of my behaviour - Tell me about changes to the daily routine, especially strangers visiting the school - Accept I might not remember what happened, I was trying to survive what felt dangerous | <ul style="list-style-type: none"> - Repetitive simple tasks - Weighted blanket - Building with Lego or play-dough - Tell me I'm safe - Deep breathing - Spending time with a trusted adult - Do the task with me - Tell me what to do without showing frustration - I can't cope with being the centre of attention, let me blend in |
|--|---|---|--|



DOs AND DON'Ts OF A TRAUMA-INFORMED COMPASSIONATE CLASSROOM



1 CREATE A SAFE SPACE
Consider not only physical safety but the children's emotional safety as well.

1

2

2 ESTABLISH PREDICTABILITY

Write out a schedule and prepare children for transitions. It helps create a sense of security and safety.



3 BUILD A SENSE OF TRUST

Follow through with your promises and in situations where changes are unavoidable be transparent with your explanations.

3

4

4 OFFER CHOICES

Empower students and offer "power with" rather than "power over" strategies.



5 STAY REGULATED

Help your students (and yourself!) stay in the "Resiliency Zone" to promote optimum learning. Have regulation tools ready to help students bumped out of the zone into either hyperarousal (angry, nervous, panicky) or hypoarousal (numb, depressed, fatigued).

5



There's really only one **DON'T**
Let's not punish kids for behaviors that are trauma symptoms.

