



St Peter and St Paul CE Primary School
Positive Behaviour Policy
Spring 2025

Review Spring 2026

Courage Respect Hope Forgiveness Kindness Fairness

RATIONALE.

This policy has been written for specific use within St Peter and St Paul CE Primary School. We believe that a safe environment of mutual respect and co-operation results in the most effective climate for learning and teaching.

This policy applies to all aspects of the school, including Breakfast Club, after school clubs and any other additional events held at school, additional to the normal 32.5 hours at school (see final section).

The fundamental principles, as determined by the Governing Body underpinning our behaviour policy are our Christian values of
Courage, Respect, Forgiveness, Hope, Kindness and Fairness.

This combined with rights, responsibilities and routines will produce good behaviour conducive to good learning.

Inclusion features strongly in this policy as it goes to the heart of our vision at St Peter and St Paul CE Primary School:

We are distinctly Christian in our ethos and outlook and are inclusive of all. At the heart of our school are our Christian Values. We welcome those of all faiths and none to shine their lights brightly, celebrating joys, failures and successes in partnership with parents and the community.

The aims of this policy are to:

- Emphasise the School's commitment to encouraging and rewarding good behaviour;
- Explain the law and guidance on 'disciplinary penalties' (sanctions)
- Set out the various responsibilities.

The aim is for every member of our community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose Christian values are built on mutual trust and respect. This behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

For this reason, we aim to:

- Ensure appropriate behaviour throughout the school.
- Encourage and praise best efforts in both work and behaviour.
- Ensure a whole school approach to discipline and treat all pupils fairly and apply this policy in a consistent way.
- Ensure that pupils are aware of the school rules and that each class has a visual representation clearly displayed.
- Ensure that all parents are informed and are aware of the school's disciplinary procedures.
- Prevent bullying.
- Provide a system of rewards to encourage good behaviour.
- Provide a stepped approach to sanctions which are clear and known to all.
- Promote self-discipline.

An effective behaviour policy is one that seeks to lead pupils towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our pupils are more likely to reach their full potential.

The core beliefs of the School are that:

- Behaviour can change and that every pupil can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase pupils' self-esteem and thus help them to achieve more.
- Celebrating success helps pupils to achieve more.
- Being aware of each pupil's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other pupils and minimise disruption while helping pupils acquire self-discipline.

The School Governors

The School Governors are charged with the duty to have policies designed to promote good behaviour and discipline based on this behaviour policy.

The Headteacher

The Headteacher's role is to implement the Governing Body's policy and to establish and maintain a behaviour policy that promotes learning, self-discipline, respect for others and proper regard for authority. The school expects the emphasis to be on encouraging and rewarding good behaviour.

The Headteacher must determine measures to be taken, with a view to:

- Promoting self-discipline and proper regard for authority among pupils;
- Encouraging good behaviour and respect for others, and preventing all forms of bullying among pupils;
- Securing that the standard of behaviour is acceptable; and
- Otherwise regulating the conduct of pupils.

The behaviour policy will:

- define the standards of behaviour the School wants;
- seek the widest possible agreement;
- ensure that the standards are consistently and fairly applied; and
- ensure that any sanctions are reasonable and proportionate to the offence, and enable pupils to make reparation where possible.

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to the Governing Body, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher, or most senior member of staff present, has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Teachers

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. Class teachers should have high expectations of the pupils in terms of behaviour and strive to ensure that all pupils work to the best of their ability.

The class teacher will treat all pupils fairly and enforce high expectations consistently. The teacher will treat all pupils with respect and understanding.

The teacher will follow the behaviour system, which will be displayed prominently in the classroom and is responsible for informing parents of the application of certain sanctions.

Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that pupils move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in 'the heart', classrooms and other school areas.

Pupils should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Parents

Parents have a vital role to play in their pupil's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.

The Behaviour system is explained to all parents and available on the school's web site.

We expect parents to behave in a reasonable and civilized manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of pupils in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents are required support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher, Senior Leaders or the Pastoral Officer may then be involved and, if the concern remains, they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

THE PRINCIPLES OF GOOD PRACTICE.

In order to promote good behaviour, we must take a careful look at ourselves. What we do in our classrooms necessarily has an impact on pupil behaviour.

Below are a few principles of good practice:

- a) The teacher must be in the classroom with the work ready before the lesson starts.
- b) Making sure that the lesson is well planned with appropriate differentiation is important. If the teacher is confident in the preparation, the teacher is more likely to be confident in the delivery of the lesson.
- c) Making sure that the resources are to hand is vital. It is very easy for the pupils to become bored and consequently they may well misbehave if they are having to wait.
- d) The organisation of the classroom itself is important. The pupils should know where to get the things they need.
- e) Keeping things tidy is important. This is also important in getting the pupils to care for the quality of their work.
- f) Developing good relationships is vital. If the pupils feel that you do not care for them, then they will respond likewise and become un-cooperative. Spending a few minutes to listen to a pupil at breaktime can be very helpful in getting a willingness to work and stick to the rules. Making personal positive comments shows pupils that you care for them.
- g) Making sure that the work is appropriate to the pupil: match.
- h) Have a routine so that the pupils know what they have to do. Try to have a routine at the start of each lesson so they have something to do when they come into the room and have a routine to follow at the end

of a lesson as these times can create their own problems. Also have routines for transition or when trying to get whole classes attention.

i) Please try, at all costs, to avoid interrupting colleagues whilst teaching. This has a significant impact upon teaching in the classroom.

j) If possible, don't stop your lesson to sort out problems that could be left to be dealt with during the next break using Restorative practice wherever possible.

DAILY ROUTINES.

Key factors to positive behaviour are clear and consistent routines which are easily understood by all.

1. Classrooms will be set out in preparation for the pupils.
2. At worship time classes will be lined up and walk quietly to the hall. Being on time is essential. Classes will be supervised throughout worship and out of the hall.
3. At break time and lunchtime teachers will see their classes quietly out of the building.
4. The adult on duty will make the decision as to whether it is a wet active breaktime and an SLT member will make the decision if it is a wet lunchtime. They will then inform colleagues. During wet weather, pupils will stay in their classrooms and will be supervised by their class teachers and or TAs.
5. At the end of each lunchtime, the bell will go, children will walk to their lines. The pupils will then line up in an organised and orderly manner. Teachers should be out ready to collect their class promptly.
6. Classes will be lined up and walk quietly to and from the hall/field for Physical Education and other activities.
7. At lunchtime, classes will go out to the playground, where a member of staff will blow a whistle and call one class at a time into the hall for lunch.
8. At home time pupils will be supervised from the building in an orderly manner.

STRATEGIES TO ENCOURAGE POSITIVE BEHAVIOUR.

GENERAL PRINCIPLES.

Teachers will take a lead in dealing with pupils and reinforcing good behaviour. All adults will treat all pupils equally, be calm and polite and will raise their voices only in an emergency, or when outside on the playground or field.

Please note:

- It is important to focus upon the behaviour and not the pupil.
- Avoid confrontation and especially physically man-handling pupils.
- Allow the pupil to save face by giving them the option to change to more appropriate behaviour.

Good behaviour will be praised and noted and bad behaviour not reinforced and dealt with quietly. The names of pupils demonstrating `good` behaviour will be said frequently and the names of pupils behaving badly as little as possible.

BEHAVIOUR IN WORSHIP.

Adults will assist by bringing classes in quietly and being continually active in reinforcing good behaviour with praise. Adults will only speak on subjects directly related to the Worship as a model of good behaviour.

REWARDS.

These may be given by the class teacher for good work, good behaviour etc. at the teacher's discretion. These are teacher's personal rewards and are given to further support the whole school positive strategies policy.

- Verbal praise
- Name on board
- Stickers
- Special jobs and activities
- Tokens awarded
- Annual token treat day in communities
- Treat Box
- Star of the day slips and are given out at the end of the day by the class teacher
- Star of the week certificates are given out in Celebration Worship by the class teacher
- Other strategies may also be used at the discretion of teachers. Letters or postcards may be sent home to parents about good work or behaviour. Furthermore, teachers may wish to telephone home to express positive views about a child.

OUT OF SCHOOL HOUR ACTIVITIES - including Breakfast Club and After School Activities and Clubs

It is essential that we maintain a safe and enjoyable environment for all children attending clubs.

We adhere to our Behaviour Policy during clubs. We believe that by following these guidelines, we can ensure a positive experience for everyone involved.

If children do not follow our expectations and do not behave in a manner that keeps themselves and others safe at clubs, we will implement sanctions as stipulated in our policy. In cases where poor behaviour choices persist, we will consider whether those children can continue attending these clubs. We will provide them with the opportunity to return after a designated period, allowing them to demonstrate that they can engage safely, just like their peers. Should the behaviour continue to be problematic, we will suspend their attendance. It is important to note that the clubs operate outside of the government-recommended 32.5 hours a week that children spend in school.

PASTORAL PROVISION

Pupils who are at risk of underachievement due to social, emotional or behavioural reasons (or any combination of these) will be considered for inclusion into Pastoral provision. They may also participate in the SEBD sessions. There is one pastoral officer and one Inclusion Mentor, who provide support and specific intervention packages for all pupils.

Class teachers should discuss their concerns with either the Pastoral Officer, SLT member, Deputy Headteacher or Headteacher. The Pastoral Officer will ask for a referral form for the pupil, outlining the strengths as well as the areas for concern, from the class teacher and will support the class teacher in completing the first Boxall Profile if this is appropriate.

Behaviour Support

The role of behaviour support is to engage, develop and support those pupils with social/emotional and/or behavioural difficulties to access mainstream education successfully. The support will be able to offer:

- 'time out' facility for pupils to de-escalate incidents at both break times, lunchtimes and in the classroom.
- Conduct fact finding missions when behavioural incidents occur and report back to the class teacher.
- Provide support for pupils who have been referred by the class teacher.

- Work in conjunction with social services, North Lincolnshire behaviour support service and other agencies as a point of contact and liaise with information
- Complete Early Help meetings.
- Provide SEB support for targeted pupils.

The school employs [restorative practice](#) as part of the behaviour policy and in line with our Christian values, which focuses upon repairing the harm done to pupils and relationships as a result of negative behaviour and attitudes rather than on punishing offenders - in the spirit of forgiveness and reconciliation.

Restorative Practice

The aim of Restorative Practice is to develop community and to manage conflict and tensions by repairing harm and building relationships. [Restorative Practice is:](#)

- * a fair process.
- * a way of repairing relationships between pupils
- * a way of repairing harm done and moving forward.

Pupils who have been upset by the behaviour of others will have a calm and protected environment in which to tell their side of the story and see positive results.

Pupils who have upset others, are placed in a situation where they are encouraged to understand how their behaviour has affected other pupils and are involved in ideas how they may make amends.

Fair process separates the doer from the deed. It allows for trust to be built up. This in turn encourages commitment from pupils to improve their behaviour.

Pupils will only become involved in the process if they show challenging behaviour, or if they are upset by the behaviour of other pupils. The staff member in charge is trained to maintain a calm and safe atmosphere, where all pupils concerned are given equal opportunity to answer the set questions.

The pupil who has shown the challenging behaviour is helped to understand the effect their unacceptable behaviour has had on others. They are expected to contribute ideas as to how they can make things right. The pupil(s) who has been harmed or upset by this behaviour is empowered by this process. They are able to express their feelings and have an opportunity to say what would help them to feel better. Although it is not a cure-all quick-fix using these methods have already resulted in improved behaviour and relationships in many schools, both primary and secondary, in the UK, Australia and USA.

[* Questions responding to challenging behaviour:](#)

- *What happened?
- *What were you thinking at the time?
- *What have your thoughts been since?
- *Who has been affected by what you did?
- *What do you think needs to happen next?

[Questions to help those harmed by others.](#)

What happened?

What were your thoughts at the time?

What have your thoughts been since?

How has this affected you and others?

What do you think needs to happen next?

Pupil Quotes

"I found the restorative practice very helpful because I could say what I felt and thought. It also helped solve problems far better because of the questions which were set."

"Restorative practice has helped me a lot because I have more tendency to think before I act. It also helped me because I used to not get along with others and now I get along with a lot of people now. I now have a good group of friends who understand what I was going through and now say I'm a lot nicer than before."

Consequences

CLASS TEACHER - WHAT TO DO IF?

Teachers are required to use their professional judgement when reprimanding a pupil but if a pupil misbehaves to the extent that he or she is disrupting other pupil's learning then the traffic lights system must be implemented.

Sanctions are imposed in those circumstances where behaviour is deemed unacceptable, school rules have been broken and there has been a failure to follow a reasonable instruction.

The traffic lights system is implemented in each classroom. Morning detentions will be organised and supervised by the class teacher in support with phase colleagues for children who have moved to Amber or Red. Pupils must always be given reasonable time to have a drink or visit the toilet.

If a pupil is on red and has to miss 2 breaks or 10 minutes of lunchtime, then staff should allow reasonable time for the pupil(s) in detention to eat, drink and use the toilet.

STEPS.

1. Give the pupil a quiet personal verbal warning.
2. Pupil is then placed on the amber traffic light and given a consequence appropriate for the action and the pupil's age (Reception = Time Out, Years 1 -6 = miss 10 minutes of break time). Children can work themselves off amber by the end of the session and no consequence will be actioned.
3. Another quiet personal verbal warning is given.
4. The pupil is then placed on the red traffic light and there will be two consequences appropriate to the action and age.
5. The name of any pupil that is placed on the red traffic light is to be recorded to CPOMS on a daily basis and red lights tagged.
6. Parents will be informed by the class teacher at the end of the day.

NB At the start of the next session, fresh start, fresh session, pupil returns to green on the traffic lights.

If a morning detention is deemed necessary, then the detention will be held in the classroom under the supervision of the teachers or TAs across the phase. If a pupil refuses to do any of the above, then the Pastoral Officer or Inclusion Mentor will be contacted to intervene.

It is the responsibility of the class teacher to initially contact parents if inappropriate behaviour continues. It is important that positive relationships with parents are established and that they are informed of behavioural concerns at an early stage so that they can play a proactive role.

INDIVIDUAL BEHAVIOUR PLANS FOR BEHAVIOUR.

Teachers can use 'informal' reward charts and stickers to change the behaviour of a pupil, a selection of charts and stickers which may be age appropriate are available. A pupil requiring an IBP for behaviour will be given a behaviour plan which will be reviewed with the parents, pupil, teacher, pastoral officer and Headteacher half termly. Please see the Pastoral Officer and/or SLT inclusion leader, Headteacher who will help with the devising of an IBP.

Serious Behaviour Concerns/Characteristics of Red Light Incidents.

- Intentional physical violence towards child or adult
- Bullying/verbal or physical
- Foul language/verbal abuse
- Destruction of school property.
- Running out of school or classroom.
- Continued refusal to do as required.
- Stealing.

If a pupil does any of the above, he/she will immediately be entered as a Red Light Incident on CPOMS and the parents will be informed, at the end of the day, by phone or in writing, and asked to come and discuss this with the Class Teacher/Pastoral Officer/Headteacher.

After discussions with parents/carers it may be necessary to complete a Personal Behaviour Plan/Book which will be filled in with appropriate comments by the class teacher and sent home daily. This will reflect positive as well as negative behaviour and must be signed and returned by the parents with comments.

At the end of an agreed period the parent and teacher will meet to review the behaviour of the pupil.

If the parent does not engage with the school, then the Pastoral Officer may be used to make a home visit.

If the behaviour of the pupil has not improved the parent will then meet with the Headteacher or SLT member. The school may then work with a variety of external agencies including the Primary Behaviour Support team.

(Reference will be made to the Local Authority Behaviour Toolkit)

Characteristics of Red Light Incidents

Extremely violent to self, others and staff.

Frequent absconders from class.

Do not respond to positive strategies.

Verbal abuse.

Continual refusal

RACIST INCIDENTS.

All incidences of racism will be dealt with according to the Behaviour Policy. The incident will be recorded on CPOMS. The incident will be dealt with and also be reported to the local authority and Governors termly. The Local Authority and the Chair of Governors will be immediately informed in writing of any serious or sustained racist incidents.

CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

There is a zero tolerance approach to sexual violence and harassment and the school take an “**it could happen here**” approach.

Any incidents of sexual behaviour or language should be reported immediately using the tag on the CPOMS system to DSLs.

All incidents will be investigated by the DSLs and cross referenced with guidance from the Brook Sexual behaviours Traffic Light tool, the school's child protection policy and KCSIE.

Decisions of consequences and follow up actions will be on a case by case basis by the DSL and supported by other agencies if required.

Follow up actions could include: the use of the school traffic light behaviour system, support from the pastoral team for those involved, 1 : 1 sessions with the Big Talk team, repeat of the Big Talk materials from school staff, Early Help, parental support.

Incidents are reported to the local authority and Governors termly.

Behaviour outside of the School

The School has a statutory power to discipline pupils for misbehaving outside of school premises (section 89(5) of the Education and Inspections Act (2006) The school will regulate behaviour in such circumstances 'to an extent as is reasonable'. Circumstances include:

- taking part in any school organised trip/visit or school related activity.
- travelling to and from the school.
- whilst wearing the school uniform
- actions of pupils who are in some way identifiable as pupils at the school.
- Pose a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.
- This also includes references to E-safeguarding and E-safety concerns.

The school will 'to such an extent as is reasonable' respond to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is either witnessed by a staff member or reported to the school. Reasonable and proportionate sanctions will be applied and the school will endeavour to work with external agencies such as PCSOs, police and Children's Services.

Detention

The School has the authority and legal power to put pupils in detention and that this consequence is used as a sanction if necessary.

Absconding.

If a child runs out of the school, please contact the office with the name of the child and the relevant details. Please also inform a member of the Senior Leadership Team.

If you are unable to find a member of the Senior Leadership Team, then ensure the safety of the rest of your class and persist in trying to find the appropriate person.

EXTERNAL ABSCONDING OF PUPILS

The primary consideration is the safety of the child/children involved.

All children should have a clear understanding that absconding is not acceptable.

Action to take if a child absconds from class or during playtime or lunch break:

1. Class teacher or supervisor - establish that the child has left the premises.
2. Pastoral Officer/office staff will inform the parents or contact person by telephone that the child is missing (the numbers are on Arbor). If it is not possible to telephone the parents a member of staff will visit the child's house, taking a brief note to inform the parent that the child has absconded.
3. The local PCSOs may be informed of any absconding pupil and contact details of the parents will be passed onto the PCSO if they wish to provide further support or guidance.
4. Upon the child's return to the school, the issue prompting the absconding should be investigated and discussed with parents.
5. A record should be made on CPOMS highlighting action taken and any sanctions provided.

Disciplinary Sanctions (Disciplinary Penalties)

The Education and Inspections Act 2006 gives all schools and Academies the power to impose 'disciplinary penalties', where a pupil's behaviour falls below the standard which could be reasonably expected of him/her, whether because he/she fails to follow a School rule or an instruction by a member of staff.

The power extends to other schools which a pupil may be attending for a particular course, and to situations where the pupil is not on the premises and is not under the lawful control of a member of staff, but only to the extent that it is 'reasonable' for the school to impose the penalty. It also covers penalties for a failure by the pupil to comply with a penalty previously imposed on him/her.

The Act also makes it lawful for any school to impose a penalty (other than exclusion):

- If it is not in breach of any statutory requirement or prohibition;
- If it is reasonable;
- If it is made by a paid member of staff (including supply staff, support staff, administrative staff), unless the Headteacher has decided they may not impose it;
- If it is made by an unpaid member of staff (e.g. a parent volunteer) who has been authorised by the Headteacher, and it was reasonable for the Headteacher to do so; and
- The penalty and the action taken were on the school premises or elsewhere when the pupil was under the lawful control of a member of staff.

In determining whether a disciplinary penalty is 'reasonable' the following must be taken into account:

- Whether the penalty was a proportionate punishment in the circumstances; and
- Any special circumstances which are known to the person imposing the penalty, including:
 - The pupil's age;
 - Any special educational needs;
 - Any disability; and
 - Any religious requirement affecting him or her.

Examples of specific sanctions include:

- Removal from the group/class or particular lesson.
- Withdrawal of break or lunchtime privileges.
- Withholding participation in educational visits or sports events which are not essential to the curriculum.
- Completion of work or extra work.
- Carrying out a useful task in the school
- After school detention.
- Internal exclusion
- Fixed Term Exclusion
- Permanent Exclusion

Powers of members of staff to detain pupils by use of force

The Education and Inspections Act 2006 confirms the right of staff to use 'such force as is reasonable' for the purpose of preventing a pupil from:

- Committing an offence;
- Causing personal injury to, or damage to the property of, any person (including themselves);
- Prejudicing the maintenance of good order and discipline; and
- When conducting a search without consent for articles which could be used to commit an offence or cause harm (knives or weapons, illegal drugs, stolen items, tobacco and cigarette papers, fireworks or pornographic images).

Exclusions

The School will use exclusion (fixed term or permanent) only as a last resort.

In discharging their duties, the Headteacher and Governing Body will have regard to the Secretary of State's guidance on exclusions (currently Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - DFE September 2023 guidance)

<https://www.gov.uk/government/publications/school-exclusion>

Exclusions may be for a fixed period or permanent.

The Decision to Exclude:

Only the Headteacher can exclude a pupil, (or the person in charge on the day, if the Headteacher is absent from the School).

Pupils should only be excluded:

In cases of a serious breach of the School's behaviour policy and if the continued presence of the excludee in the School would seriously damage the education or the welfare of other pupils or staff.

Before deciding to exclude a pupil the Headteacher will:

- Ensure that an appropriate investigation has been conducted;
- Ensure that all the relevant evidence has been considered;
- Give the pupil an opportunity to be heard; and
- Consult other relevant people if necessary.

Having considered these matters, the Headteacher will make a decision based normally on the balance of probability, having regard to any current guidance from the DfE.

Fixed Term Exclusion

The Headteacher is permitted to exclude a pupil for one or more fixed term periods not exceeding 45 school days in any one school year. The School will continue to provide education for an excluded pupil (whilst he/she remains on roll) and particularly in the case of an exclusion of more than 15 days. The Headteacher in consultation with the relevant members of staff will consider the following:

- Making alternative provision from day six for fixed-period excluded pupils;
- Where appropriate, to arrange reintegration interviews with parents at the end of a fixed-period exclusion of six days or more; and
- How the pupil's education can otherwise continue.

Permanent Exclusion

A decision to exclude a pupil permanently, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or if an exceptional 'one-off' offence has been committed: e.g.

- Serious violence, actual or threatened, against a pupil or member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug; and
- Carrying an offensive weapon

Or any other one-off offence considered by the Headteacher to be an exceptionally serious one.

Equal Opportunities

In making and implementing this policy account must be taken of the School's equal opportunity policies.

Pupils with Disabilities

The School aims to ensure that pupils with disabilities are not treated less favourably than other pupils and will endeavour to ensure that no exclusion of such a pupil has been caused directly or indirectly by the pupil's disability. Any exclusion of a pupil with a disability will be closely monitored both within the School and by the School's Discipline Committee.

Pupils with Special Educational Needs

The School will pay due regard to the guidance in the Special Educational Needs Code of Practice and the Education of Children and Young People with Behavioural, Social and Emotional Difficulties as a special educational need.

The School will aim not to exclude pupils with special educational needs and will aim to find alternative strategies that keep pupils with special educational needs who have behaviour problems in the School.

Positive Behaviour Policy

‘It’s Good to be Green!’



The Traffic Lights

Behaviour in school is monitored using the Traffic Lights. We insist on high standards of behaviour and attitudes at all times. Any child that chooses not to act accordingly is given a warning and takes the consequences, from a warning for the first offence, to Amber, to Red and building up to working in isolation and having parents informed. Children are supported at each stage in thinking how they can turn their behaviour around and are encouraged to work themselves back to Green on the Traffic Lights. At all times we make the children aware that they have a choice about how they behave and as a result are choosing to accept the consequences of their actions.

Every session is a fresh start and children always begin on Green.

If children are on Amber or Red and have not worked themselves back to Green, by making the right choices - then they miss part of their break time.

Break times

The adults and Playground Buddies outside encourage active play and team games using the playground equipment we have available. There are allocated spaces for children who prefer quiet time at break time. Any one feeling they need support at break time can visit our Buddy Bench where support can be given by an adult or a Playground Buddy, who has had training. The Traffic Light system is also used at break times so children understand the consequences of their actions.

Good Work and Behaviour



Good work is rewarded with Star of the Day notes, which are sent home daily for a member of each class. We also have Celebration Worship each week to praise, reward and value achievements and behaviour. We even send Postcards home to share something your child has impressed us with.

At all times our children are encouraged to sort out any problems themselves. Staff help them to talk through the issues and think of possible solutions. This way we are giving them important life skills that they can apply time and time again.

Token Menus

At St Peter and St Paul CE Primary School we value and insist upon good manners at all times. Children are given tokens when they are polite, helpful and supportive of each other. Children helping around school are also paid in tokens!

All the tokens are saved in a Community House Pot so it is important that the children work together to save as many as they can. Tokens can be exchanged for rewards from the Token Menu. The Token Menu is negotiated yearly so that the children can choose the rewards that mean the most to them.

Don't ever worry about your child being on Amber or Red of the Traffic Lights. It helps them to learn to manage their own behaviour and accept consequences – you may thank us for this when they are teenagers! If your child's behaviour or attitude is ever a real cause for concern, we will discuss this with you.

Zero tolerance towards bullying!

What is bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)



It is important to note that most children, are involved in the above behaviours at some time or another and they can be easily resolved. Only when the behaviours are *repeated* or *persistent* are they classed as bullying.

How can I tell if my child is being bullied?

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools. Our staff are all alert to the signs of bullying and act promptly and firmly against it.

What will school do?

If bullying is suspected or reported, the incident will be dealt with immediately. Mrs Cranidge (Headteacher), a member of the Senior Leadership Team, Mrs Fields (Pastoral Officer) or Mrs Elvin (Learning Mentor) will interview all concerned and will record the incident. Teachers and parents (of all pupils involved) will be informed so that everyone is aware of the situation. Appropriate consequences will be used and the situation will be monitored.

What support will my child have?

Pupils who have been bullied will be supported by having an immediate opportunity to discuss the experience with a familiar member of staff. They will have continuous support and reassurance and our priority will be to restore self-esteem and confidence.

Pupils who have bullied others will be helped by discussing what happened and why, establishing the wrong doing and accepting the consequences of their actions. Their parents will be involved at every stage and again there will be ongoing monitoring. Our priority will be to support the child to change their old behaviours and deal with any underlying problems to ensure the behaviour is not repeated.

What are the consequences of bullying behaviours?

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Exclusion from certain areas of school premises
- Fixed-term exclusion from school
- Permanent exclusion from school



How does the school ensure that children know the anti-bullying message?

We raise awareness of the nature of bullying through many subjects, but deal with it explicitly in PSHE. Our day to day behaviour system (Traffic Lights – It's good to be green) highlights the importance of treating others well and our Christian values and ethos promote the respect of others in our work, play and relationships.