



Behaviour Policy

St Peter's Academy

2026 -2027

Contents

Introduction and Aims

Calm, Consistent and Kind Adult Behaviour

Rules and Routines

First attention to best conduct

Restorative and inclusive approaches

Child on child abuse and Bullying

Children with SEMH needs

Bullying

Exclusions

Appendices:

A - Restorative Process B
- Behaviour toolkit

C - When things kick off checklist

D - Class Dojo

Introduction

Blue Kite Academy Trust and St Peter's Academy are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aims of the policy

- To promote a positive, calm and safe environment where all children can flourish.
- To establish a framework for staff that focuses on consistencies, high expectations and positive relationships.
- To create a culture of exceptionally good behaviour; for learning, for community, for life.
- To ensure that all learners are treated fairly and shown respect.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community that values kindness, care, good humour, good temper and empathy for others.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



Calm, Consistent and Kind Adult Behaviour

At St. Peter's Academy, we believe that calm, consistent and kind adult behaviour is the foundation for good behaviour management.

Calm, consistent adult behaviour means being in control of yourself before you attempt to take control of anyone else's behaviour. Calm, consistent adult behaviour means that there are no gaps between the adults and there is an agreed plan we stick to (Pivotal, 2017).

At St. Peter's Academy we are a staff team and work together. We have a tight, firm foundation. We do not shout, we do not aggress, we do not show negative emotion when intervening with behaviour.

We do this by using scripts and relentless routines to deal with challenging behaviour.

A firm foundation means that we use the same rules and language in every classroom.

Rules and Relentless Routines

At St Peter's we recognise the importance of providing clear rules underpinned by our values and vision. The rules of **Ready**, **Respectful** and **Safe** are understood by all children and adults in school. Our values of Caring, Sharing, Respecting, Forgiving and Questioning underpin the rules.

Routines are the cogs at the centre of all classroom practice and school life. At St Peter's Academy, we recognise that where 'Calm, Consistent and Kind' adult behaviour occurs alongside Relentless Routines and these are established, children feel secure to take risks in their learning.

Routines [that are followed at St Peter's include:](#)

- Clapping for attention for all. Ready = eyes on me. Adults also need to stop and model responding and listening.
- Children and adults listening and remaining quiet when an adult is teaching or giving instructions
- Walking quietly inside the school building
- Entering the hall and sitting silently in assemblies/worship. Adults taking a class to assembly need to lead them to the door, giving reminders and organising seating.

Expectations of ALL Adults

We expect every adult to:

1. **Refer** to the school rules
2. **Model** positive behaviours and build relationships.
3. **Be calm** when going through the steps.
4. **Restore the relationship with the learner**, retain ownership and engage in reflective dialogue with learners.

Additionally, we expect teachers/those responsible for teaching a class to:

1. **Meet and Greet** – on the classroom door at 8.40am, as well as collecting classes from the playground at 10.45am and providing a 'soft start' to afternoons to support the end of lunchtimes (whistle at 12.45pm KS1, 1pm KS2, MDSAs will whistle again at 12.55pm and 1.10pm for children to line up before taking them to the classrooms)
2. **Plan lessons** that engage, challenge and meet the needs of all learners.
3. **Use** a visible and consistent recognition mechanism throughout the school

First Attention to Best Conduct

At St. Peter's Academy, we catch children doing the right thing first. We focus on the children doing the right thing all the time first, because those are the children that deserve our first attention. This does not mean that we are ignoring poor behaviour, but the first focus of all adults should be recognising doing the right thing first (Pivotal, 2017).

We do this by using whole class positive recognition systems.

Restorative and Inclusive Approaches

At St. Peter's Academy we know the value of showing a child their behaviour and teaching them new behaviours. We know that punitive punishment has its limitations and doesn't teach new behaviours. Individual staff dealing with their student's own behaviour has enormous value. This is both in terms of the child's immediate behaviour and the long term relationship between the adult and the child.

We have put the following in place to support the children:

- Restorative Process initially using Emotion Coaching (Appendix A) and calming strategies.
- Calm spaces around the school (e.g. The Nest, library, corridor spaces)
- A dedicated pastoral team, including ELSAs.
- Group and individual tailored intervention programmes.
- Mental health support team.
- In Key Stage 2, 'I Statements' can be used to support the restorative process and to give pupils opportunities to give their side of events.

We use the following steps to deal with ongoing poor behaviour:

1. **Reminder** – a private reminder of expectations of 'Ready, Respectful, Safe'. De-escalate and decelerate behaviours where reasonable and possible.
2. **Caution** – a clear verbal caution, delivered privately, making the child aware of their behaviour and clearly outlining consequences.

3. Move away – child has a few minutes away from friends / unhelpful situation or to give a break from the activity.
4. Loss of privilege – minutes of break/lunch time lost as a consequence which is administered in class. Speak privately and discuss their behaviour. Offer positive choices to engage and refer to previous examples of good behaviour. Parents may be contacted at this stage – if this happens it must be recorded on CPOMS.
5. Referral to the Headteacher – this would involve completing the school written record of behaviour (CPOMS). Parents of the child may be contacted.

Some behaviours would also need to be reported to the Headteacher immediately such as incidents involving racist, homophobic, sexual or violent aspects and recorded on our electronic recording system (CPOMS).

Children with Social, Emotional, and Mental Health Needs (SEMH)

Behaviour can be a means of communication that can indicate current/ recent trauma or adverse childhood experiences (ACES) or other mental health needs. We must ensure that all pupils are supported to communicate their needs safely and appropriately. We recognise that some behaviour may be a direct result of a child's vulnerability and can be closely linked with safeguarding and therefore not solely linked to SEMH.

St. Peter's Academy provides the following in-school support for children with SEMH:

- Safe areas for children.
- A dedicated pastoral team, including ELSAs.
- Angry and Anxiety Gremlin Cognitive Behaviour Therapy
- Trauma informed training
- School mental health support team

Staff ensure that children are supported in a way that matches their age and needs whilst establishing and maintaining the highest expectations for all children. Individual Behaviour and Safety Support Plans are created when appropriate and designed to meet the specific needs of the child. A trauma-informed approach is used throughout the school. Where needed, we gain expert advice from the BKAT Inclusion Team (Lighthouse), Behaviour Support, Educational Psychologist, and the area's Mental Health Support Team.

If a child becomes seriously dysregulated, we will contact the parents to support co-regulation in school and to support their mental health.

Child-on-Child Abuse and Bullying

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others.

All staff recognise that children are capable of abusing their peers including bullying (including online bullying) physical abuse, sexual abuse and sexual harassment, initiation/hazing type violence, and rituals.

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 (Antibullying alliance, 2021).

The following measures are in place to prevent bullying:

- Anti-Bullying week
- A program of PHSE (Coram)
- During internet safety week, we cover online bullying.

Where bullying has occurred, we support both the victim and the perpetrator(s) with follow-up bespoke social, emotional, and mental health support.

Child-on-Child Abuse, including sexual abuse and harassment, is dealt with very seriously. We follow the school's safeguarding protocols (please see the safeguarding policy). We recognise that for children, the perpetrator may also be at risk and this behaviour could be because that child could also be in danger. Where child-on-child abuse involves sexual harassment, we can seek advice from our safeguarding advisor, Brook Traffic Light tool and Wiltshire Police.

At St. Peter's Academy, we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and wellbeing.

All child-on-child abuse, bullying, behaviour, dysregulated and intolerant (sexist, racist, religious, homophobic, transphobic, and disablist) incidents are recorded electronically on CPOMS and investigated thoroughly. They are analysed and reported to the Academy Council three times a year. Please see the school's safeguarding policy for more information.

Exclusions

We believe that, in general, exclusions are not an effective means to help a child move their behaviour on. However, if the children have been very unsafe and the other children are at risk of harm, the following measures can be used.

Fixed Term Suspensions (External)

After a serious behavioural incident, a fixed-term suspension may be considered to be used to reset the class and the child. A plan for reintegration will be put in place. The meeting will review

what is already in place and what else can be done to support the pupil in achieving a successful reintegration. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any animosity when they return. All suspensions are recorded on SIMS and CPOMS and reported to the Academy Council three times a year. Please see the exclusions policy for more information.

Internal Exclusions

An internal exclusion can be used as an initial step before a fixed-term suspension. This involves a child working in a different part of the school (while supervised) due to their behaviour in their classroom.

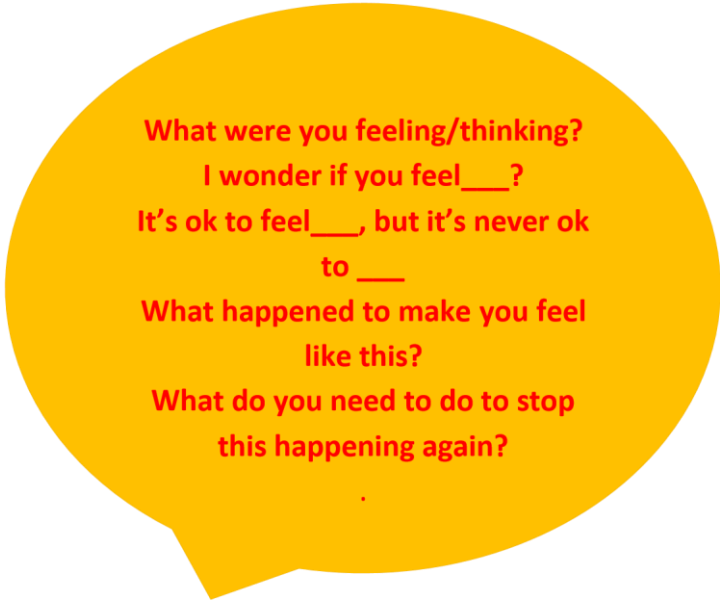
Permanent Exclusions

These are rare and the case of any child at risk of permanent exclusion would need consultation with the local authority and trust.

Related Policies

This policy should be read in conjunction with these policies: Anti-Bullying Policy, Online Safety Policy, Restrictive Intervention Policy and Safeguarding Policy.

Appendix A: We expect staff to use the following scripts, based on Emotion Coaching:



What were you feeling/thinking?
I wonder if you feel___?
It's ok to feel___, but it's never ok
to ___
What happened to make you feel
like this?
What do you need to do to stop
this happening again?

Behaviour Toolkit



Directions are given in a **calm, firm, quiet voice**

Give instructions and **walk away** to show expectation of compliance - *'I need you to move to the chair over there. Thank you'*

Expect children time to comply with the first instruction and give them time to do so

Use **'Yes and,' 'and'** to divert from the secondary behaviour, focus on the primary behaviour and avoid conflict - *'Yes, you were just asking for a rubber and I need you to work on your own because I want your own ideas.'*

Give **short and simple** directions - *'Emma, (two second pause) you can choose to arrive for the next lesson on time or you can choose to do a lunchtime detention, thanks!'*

Use the **language of choice** - *'Andy, you have two choices. Either you choose to come outside with me now to discuss your behaviour or you choose for me to get a senior teacher to remove you from the room. What's your choice?'*

Use **double what questions** - *'Joe - What are you doing' ' What should you be doing?'*

Name ... direction Thanks - *'Kyle...baseball cap off...thanks'*

End instructions with **'thank you'** or **'thanks'** not please - *'Sarah, (two second pause) if you have an answer to a question then put up your hand, thanks!'*

Stay **focussed on the primary (not secondary) behaviours** - *'Sarah lets out a 'huff' but Mr. Gohil ignores this secondary behaviour.'*

Give **non-confrontational advice** - *'Sam (two second pause), it's important to sit with all four chair legs on the floor in case you fall backwards - thanks!'*

Use **positive do's** rather than don'ts *'Alex, I'd like you to choose to sit back in your seat. Thank you.'* Rather than *'Alex don't get out our your seat.'*

Use **When and Then** - *'Trevor, when you've put up your hand then I will answer your question.'*

Use **I (not you) four part statements** - *'Sammy-Jo, when you are shouting at me (the behaviour not the person) it stops me from trying to help Simon (cause and effect) and I feel frustrated and annoyed (your feelings). I'd like you to choose to sit quietly and wait (desired behaviour) until I have helped Simon. I'll come and help you next.'*

Ask **'Are you Ok?'** To intervene early in non-confrontational manner.

When it Really Kicks Off!

What do you do when a learner really explodes?

Paul Dix (2014) explains what to do and what not to do!

Discuss choices

Clearly and calmly explain the behaviours which you observed, how they relate to the classroom plan and that the student has made a 'poor choices' so far. Tell the student that you want them to make better choices. You are then focusing on the behaviours and the student is less likely to feel personally attacked.

Don't chase secondary behaviours

Focus on the behaviour you are correcting and do not discuss anything else. If the student tries to divert you tell them that you understand what they are saying but they still have a consequence/need to make better choices in their behaviour.

Plan your interaction Make sure that you take a moment to structure what you are going to say and keep to that 'script'. Think carefully about your verbal and non-verbal communication. Enjoy the skill of being able to stay in control of the confrontation.

Don't bring up past misdemeanours

Focus on the single, identifiable behaviour which you have seen. All students start each class with a clean sheet.

Remember that you are the adult

Losing your temper will leave you exposed. Try and see the interaction for what it is – an adult helping a child to learn about behaviour and make better choices.

Get on their level physically

If they are seated, try kneeling or bending over, rather than standing over them.

Avoid negative comments on cultural styles

Students should be allowed to dress themselves and their hair within the agreed limits of the school's dress code and to move as they please if this does not encroach on the space of others.

Respect students' personal space

Students may feel threatened and become agitated if their personal space is constantly violated. This does not mean, however, that teachers should ignore bad behaviour.

Use friendly gestures, not aggressive ones

Avoid pointing the finger. Open hands with upturned palms are less threatening.

Use student's preferred name

Ask each student how he/she would like to be addressed in the classroom and then respect that preference.

Ask questions rather than make accusations

Assume that the student is a responsible person. "Are you ready to begin?" is less confrontational than: "Put your magazine away. It's time to start class", especially spoken in a concerned and kind tone.

Deal with the behaviour problem in private Reprimanding or 'shaming' students in front of their peers causes unnecessary embarrassment. Speaking to them privately respects their dignity and self-esteem.



Appendix D

DOJO Guidelines



- Use Dojo points for Precise Praise
- All parents need to use it – it is the class teacher's responsibility to encourage this to happen.
- **Never** send or reply to a personal message to/from a child
- Refresh Each Child's page regularly
- DOJO Star of the day

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, change in legislation
September 2021	All	New Policy	Following new KCSIE 2021 and new Pivotal approach adopted across the Trust in consultation with DBAT Behaviour Network
September 2022	Pages 2 and 6	Language change	Following new KCSIE 2022 – change in language from peer on peer to child on child
February 2023	All	Updated to make it specific for St. Peter's Academy	

September 2023		No changes	Annual check – reviewed and no changes were required.
June 2024		No changes	Annual review
September 2025	All	Full review of policy with breakdown of rules and routines added.	Updated policy was required.
September 2026	p.4 p.7	Change to school timings Change to Restrictive Intervention Policy reference	Change in school operating time Change in legislation

BKAT Policy levels:

LEVEL 1	BKAT policy for adoption (no changes can be made by the Academy Council; the Academy Council must adopt the policy)
LEVEL 2	BKAT policy for adoption and local approval, with areas for the Academy to update regarding local practice (the main body of the policy cannot be changed)
LEVEL 3	BKAT model policy that the Academy can adopt if it wishes
LEVEL 4	Local policy to be approved by the Academy Council