



Behaviour Policy

St Peter's Academy

2024 -2025

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Introduction

The Diocese of Bristol 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 selfdiscipline 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**



1. 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

At our school we recognise the importance of providing clear rules. 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.

At our school we recognise the importance of providing clear rules underpinned by our values and vision: Giving Children the Keys to Unlock their Future.

Routines are the cogs at the centre of all classroom practise. At St Peter's Academy, we recognise that where 'Calm, Consistent and Kind' Routines are established, children feel secure to take risks in their learning.

Expectations of ALL Adults

We expect every adult to:

1. **Meet and greet** at the door
2. **Refer** to the school rules
3. **Model** positive behaviours and build relationships.
4. **Plan lessons** that engage, challenge and meet the needs of all learners.
5. **Use** a visible recognition mechanism throughout every lesson (e.g. Recognition boards)
6. **Be calm** when going through the steps.
7. **Restore the relationship with the learner**, retain ownership and engage in reflective dialogue with learners.

Please see Appendix A for our school's behaviour blueprint.

2. First Attention to Best Conduct

At St. Peter's Academy, we catch children doing the right thing first. We focus on the 95% 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.

3. 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 (Appendix B) and Calming Strategies (Appendix E)
- Calm spaces around the school (E.g. The Nest, library, corridor spaces)
- A dedicated pastoral team, including ELSA lead and Teaching Assistants.
- Group and Individual tailored intervention Programmes • Friends - Emotional and Mental health group
- 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.
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 ELSA lead and Teaching Assistants.
- 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 DBAT Inclusion Team, 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 (Anti-bullying 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 including sexual abuse and harassment, are 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 sexual harassment child-on-child abuse occurs, we can seek advice from our safeguarding advisor, Brook Traffic Light tool and Wiltshire Police Constable Support Officer.

At St. Peter's Academy 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, intolerance towards religions, 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

Fixed Term Exclusions (External)

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. An external exclusion will 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 fixed term exclusions are recorded on SIMS and reported to the Academy Council three times a year. Please see the exclusions policy for more information.

Related Policies

This policy should be read in conjunction with the Anti-Bullying Policy, Online Policy, Physical Intervention Policy and Safeguarding Policy.

Appendix A – St Peter’s Academy (Behaviour Blueprint)

This is how we do it here...

At St. Peter's Academy, we have high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

Rules

Ready

Respectful

Safe

Over and Above

Praise

Recognition Board

Dojo

Visible Adult Consistencies

Meet and Greet

First attention to best conduct

Calm and caring

Relentless Routines Add 2 routines everyone does

Emotion Coaching

Step 1 Notice the emotions.

Step 2 Deal with the behaviour:

"It's ok to feel ___but it's never ok to ___"

Step 3 Problem Solve

Sanctions/Restorative process

- Reminder
- Caution
- Last Chance
- Loss of Privilege
- Referral to Headteacher

Restorative Conversation

What happened?

What were you thinking at the time?

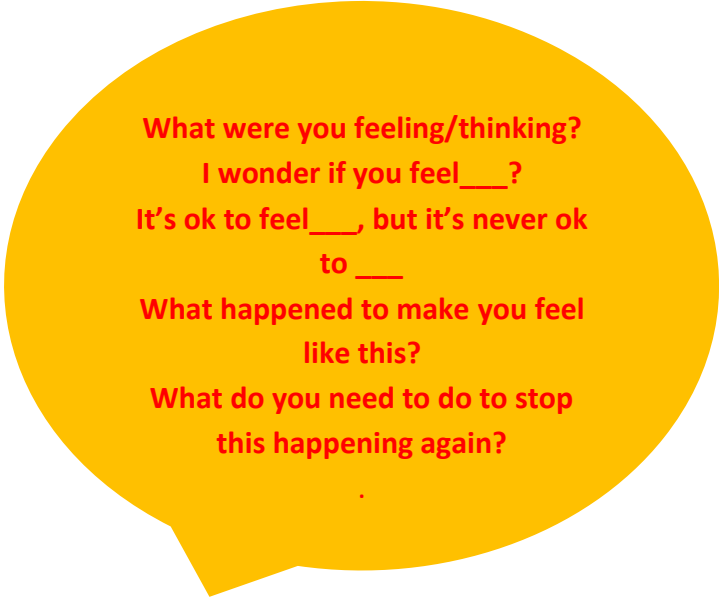
How did this make people feel?

What has been affected?

What should we do to put things right?

How can we do things

Appendix 2: 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. Gahil 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't *'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.

Listen carefully when students speak

Remain open-minded and objective. Consider the messages of students carefully. Avoid interrupting them or offering unsolicited advice or criticism.

Appendix E

Recognition boards

(From 'When the Adults Change, the Children Change' by Paul Dix) A recognition board is the simplest way to shift the culture of your classroom



It doesn't mean it prevents you from dealing robustly with poor behaviour; it just means that you that you are dealing with less of it. The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising of poor behaviour does not help, but routinely advertising the behaviour you **do** want does.

Simply write at the top of the board the behaviour on which you want to try and focus on. Try "One voice" for classes constantly talking over each other. Or "speak politely" to emphasise manners or "hands and feet to yourself" for those who give them to others

too freely. Perhaps your focus is less about social behaviours and more about learning behaviours. It could be "accurate peer feedback" or "persuasive language" or "show working."

When you see the children demonstrating the behaviour well, write their name on the board. The recognition board it not intended to shower praise on the individual. It is a collaborative strategy. **We are one team, focused on one learning behaviour and moving in one direction.** Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically. The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson/day depending on the context, the aim is for everyone to have their name on the board.

Even pupils who have received private sanctions can be caught demonstrating positive behaviours. One doesn't cancel out the other. It is perfectly natural to behaviour badly and have to deal with the consequences, and the next minute to do something brilliant and receive the positive consequences. If I drive my car too fast and get caught for speeding, I get a fine and points on my licence. I have done something wrong and I am punished for it. Half a mile down the road I stop to let a group of children and their teacher cross the road. The teacher smiles at me and I have received a positive consequence. Does the policeman run down the road after me having seen my good behaviour offering to tear the ticket up? No of course not. **We live with the fact that there are two separate incidents that have distinct outcomes.** Yet in many classrooms (and in many homes) the wires are have become crossed and behaviour becomes too complicated to manage well. Behaviour ends up being a game and not a responsibility. Untangle the behaviour in your classroom by keeping the positive and negative consequences separate.

Appendix F

DOJO Guidelines



- Use Dojo for Precise Praise
- All parents need to use it – it is the class teacher’s responsibility to ensure this happens
- **Never** send or reply to a personal message to/from a child
- Update class page once a week
- Refresh Each Child’s page regularly
- Communicate with each child’s parents TWICE a term
- 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
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Policy Owner	Education Directorate
Date Adopted	September 2022
Review Date	September 2025
Level	Level 2
<i>DBAT Policy levels:</i>	
LEVEL 1	DBAT policy for adoption (no changes can be made by the Academy Council; the Academy Council must adopt the policy)
LEVEL 2	DBAT 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	DBAT model policy that the Academy can adopt if it wishes
LEVEL 4	Local policy to be approved by the Academy Council