St. Peter's Catholic Primary School

Following in Jesus' footsteps, we live, love and learn together as a school family to build a better world.

Behaviour Policy

Issued by the Headteacher, subject to LGC approval

Approved by:	Local Governing Committee (subject to approval at LGC)	**Date:** March 2026
Next review due by:	October 2026	

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Section 1

Section 1 - Purpose

This policy sets out to offer clear and comprehensive guidance about the way that all aspects of behaviour are managed at St. Peter's Catholic Primary School. This policy should be read in conjunction with the Behaviour Principles Written Statement and the Safeguarding (Child Protection Policy).

In seeking to avoid confusion, this policy includes the school's guidance and policy on:

- Confiscation
- Physical intervention, including restraint
- Suspensions and Exclusions

This policy is based on guidance from the Department for Education. Where this is the case, references are provided.

Section 2

Section 2.1 - Policy statement

St. Peter's Catholic Primary School prides itself on offering a warm, caring and inclusive school environment. This is a cornerstone of our school culture and of our Catholic faith.

The creation of a school full of happy, motivated, caring and courteous people doesn't happen by accident: it requires teamwork from staff, children and parents alike. Whenever we are in the school or its surroundings, in whichever activity, we expect the highest standards of behaviour, courtesy and consideration to others. This applies to all members of our community. We expect everybody in our school to show respect and consideration for one another as well as other people's property, the school buildings and school grounds. It is an essential life skill to understand that there are societal rules and responsibilities and we all play a part in forming and upholding these. There are also ramifications to behaviour which impinges on the wellbeing of others and everyone in the school community is responsible for their own choices. We believe that the best way to teach and encourage positive behaviour is through demonstration, encouragement, praise and reward. As a faith school, we adopt a relational approach and this is consistent with our Catholic ethos and the Gospel teachings of Jesus Christ. When incidents occur, we take a restorative approach to resolving conflict and building relationships through structured conversations to help build and restore relationships.

This policy provides a comprehensive overview of behaviour management at St Peter's Catholic Primary School. The application of and adherence to the policy is guided by trust, professional judgement, knowledge of each child as an individual and driven by equity for all.

Section 2.2 - School Expectations

As a school community, all our expectations, procedures and policies inform our working practice. This enables us to address our prime goal of teaching and learning within a framework of mutual respect and collaboration. Our aspiration is for our behaviour policy to be loving, consistent and fair.

Through a relational restorative approach, the school community works to produce a safe environment in which children can learn how to resolve and repair relationships following conflict. Given the appropriate time and support, children are able to make amends for their mistakes, fostering an inclusive culture of trust, accountability, forgiveness and reconciliation.

Staff work hard to facilitate 'Reflect, Repair, Reconnect' conversations. Our approach is rooted in strong relationships. As a Catholic School community, we foster through Collective Worship and the Catholic ethos of the school, a culture of living out Christian values based on Love. An ethos based on love, inclusion and mutual respect encourage a community where all can flourish and be enabled to "live life to the full" (John 10.10). This is developed through an experience of community, rooted in kind, trusting and respectful relationships. An understanding of the teachings of Jesus Christ and biblical truths help to reinforce the importance of valuing each member of the school community as precious and "made in the image of God." (Genesis 1:26-28).

- All children need to understand and accept that there are clear, consistent and fair rewards and consequences for their behaviour choices;
- Children learn to understand that positive or negative consequences are the result of their choice of behaviour;
- Children are encouraged to understand that there are consequences as a result of their actions. These consequences could be positive or negative and children are taught to take responsibility for their own actions;
- The school applies a simple and consistent system of rewards and consequences to promote appropriate behaviours.

The school expectations are kept as simple as possible and are clearly displayed in the school. These are:

- We are **kind**
- We keep ourselves and others **safe**
- We always try to do our **best**

Children are encouraged to play an active part in developing class expectations. This may typically include:

- Follow instructions the first time they are given
- Respect people and property
- Be polite
- Keep hands, feet and objects to yourself
- Walk in Jesus' footsteps

Good behaviour expectations are displayed on posters in the classrooms and around the school to help to teach and remind what good behaviour looks like. (See Appendix 2) The school's expectation is that all pupils will choose to behave positively both inside and outside of school. Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, residential excursion or on the bus on the way to or from school. In accordance with our Acceptable Use Policy, sanctions may also be applied where expectations are not met when children communicate with each other digitally outside of school. This includes (but is not limited to) interactions via text messages, voice notes, social media, gaming platforms and applications.

Section 3 – Procedure

Section 3.1 - Behaviour

Behaviour in the Early Years Foundation Stage (EYFS)

As children begin their learning journey at St Peter's Catholic Primary School, we abide by the school rules. Through quality interactions, direct teaching, social stories, good role modelling and sharing explicit examples, we teach our children how to behave and act appropriately at school by making sure:

- We **listen** with **love**
- We **speak** with **love**
- We **act** with **love**

In accordance with child development, the children in Reception are learning in accordance with the EYFS Early Learning Goals considering managing themselves, self-regulation and building relationships as follows:

Early Learning Goal (ELG): Self-Regulation
Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Early Learning Goal (ELG): Managing Self
Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

- Explain the reasons for rules, know right from wrong and try to behave accordingly;

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Early Learning Goal (ELG): Building Relationships
Children at the expected level of development will: -

- Work and play cooperatively and take turns with others;

- Form positive attachments to adults and friendships with peers;

- Show sensitivity to their own and to others' needs.

Therefore, the children will follow the school rules, rewards and consequences in an age-appropriate manner throughout their time in Early Years, ready to follow the whole school behaviour policy when they transition into Year One.

Section 3.2 – Rewards and Sanctions

<u>How do we reward good behaviour?</u>
At St. Peter's Catholic Primary School, we believe that an effective way of promoting appropriate behaviour is through modelling, teaching and rewarding positive behaviour and pupil effort. Children learn that the school places an emphasis on praise and encouragement for doing the right thing at the right time.

Some typical rewards for appropriate behaviour would be:

- Use of praise and encouragement in the classroom, around the school and during Collective Worship. e.g. "Thank you for working so hard/quietly/well"; 'It was really helpful when you held the door open for me, thank you!'; 'Well done, I like the way you sat quietly'; "The way you listened to

the rest of the group was excellent"; "Well done class for remembering to tidy equipment away carefully, that was a good choice," etc.

- Positive feedback written in children's books. The use of comments or stickers to reflect what was good about the work or to reflect the effort that was put into it.
- The Headteacher and the Senior Leadership Team being called upon to praise individuals/ groups for good behaviour/work.
- 'Celebration' Collective Worship celebrates the achievements and efforts of individual children in each class on a weekly basis through rewards including certificates.
- Golden tickets are awarded to children for a variety of excellent behaviours and are entered into a draw. At the end of every term, children are drawn at random to receive a prize. This could be a voucher (e,g, Waterstones or Amazon) or reward such as a great new book or hot chocolate with members of the Senior Leadership Team! The more tickets you earn; the more chance you have of winning!
- Each Golden Ticket counts as a House Point. This gives them double value. Children may be rewarded individually, and they contribute towards a collective effort. Rewards for houses may include fan activities such as a bouncy castle at school, a popcorn and cinema experience, or a special visitor to school. Every team can earn a reward and experience success by meeting a realistic and agreed target number of House Points.
- Staff are encouraged to choose from and use a wide range of strategies to support children in achieving high standards of behaviour e.g. class certificates; stickers and awards; individual target charts; weekly class draws, marble jars, class rewards, positive role modelling; My Plan targets. Different children will respond well to different approaches. Staff will always agree individual class approaches with the Senior Leadership Team beforehand.

<u>How do we manage behaviour?</u>

Both the school and class expectations are there to enable us to work in a safe, happy learning environment. At all times the children are reminded of the rewards available to them when their behaviour is good. Children who follow these expectations will benefit from the reward system. This is used as a behaviour management technique.

Those children who wilfully choose to ignore the expectations will be choosing to work against the agreed expectations of the school community. They will be supported to reflect on this and to make more positive choices. However, should this persist, they will receive the negative consequences of their actions. The sanctions are age appropriate and are a series of graduated steps. The children are always given an opportunity to reflect on their choices and make the right choice to improve their behaviour. Children with additional or complex needs may also be offered an opportunity to relocate, reset and calm down away from the site of the incident. It is hoped that the children will respond positively to this choice, but if they do not the sanctions are put in place. As part of the consequential approach, children are encouraged to “put things right” or “make amends” by taking action to repair the harm that has been done, whether to property, the school or to a relationship. This could involve helping to clean up their intentionally made mess, making a sorry card after a friendship issue, having a second attempt but doing things differently. The focus is always on rebuilding the relationship and moving forward positively.

The school uses a strategy of Praising In Public (PIP) and Reprimanding In Private (RIP). We may address behaviour publically in a swift manner but will always reiterate expectations. We do not go into detail in public and we never display names on the board or shame children.

Our approach is rooted in building caring and trusting relationships. Sanctions have an important role in helping to reinforce the rules and expectations and keeping everyone safe and allowing our community to focus on learning. However, our default starting point and approach is always to engage children positively and to catch them doing things well.

<u>Behaviour Flow (please see Appendix 3 – Behaviour Triangle)</u>

- Staff will always begin with a positive and flexible mind set with focuses on catching pupils who are trying to do the right thing, engage pupils positively and praising and rewarding positive behaviour
- If a child does not respond to a positive reminder, a verbal warning is given (yellow).
- If the child continues and the behaviour is not altered or the behaviour persists, then an adult may provide a second positive reminder or may sanction the child at this time. This may result in a child losing some of their playtime and spending it in class.

- Children who stay inside will be given support to reflect on their behavioural choices and how they can ‘fix this and move on’. This support will focus on ‘Reflect, Repair, Reconnect’ conversations during the day. Ultimately, this must result in children managing themselves by improving their attitude, behaviour or work. Adults should ensure that there are opportunities for the child to be seen making better choices and should focus on catching children trying to respond positively and then praising this. e.g. “Well done Fred, you’ve been listening well and following the instructions carefully.”
- Yellow behaviour is low-level and generally considered to be a part of the normal school day to day learning for children. Staff will manage this as low level behaviour and parents will not be notified at this level.
- Where yellow behaviour is repeated or a pattern of low level behaviours noted, amber level reflections will take place. Children will meet with a senior leader at the start of play or lunch time and a conversation will take place to support the child in reflecting on their behaviour choices and how this can be repaired. Unless persistent, leaders will manage this as low level behaviour and parents will not be notified at this level.
- For red behaviours, parents are kept well informed of any issues at all times, through correspondence and meetings with the class teachers, the Senior Leadership Team, Deputy Headteacher or Headteacher.
- If a child receives a second red within a half term period, the above is repeated.
- On the third occasion of recorded ‘red’ level behaviour (see behaviour poster for examples), the class teacher will refer this to Senior Leadership Team to escalate and this will be logged (class Teacher to keep a record of red behaviour recorded using CPOMs).
- If a child receives a further red that term, a formal meeting is arranged between the parent and child, the class teacher and a Senior Leader. At this point, additional support and strategies will be discussed and agreed. This will focus on tackling the root-cause behavioural issues and helping the child to reengage positively with the school and their learning. This may include a Behaviour Record Booklet which will record behaviour in the morning and afternoon sessions.
- If the Behaviour Record Booklet or other agreed strategies are not contributing to an improvement in behaviour, another meeting with the parents, teacher and Headteacher or Deputy Head will be arranged. At this point the possibility of suspension or exclusion might be discussed if this is deemed to be a fair and proportionate response. The school will always

consider the individual context, vulnerability and additional needs of pupils in these circumstances.

Where there is demonstrable improvement in conduct and behaviour, this support may be scaled back, removed or further tailored to support pupils.

- If the behaviour includes endangering or hurting another child, extreme rudeness, damage to property, bullying or persistent disruption the sanction system will be bypassed and the Deputy Head or Headteacher will become immediately involved. The parents will be immediately involved at this stage.
- The Headteacher and Senior Leadership Team retain the right to escalate sanctions and support at any point, befitting the level of behaviour and support they believe the incident and context may warrant.

Rewards and Sanctions framework

Rewards and sanctions are an integral part of effective behaviour management and teaching when working with and nurturing children. Rewards incentivise and reward positive behaviour, whereas sanctions are as a result of negative behavioural choices. Boundaries and high expectations are an essential tool when supporting and education our children. It is important that rewards and sanctions are managed fairly and consistently.

To support this framework, we explicitly share behavioural expectations. This is done using our behaviour posters and these are displayed prominently around the school (please see Appendix 2). We also discuss this with children at whole school, key stage, year group and class level throughout the year to ensure they understand the expectations regarding behaviour and how sanctions and rewards work. It is essential that the policy and school's chosen approach is universally understood.

We never display a child's name next to each colour. A child is not permanently or temporarily 'green', 'yellow' or 'red'. This approach focused on labelling the choice behaviour at a particular time and using this as a starting point to begin a restorative relational approach to improving future behaviour through choices.

To support this school expectations poster, there are a range of appropriate sanctions staff may use to support behaviour. These are outlined the sections below:

Green: Positive behaviour

Range of rewards (can be issued by all staff):

- verbal praise (well done for X; I can see you tried really hard when doing X, etc)
- non-verbal praise (a thumbs up, clapping etc.)
- public praising of effort and/ or achievement (showing work to others; discussing behaviour as a positive example; asking a child to share effort/ achievement/ strategies with others)
- Golden tickets.
- Certificates (literacy, maths, learning, sporting, Headteacher's Award (issued by Head), etc.)
- Individual class-based approaches (agreed with the Senior Leadership Team beforehand)

Range of rewards – earned by group or houses via Golden tickets - (example prizes):

- Time with senior leaders (group hot chocolate with a senior leader etc.)
- Cinema club
- Vouchers (e.g. Amazon, Waterstones)
- Group/ House events such as a bouncy castle, trips or exciting visitors

Yellow: Low level behaviour

Range of sanctions (usually issued and lead by class teachers and teaching assistants):

- Eye contact/ non verbal/ classroom location (moving seat/ space or being closer to adult)
- A verbal prompt/ positive reminder/ second reminder
- A verbal warning and outlining of expectations
- Removal of playtime (5-10 minutes)
- 1:1 conversation with adult to discuss behaviour
- Short temporary removal from classroom (c.5 minutes to reflect on behaviour/ refocus)

Red: Serious Misbehaviour

Range of sanctions (the Senior Leadership Team will always be informed):

- Conversation/ warning/ reflection with a senior leader
- Conversation with the Headteacher
- Parents are notified

- Parents are invited to join a senior leader to discuss the incident
- Removal of playtime and/ or lunch time (e.g. 30 minutes)
- Temporary removal of playtime and/ or lunch time with peers (e.g. for a week)
- Temporary loss of extra-curricular clubs (e.g. football club)
- Removal from the classroom for a short period of time (e.g. rest of the lesson)
- Internal seclusion
- Suspension
- Exclusion

The school does not advocate a policy whereby children should not have fair access to school trips, visitors or events (e.g. Bristol Zoo or residential trips), however, in exceptional circumstances, the Headteacher and senior leadership team do reserve the right to have children remain on school site when all other avenues have been exhausted. This is at the final discretion of the Headteacher.

Section 3.3 - Suspension and Exclusion

If the above sanctions have been unsuccessful or the severity of the situation merits it, suspension or exclusion may be considered. This decision is made by the Headteacher in consultation with those involved. A child may be suspended or excluded for a variety of reasons which could include persistent disruption and disobedience or verbal/physical assault. In the first instance exclusion may be fixed term (suspension) and a child may be suspended for a determined amount of days in relation to the severity of the incident.

If a child is at risk of permanent exclusion, an At Risk Of Exclusion (AROE) support programme will be put in place to offer as much support as reasonably possible. If suspension (fixed term exclusion) and AROE meetings are unsuccessful and the child continues to behave inappropriately, a permanent exclusion may be considered by the Headteacher. This would usually be in consultation with the Local Authority. The parent/ carers will be involved at all stages in this process.

The Headteacher reserves the right to suspend and/ or exclude pupils at their professional discretion. However, this is always a last resort and will be used appropriately and proportionately.

We believe that the earliest possible contact with parents in these cases is crucial to the effective management of behaviour in our school. When a child/ children behave unacceptably in school we

believe it is important to inform other staff to enable appropriate responses to be used. This professional sharing of information enables the school to more effectively support pupils.

All members of the school community: Senior Leadership Team, Teachers, Teaching Assistants, and Mid-day Supervisors/ OPAL Play staff, Support Staff have a responsibility to ensure that all incidents of unacceptable behaviour are reported. In rare, individual cases, the St. Peter's Catholic Primary School Behaviour Policy use of positive handling and physical intervention may also be required. The details of this approach are contained within Positive handling and restraint section of this policy. This should be viewed as an integral but discreet element of the school's Behaviour Policy.

Section 3.4 - Recording Incidents

All behaviour incidents (as outlined within this policy) or when physical intervention has been used will be recorded on CPOMS (Child Protection Online Management System).
Immediately following a physical intervention incident, the member of staff should inform a Designated Safeguarding Lead of the use of physical intervention. The Headteacher must always be informed, in person, immediately.

Other incidents that should be recorded include:

- Any incident where a pupil leaves the school premises, even if they subsequently return.
- Any physical intervention required to prevent a pupil absconding, committing a criminal offence,
- damaging property or displaying behaviour that was prejudicial to 'good order and discipline'.
- Any indication from a pupil that touch used in teaching or any other educational activity is seriously resisted or objectionable.
- Any incident which results in a child being 'on red' or demonstrating red behaviour (according to the school rules).

All red level incidents will be recorded using CPOMS. This includes persistent disruption. This approach enables the school to develop a more comprehensive picture of behaviour across the school – patterns, types of incident, and frequency. It enables the school to better respond to individual, cohort and whole school needs.

The Headteacher or a senior member of staff will need to decide whether a parent should be contacted and if this should be done immediately or at the end of the school day.

Section 3.5 - Adjustments based on individual need, age or stage of development.

Sometimes, a child will need additional support with their behaviour, and some may need a differentiated approach to behaviour as set out under the Equality Act 2010. Systems are in place which can be used on days when they are finding it difficult to learn. Thrive and other pastoral interventions are available for children who find it difficult to regulate their emotions. Children with individual needs may meet with and be closely supported by the Headteacher, Deputy Headteacher, Inclusion Lead, and Pastoral Support Lead.

Section 3.6 - Searching, screening and confiscation at school – the right to search.

The Headteacher, and staff authorised by the Headteacher, have the legal right to search any pupil thought to be bringing prohibited items into school. Members of staff have the power to search a pupil for serious prohibited items without consent. Items considered to fall into this category include: weapons, alcohol, illegal drugs, stolen items, cigarettes, fireworks or any item that may be used to commit an offence or cause personal injury or damage to property. For further information, please visit: www.gov.uk/government/publications/searching-screening-and-confiscation

Section 3.7 - Section 3.7 - Positive Handling, Physical Restraint and Reasonable Force

This section should be read in conjunction with the LWCET policy Use of Reasonable Force And Positive Handling Policy (2026).

What is reasonable force?

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Reasonable in the circumstances’ means using no more force than is needed.

As mentioned above, schools may use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical

intervention. It is the school's intention to never use physical restraint, however the right to use this is extreme circumstances in retained.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. As such, use of force is always a last resort and should only be used in an emergency situation.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.
The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts. Schools cannot:
- use force as a punishment – it is always unlawful to use force as a punishment.

The above guidance is provided in: Restrictive interventions, including use of reasonable force, in schools, DfE (2026)

Incidents of physical intervention at St. Peter's Catholic Primary School must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded immediately using CPOMs
- Must be reported immediately (CPOMs) and in person to the Headteacher
- Reported to parents or carers on the same day, as soon as is possible

Staff should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND) when considering the use of reasonable force. Where possible, staff should only intervene using safe handling strategies advocated in approved training e.g. MAPA and TeamTeach.

Section 4 – Communication and sharing

Section 4.1 - Working in Partnership

For children to understand expectations that are placed upon them, it is imperative that these are consistent throughout all aspects of their life. For this reason, it is vital that adults within the school and home environment work in close partnership to set consistent behaviour expectations for the children and support one another in implementing the behaviour management system.

We will endeavour to work in partnership with parents and carers by:

- Promoting a welcoming environment within school.
- Class teachers meeting with parents upon reasonable request.
- Class teachers providing parents with regular, constructive and positive comments about their child's work and behaviour (through phone call, letter, email, informal meetings in the playground).
- Encouraging parents to come into school on occasions other than Parents Evening, Collective Worship etc. (invite parents into School to share positive pieces of work with them).
- Involving parents at an early stage where there are potential issues with negative behaviour.

Section 4.2 - Sharing behavioural concerns with parents

The teaching of positive behaviour is a core part of our role as a primary school. We view negative behavioural choices as a normal part of learning for our young people and we aim to support our children, using the range of agreed strategies, to develop positive behaviour.

We recognise that most children from time to time will not meet the universal expectations. This is a normal part of children development and we will treat it as such. Behaviour which is low-level will be dealt with appropriately by staff. This is normal part of day to day 'ebb and flow' of a school day. It is not expected that behaviour within the yellow level will be reported to parents.

Where behaviour falls into the red category, there is an expectation that the school will share this with parents. This includes persistent, deliberate and wilful yellow behaviour, which equates to red behaviour by nature of frequency.

It is important that the context and common sense are applied. In situations where behaviour may be red but staff believe that this is not really befitting of the consequences or the situation has been resolved/ reconnected, then staff may use their professional discretion to not inform parents.

The school may also withhold this information where there are active or serious safeguarding concerns.
It is the school's intention to work collaboratively with parents and carers.
Where parents are concerned about behaviour in the school, we encourage them to organise a meeting with staff in the following order:
Please note – where the agreed order has not been followed, messages will be directed to the correct level.

Level 1 - Class teacher:
Please organise a meeting via email, via the school office or via discussion with the class teacher

Level 2 - Phase leader:
EYFS: Mrs Martin and Mrs Evans
(vmartin@st-peters-pri.gloucs.sch.uk or aevans@st-peters-pri.gloucs.sch.uk)

Key Stage 1: Mrs MacDonald
kmacdonald@st-peters-pri.gloucs.sch.uk

Lower Key Stage 2: Mrs Jackson
cjackson@st-peters-pri.gloucs.sch.uk

Upper Key Stage 2: Mrs Young
vyoung@st-peters-pri.gloucs.sch.uk

Level 3 – One of the following:

Deputy Headteacher (vyoung@st-peters-pri.gloucs.sch.uk)

Inclusion Lead (senco@st-peters-pri.gloucs.sch.uk)

Pastoral Lead (adesando@st-peters-pri.gloucs.sch.uk)

Level 4 – Headteacher:

Mr Doyle (admin@st-peters-pri.gloucs.sch.uk)

Where this involved allegations of bullying (often defined as a repetitive and targeted harmful behaviour which includes an imbalance in power in relationships) it is an expectation that the Headteacher is notified.

Section 4.3 - Pupil transition

To ensure a smooth transition to the next year, pupils have a transition session with their new teacher(s). In addition, staff members will hold transition meetings.
To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Section 5 – Training and monitoring

Section 5.1 - Training

Our staff are provided with training on managing behaviour as part of their induction process. The Inclusion Lead, Pastoral Lead, Deputy Headteacher and Headteacher will attend training on the proper use of restraint. The school will train additional staff where additional, specific need is identified.

Behaviour management will also form part of continuing professional development. St. Peter's Catholic Primary School is a Restorative Relational Practice (RRP) school and much of our work is based on our understanding of child development and trauma-informed practice. All staff will receive annual training to ensure that their existing knowledge is relevant to the children we support.

Section 5.2 - Monitoring arrangements

This behaviour policy will be reviewed annually by the Headteacher and Local Governing Committee. At each review, the policy will be approved by the Local Governing Committee.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved annually by the Local Governing Committee.

Section 5.3 - Monitoring and Evaluation

A termly report will be prepared jointly by the Inclusion Leader and Pastoral Leader to inform the Senior Leadership Team and governors of the nature of incidents, including key patterns and trends, and suspensions and exclusions.
The effectiveness of the Behaviour Policy will be monitored periodically throughout the school year. This will include the triangulation of evidence. Learning walks, pupil conferencing and stakeholder surveys will form the basis of this monitoring.

Section 6 – Complaints and appeals

Section 6.1 - Complaints Procedures

After an incident at school, there is always the possibility of a formal complaint. The school procedures are as follows:

- A pupil wishing to complain will be asked to write the complaint in his or her own words. If the pupil is unable to put it in writing, a member of staff not involved in the incident will record the complaint, read through and verify the account. At all times reference will be made to guidance relating to Safeguarding and Child Protection Procedures.
- Assure the pupil that an investigation will take place immediately with a set time scale being given. Inform the parents.
- A parental complaint, either in writing or over the phone, will be dealt with in line with the Complaints Policy.

A complaint from a member of staff will require the Headteacher to:

- Offer immediate support to the member of staff to support any trauma and re-establish confidence
- Offer medical support if any physical injury has been sustained and recommend a visit to the doctor as soon as possible
- Report the incident to the chair of Governors and Local Authority.
- Compile a list of witnesses, conduct interviews, collect statements and take photographic evidence.
- Provide the member of staff with a copy of the incident report and notes on any subsequent interviews and statements, where suitable to do so for safeguarding purposes

- Where appropriate, inform the police
- Advise the staff member to contact their union or professional association immediately

All appropriate evidence should be investigated by the Headteacher. If having examined all the facts, the Head is satisfied that the course of action taken during the incident complied with the school's policies and that in the circumstances there was no other responsible course of action available or there is no case to answer, then the following procedures will conclude the matter:

- Notify the complainant of the outcome of the investigation
- Notify the pupil's parents of the outcome of the investigation
- Notify the Local Authority (where appropriate) and the Chair of the Local Governing Committee
- Record the outcome of the incident, sign the record of the incident and ensure a copy is placed on the appropriate file (this may be recorded as a 'low-level concern)

If the Headteacher/ Chair of Governors concludes after investigation, that further action is required, then depending on the nature of the complaint and the person to whom it was directed, then one or more of the following courses of action may be necessary:

- In the case of a complaint from a pupil, the incident may require further investigation under the Safeguarding and Child Protection Procedures. The Parents must be informed immediately.
- If disciplinary proceedings are required against a member of staff, the Local Governing Committee and the Local Authority must be informed and all Statutory Employment Legislation and agreed procedures followed. Members of staff must make themselves aware of the Child Protection Procedures and act accordingly.
- In the case of a complaint by a member of staff, ensure appropriate action is taken against the pupil, member of staff or parent if the complaint is found to have substance.

<u>Section 6.2 - Right of Appeal</u>

A parent will have been informed in writing of the outcome of any investigation and will have been informed whether it will be of a disciplinary nature or referral for further investigation under Safeguarding and Child Protection Procedures.

Parents have the right to appeal and may request access to all documentation relating to the incident and copies of the relevant approved and adopted policies and procedures of the school and Local Authority on discipline and behaviour management. A parent's right to appeal is to the Governors.

Where information is sought, the school will always seek guidance from the schools Data Protection Officer (DPO) at the Local Authority before sharing information.

A member of staff has the right to appeal through the grievance procedure.

This policy must be read in conjunction with the Little Way Catholic Educational Trust/ St. Peter's Catholic Primary School Safeguarding Children Policy.

Appendix 1 – The written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and to learn, free from the disruption of others:

- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy and restorative practices
- The behaviour policy and the philosophy of restorative relational practice is understood by pupils and staff
- The Suspensions and Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions by working restoratively with the facilitator and others to resolve issues
- Families are involved in behaviour incidents to foster good relationships between the school and pupil's home life
- The Local Governing Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

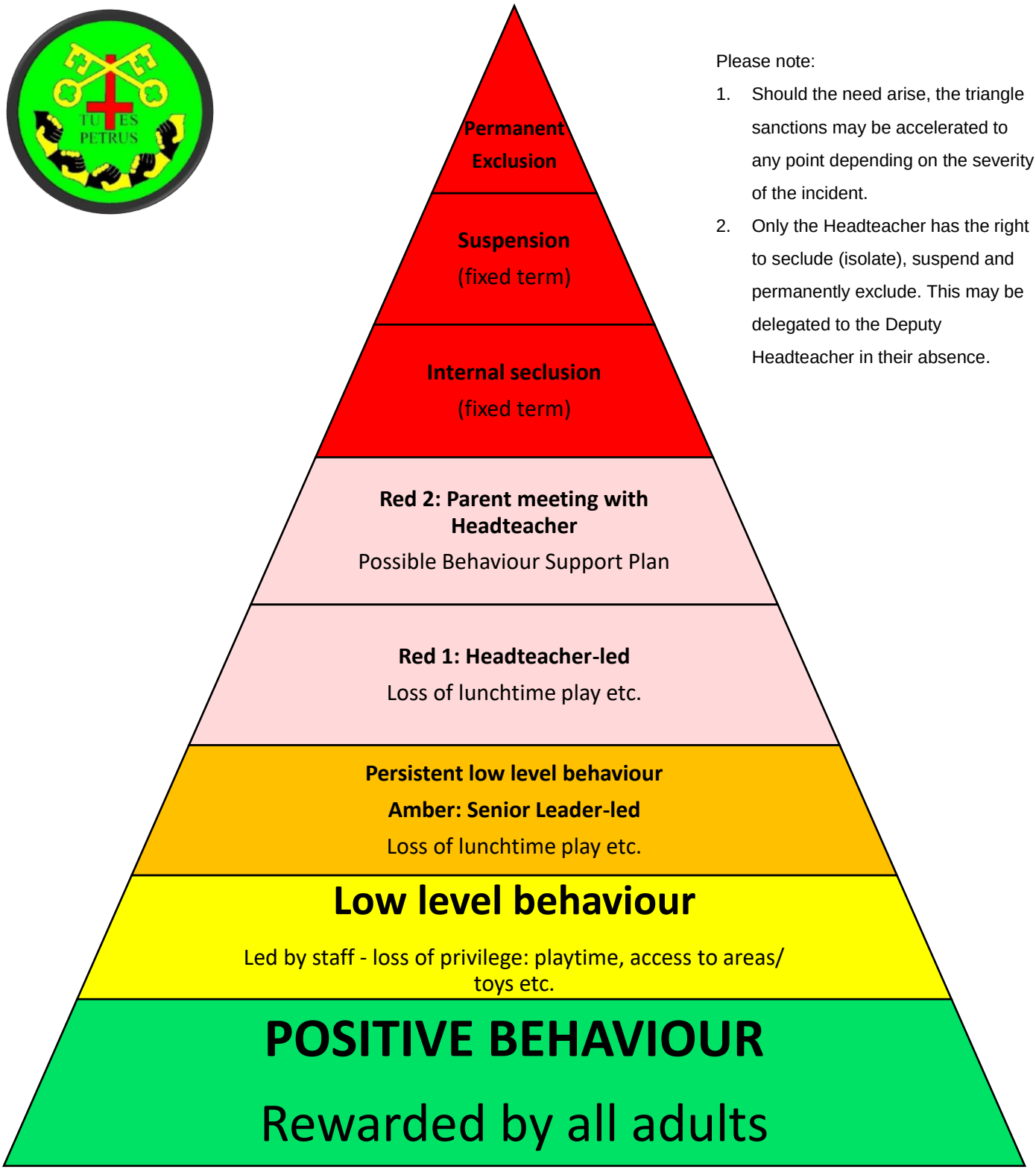
This written statement of behaviour principles is reviewed and approved annually by the Local Governing Committee (LGC).

Appendix 2 - Behaviour Expectation Poster

Ready Respectful Safe

Ready to learn	Being ready to learn Wearing the correct uniform Being polite Being helpful Moving around sensibly and calmly Completing work Treating others with respect Listen with Love; Speak with Love; Act with Love
Low level behaviour	Shouting out Getting out of seat Not completing work Inappropriate behaviour around school Being late Incorrect uniform or equipment Being rude Being unkind
Serious misbehaviour	Repeatedly breaking school rules Bullying Hurting others Fighting Discrimination Threatening or aggressive behaviour Inappropriate language Damaging property Stealing

Appendix 3 – St. Peter's Catholic Primary School Behaviour Triangle



Please note:

1. Should the need arise, the triangle sanctions may be accelerated to any point depending on the severity of the incident.
2. Only the Headteacher has the right to seclude (isolate), suspend and permanently exclude. This may be delegated to the Deputy Headteacher in their absence.