



ST. PETER AT GOWTS
CofE PRIMARY SCHOOL

Unlocking the potential in all,
empowering a community of hope.

St Peter at Gowts Church of England Primary School

Policy	Behaviour Policy
Date adopted	July 2024
Date reviewed	July 2025

Vision

Our vision underpins this policy. St. Peter at Gowts CE Primary School is a place where all are valued, potential is unlocked, and hope is a core principle guiding this behaviour policy and the strategies that underpin this.

“Unlocking potential in all, empowering a community of hope.”

As an inclusive Christian community, we work towards **unlocking the potential in all** and empowering a **community** of hope. We seek to achieve this by providing a safe, **inspiring** and creative learning environment where all can flourish. Our successes are built on the foundation of our shared **values** and our consistently high expectations. Through challenge and support, we strive for **excellence** in all we do.

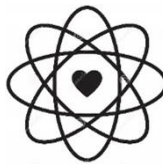
Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Golden Threads

Our Golden Threads (Values, Inspiration, Community and Excellence) underpin the school vision and are used to drive the school forward. Our Golden Threads are an integral part of our behaviour policy at St Peter's as they provide a framework for behaviour expectations, rewards and sanctions.



Roles and Responsibilities

The Governing Board

The Governing Body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the FGB
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using CPOMS
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The vision and values of the school
- The expected standard of behaviour they should be displaying at school

- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards and sanctions in place
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Expectations

In seeking to unlock the potential of all and empower a community of hope, we establish positive behaviour routines and utilise a VBE approach within each individual classroom. Where there is disagreement between children, adults will support them to use restorative justice to solve their dispute. Talks will need to take place in a convenient location and will be monitored by an adult. This allows children to find their own peace with each other rather than an adult simply dictating what needs to happen. If this is unsuccessful or inappropriate, then the traffic light system will be used. Whilst behaviour can be a choice, we acknowledge that some children may need space, time and extra support to self-regulate. We in turn treat pupils struggling with self-regulation with our school values of love, respect and forgiveness. We balance this with our responsibility to show justice and keep others safe and happy.

Values

At St. Peter at Gowts, all members of staff will take an active responsibility for all children using our preferred practices both in the classroom and in the wider duty of care role throughout school. We believe that we have a shared responsibility, with parents, in the development of positive behaviour and values. We will continue to develop positive relationships between children, staff, parents and other members of the school community. We believe that our framework of values and rights, responsibilities, rules and relationships all work together to create a caring community atmosphere.

Our School Christian Values are extremely important to us and are at the heart of all that we do. All members of staff, alongside parents, will take an active role in promoting these values through our own behaviour and that expected of children.

Friendship
 Forgiveness
 Trust
 Peace
 Hope
 Creation
 Justice
 Wisdom
 Respect

Responsibility
Honesty
Happiness
Self-belief
Love

The Christian values are cross reference and integrated with our British Values of

Respect
Tolerance
Democracy
Rule of law
Individual Liberty

We believe in promoting a large ethical vocabulary, adopting a large number of values in order for all to understand and articulate moral and ethical decisions and discussions with a wide understanding of values words and concepts. The outcome of this strategy is designed to be effective self-leadership, which enables individuals to unlock their own wonderful potential. (referenced from Neil Hawkes VBE).

A consistent approach to rewards and sanctions

If a child displays outstanding behaviour through the school's Golden Threads, they will be rewarded with a silver sticker. If they continue with this behaviour and exceed it even further, the child will achieve 'Gold'. Children displaying outstanding effort or an exceptional piece of work may move to 'Gold' straight away. Children will receive a Gold Card.

Pupils who do not adhere to the behaviour expectations will be given a verbal reminder by an adult.

If a further reminder is given then the child is offered a values token. An opportunity should be given to the child to utilise "you talk, we listen" in order to de-escalate the situation and help the child to improve their behaviour. This token will prompt the child to think about what values they need to show to make the right choice and improve their behaviour. A child who receives a values token and improves their behaviour will have their token taken away, demonstrating forgiveness.

If a further reminder is needed then the child is given a 'Reflection Card'.

A 'Reflection Card' means that the behaviour has been unacceptable. In Years R-6 the child will receive a 'Reflection Card' to be sent home with them at the end of the day. The reason for the 'Reflection Card' being issued will be discussed with parents/carers in person at the end of the school day or by telephone as soon as possible. All 'Reflection Cards' issued must be recorded on Cpoms. The 'Reflection Cards' are designed for the children to take ownership and accountability for their behaviour. There are prompts on the card to make the child think carefully about their behaviour and next steps they want to take. If a child in EYFS receives a 'Reflection Card', they will be given thinking time and then the opportunity to talk with an adult about their feelings and behaviour. In other year groups, depending on the child, they may respond with an oral or written response and discuss their reflections with an adult. After the child's response, a member of staff will sign the card along with the signature of the child too, showing responsibility.

If a child receives three 'Reflection Cards' in a term (a 6-8 week period) a letter or phone call will inform parents of what has happened and the nature of the incidents. The Headteacher will also arrange to meet with the parents of the child, class teacher and possibly SENDCo to discuss ways forward and to consider a behaviour plan.

The following incidences would usually cause children to receive a 'Reflection Cards':

- Violence
- Bullying
- Racism, sexism or homophobia
- Swearing
- Any other serious breach of our school values and rules

Golden Threads Awards

When children are seen to be demonstrating any of our Golden Threads, they will receive a certificate on a Friday.

The certificates will be awarded for the following criteria –

Values – we pride ourselves on being a Values Based Education school therefore we are looking for children putting our values into action! Values are rewarded through dojos so the child with the most dojos receives the values certificate.

Inspiration – we thrive on providing our children with inspirational provision therefore we are looking for children to inspire others or be inspired by something they have seen/learnt.

Community – we aim to be a beacon of hope for our community. With this in mind, we are looking for children who have shown community spirit beyond our school.

Excellence – we have high expectations for all and constantly strive to unlock the potential for our school community. We are looking for children who have attained an excellent achievement.

Each child can collect the whole series of Golden Threads certificates throughout their school career, recognising their progress in developing their learning behaviours for life. Collecting the set of Golden Threads within a year will allow children to open the school's special box, unlocking it to receive a key to signify the unlocking of their potential.

A weekly 'Values Award', chosen by the MDSAs is presented in Celebration CW to one child who has demonstrated the termly value at lunchtimes.

Zones of Regulation

We use 'Zones of Regulation' as a tool for teaching children to self-regulate their emotions and behaviours as recommended by the EEF. We recognise that all behaviours are a form of communication. The Zones of regulation are programme using a cognitive behavioural approach to teach self-regulation strategies through categorising all the different ways we feel into four clear and concrete-coloured zones. The children help to contribute to ideas for the school 'toolbox' which suggests strategies they can choose to help them regulate. For some children who need more support with this, personalised toolboxes will be created. We recognise that children need to co-regulate first with an adult before moving on to self-regulation.

Sporting Star

Each week a 'St Peter's Sporting Star' is chosen and rewarded in Celebration Worship for their exceptional sporting effort or achievements.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 and reported to parents – please see physical handling policy
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Exclusion

In cases of extreme misbehaviour, the school will consider the use of exclusion (fixed term or permanent).

- Extreme misbehaviour, may include but not be restricted to:
- Verbal abuse of an adult in school
- Extreme physical aggression
- Possession of a weapon (or item which the governors consider could be used as a weapon)
- Possession of illicit substances (or substances which the governors deem to be inappropriate)
- Racist, sexist or homophobic abuse
- Sexual abuse

Bullying

Please see anti bullying policy.

Online misbehaviour

Please see online safety policy.

Monitoring

Good and poor behaviour will be monitored and evaluated by the class teacher and the Senior Leadership Team at regular intervals. The Head teacher will report regularly to the Governing Body regarding behavioural issues. Good behaviour will be rewarded and unacceptable behaviour will be challenged.

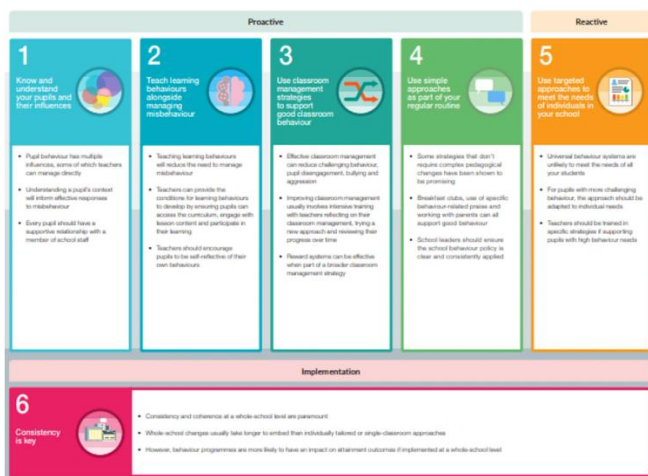
Review

This policy will be reviewed annually.

Appendix 1

Research and documentation to support the policy

Research Based Approach



We recognised the importance of a proactive approach to behaviour, following research into the most effective strategies. These are summarised as follows.

- Know and understand your pupils and their influences
- Teach learning behaviours alongside managing misbehaviour
- Use classroom management strategies to support good classroom behaviour
- Use simple approaches as part of your regular routine
- Use targeted approaches to meet the needs of individuals in your school

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools

- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online
- EEF guidance for self-regulation strategies.