

Behaviour Policy



ST. PETER AT GOWTS
CofE PRIMARY SCHOOL

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

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Appendix 1 - Research and documentation to support the policy

1. 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.

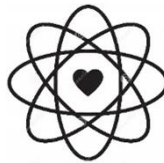
2. Aims

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

3. 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.



4. 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.

5. 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.

6. Expectations

The school promotes consistent positive behaviour routines and a Values Based Education (VBE) approach to help pupils unlock their potential and build a community of hope. When disagreements occur staff guide pupils through restorative justice to resolve issues. Restorative discussions take place calmly, are monitored by an adult and support pupils to reach their own resolution. The school recognises that some pupils need space, time and support to self-regulate. Staff respond using the school values of Love, Respect and Forgiveness balanced with the responsibility to uphold justice and ensure everyone's safety and happiness.

7. Values

The school works in shared partnership with parents; building strong relationships across the whole community. The school's Christian values underpin all aspects of behaviour. Staff and parents promote these values through their behaviour, expectations and positive interactions. These values guide daily practice and support pupils in developing strong moral foundations:

Friendship

Forgiveness

Trust

Peace

Hope

Creation

Justice

Wisdom

Respect

Responsibility

Honesty

Happiness

Self-belief

Love

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

Respect

Tolerance

Democracy

Rule of law

Individual Liberty

The school promotes a broad ethical vocabulary so pupils can understand, articulate and apply moral concepts. By teaching a wide range of values we enable children to engage confidently in discussions, decision-making and reflection about what is right, respectful and responsible. This supports the development of self-leadership and principled choices in line with Values Based Education and Neil Hawkes' emphasis on character, autonomy and moral understanding.

8. A consistent approach to rewards and sanctions

Pupils showing outstanding behaviour linked to the Golden Threads receive a silver sticker. Continued exceptional behaviour, or exceptional effort or work, leads to a Gold Card.

When behaviour falls below expectations staff give a verbal reminder. If behaviour does not improve a values token is issued prompting reflection through "you talk, we listen". If the pupil improves the token is removed to show forgiveness. If behaviour continues to decline the pupil receives a Reflection Card. A Reflection Card indicates that behaviour has been unacceptable.

Years 1 - 6

The pupil takes the card home at the end of the day. Staff discuss the reason with parents/carers in person or by phone and record the incident on Cpoms. The card includes prompts for reflection with pupils responding orally or in writing. Both staff and pupil sign the card.

EYFS

Children receive thinking time, followed by a discussion with an adult about their feelings and behaviour.

If a pupil receives three cards within a 6–8 week term:

- Parents are informed by letter or phone.
- The Headteacher meets with parents, the class teacher and, where appropriate, the SENDCo.
- The team considers next steps including whether a behaviour plan is needed.

9. Incidents that usually lead to a reflection card

- Violence
- Bullying
- Racism, sexism or homophobia
- Swearing
- Serious breach of school values

10. Golden threads awards

The Golden threads awards recognise pupils who demonstrate the school's core learning behaviours. Certificates are presented each Friday for one of the four Golden Threads:

Values - awarded to the pupil who has most clearly put the school's values into action, measured through dojos.

Inspiration - for pupils who inspire others or show inspiration in their learning.

Community - for demonstrating community spirit beyond the school.

Excellence - for achieving an excellent standard in learning or personal development.

Pupils can collect all Golden Threads certificates throughout their school career. Those who achieve the full set within a single year are invited to open the school's special box and receive a key symbolising the unlocking of their potential.

11. Zones of Regulation

The school uses the Zones of Regulation to help pupils develop emotional and behavioural self-regulation recognising that all behaviour is communication. The programme groups feelings into four colour-coded zones giving children a simple framework to identify and express how they feel. Pupils contribute to a shared regulation toolbox of strategies to support their regulation and personalised toolboxes are provided where additional support is needed. Staff use co-regulation to guide children before expecting independent self-regulation helping them apply the Zones framework effectively.

12. Reasonable force

Reasonable force refers to a range of interventions involving physical contact with pupils. Staff members have a duty to use reasonable force only when necessary and only to prevent harm or serious disruption.

Staff may use reasonable force to prevent a pupil from:

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

Any use of reasonable force must:

- Always be a last resort
- Use the minimum force necessary, applied for the shortest possible time
- Maintain the safety and dignity of all individuals involved

- Never be used as punishment
- Be recorded and reported to parents, in line with the school's Physical Handling Policy
- Take into account individual vulnerabilities including SEND, mental health needs, or medical conditions.

13. Responding to misbehaviour from pupils with SEND

The school recognises that a pupil's behaviour may be influenced by their SEND and each incident is considered case-by-case. Staff apply the behaviour policy fairly while meeting legal duties under the Equality Act 2010, Children and Families Act 2014 and EHC Plans. This includes anticipating triggers, providing preventative support and ensuring adjustments reflect individual needs.

Before applying a sanction staff consider whether the pupil:

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

If any apply sanctions may be inappropriate or unlawful. Where a sanction is suitable staff assess whether reasonable adjustments are needed such as modified consequences, additional adult support, alternative reflection processes or adjusted expectations.

14. 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

15. Bullying

Please see anti bullying policy.

16. 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.

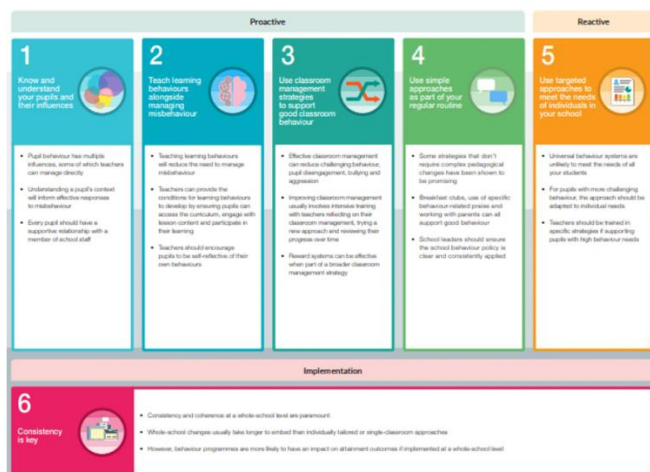
17. Review

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.