



SS PETER & PAUL CATHOLIC SCHOOL

‘Learning Together, Achieving Together in Christ’

Behaviour Policy

Approved by:	Governing Body	Date: December 2023
Last reviewed on:	September 2023	
Next review due by:	July 2024	

Policy Statement

As a Catholic School, at SS Peter and Paul we base our model of behaviour on the model shown to us through the life of Jesus Christ - and our Catholic ethos permeates through all aspects of school life. We work in partnership with pupils and parents to strive to enable children to fulfil their potential, both academically and socially.

We are committed to creating a safe, structured environment where appropriate behaviour enables productive learning.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and expect others to do the same.

Behaviour is addressed in an efficient and professional manner. It will be approached in a consistent way, throughout the school and will be investigated in a non-emotional way.

Purpose

This behaviour policy guides staff to teach self-discipline, regulation and reflection rather than compliance. The emphasis is on respect for self and others. As a school community we work together to support the children to managing inappropriate conduct. This will be delivered through

- gaining clarity around what is appropriate behaviour in a range of experiences
- teaching appropriate behaviour choices, through supportive interventions and teaching e.g. ELSA and through curriculum areas such as PSHE and Religious Education
- reinforcing appropriate behaviour choices
- developing an understanding of children's emotional backgrounds and influences through the use of the [Zones of Regulation](#) approach

"We all encounter trying circumstances that test our limits from time to time. If we are able to recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This is the goal of the Zones of Regulation." Leah Kuypers, creator of the Zones of Regulation

Our objectives are

- to create a culture of self-discipline, regulation and reflection – where children know and understand that appropriate behaviour is expected
- to help children take control and ownership over their behaviour and be responsible for the consequences of it
- to understand that good citizenship is based upon displaying appropriate behaviour
- to build a school community which values kindness, care, good humour, even temper, respect and empathy for others

School Rules

The children, staff and parents respect and appreciate each other, themselves and the environment and the wider community.

We have 3 broad school rules:

1. **Be Ready**
2. **Be Respectful**
3. **Be Safe**

Responsibilities of the children

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy. Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Schools might wish to repeat elements of this induction for all pupils at suitable points in the academic year.

Behaviour in Schools, Department for Education, July 2022

- To be ready for learning:
 - to work hard, do their best and allow others to do the same
 - to understand that behaviour is about making good choices, not copying other people or joining in with other children who are making inappropriate choices;
- To be respectful to others, to themselves, to the school property and that of others
 - to learn to listen politely to other people's points of view
 - to be polite, kind and considerate to everyone in our community, never using rude, discriminatory and derogatory language
 - to contribute to keeping the school clean and tidy, looking after school property and resources
 - to take personal responsibility for their actions and to apologise for poor choices
 - to forgive others who seek their forgiveness;
- To be safe in the activities that they do and the choices that they make: being aware of the consequences of their actions and show an awareness of the safety of others
 - to move sensibly and with due care around the school, never running inside
 - to behave appropriately for the ranges of settings that they will experience (classroom, playground, hall, church, school visits).

Responsibilities of school staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

Behaviour in Schools, Department for Education, July 2022

- To help children in their readiness for learning:
 - to teach the Catholic faith and the values of the Gospel by word and example, supporting the distinctive catholic nature of the school.
 - to encourage pupils to accept responsibility for their own behaviour
 - to plan and deliver lessons that engage, challenge and meet the needs of all children
 - to follow the flow diagram of escalation;
- To help children develop their sense of respect:
 - to respect colleagues, working together for the benefit of the children in our care and the community as a whole: where differences in opinion or approach exist, to seek to resolve these in a professional manner
 - to respect the children, listen to them and speak to them in an appropriate manner.
- To behave in a professional manner at all times and to maintain high standards of honesty and integrity in their work
- To praise and support all attempts to behave well, using praise as the main strategy to encourage appropriate behaviour
- To use a consistent approach to acknowledging appropriate behaviour within the classroom:
 - to give positive feedback to parents regarding their child's behaviour whenever appropriate,

- o rewarding exceptional behaviour where appropriate
 - o contact parents/carers with any concerns or problems affecting their child's work or behaviour
 - o meet and greet children, when they enter school in the morning
 - o refer to 'Ready, Respectful, Safe' when talking about children's conduct
 - o be calm and consistent in their approach
 - o use their best endeavours to prevent inappropriate behaviour occurring or escalating
 - o follow up incidents every time, retaining ownership of them and engaging in reflective dialogue with learners, recording incidences and actions using the school's systems
 - o apply reasonable sanctions when appropriate
 - o encourage pupils to accept responsibility for their own behaviour
 - o never ignore or walk past learners who are behaving inappropriately (unless directed to, due to specific needs;
- To keep children safe and help children understand how to be safe: to protect the children from emotional or physical harm in line with our safeguarding policies.

Responsibilities of Parents and Carers

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Behaviour in Schools, Department for Education, July 2022

- To support the distinctive Catholic nature of the school
- To ensure that your child is ready for learning by
 - o ensuring that your child is fit for school, for example, making sure s/he has had enough sleep, is clean, the uniform is clean and tidy and that s/he is well enough to attend
 - o getting your child ready for the day ahead: uniform, kit, equipment, food and water
 - o providing your child with a positive send off in the morning and a welcoming meet and greet at the end of the school day
 - o reminding your child that school is a place for learning and that s/he does not have the right to interfere or adversely affect the learning of others;
- To encourage your child to be respectful to others, to themselves, to the school property and that of others by
 - o ensuring your child values all equipment and property being used in school
 - o encouraging your child to be forgiving when other children make poor behaviour choices and to allow the other child/ren to re-build bridges and re-establish relationships with their peers
 - o explaining to your children that all members of the school community are to be respected and that antisocial behaviour will not be tolerated
 - o discouraging a 'hit them back' attitude if a child hurts her/him: physical violence of any kind is never acceptable;
- To support your child in being safe in the activities that s/he does and the choices that s/he makes: to be aware of the consequences of their actions and show an awareness of the safety of others
- To ensure that any concerns about the school should be shared privately with the headteacher and/or the relevant member of school staff, rather than in public forums
- To be courteous, polite and respectful in engaging with all members of the school community: discrimination, bullying, harassment or intimidation and any form of threat are not tolerated; this includes physical and verbal abuse and use of inappropriate language or behaviour towards staff, pupils or other parents
- To not to talk negatively about another child, parent or carer in front of your own child: this is unkind and will affect the child's relationships with their peers.

Sanctions will be taken against any parent or carer who acts in an unacceptable way towards any member of staff whether on or off school premises. Sanctions will also be taken against any parent or carer who acts in an unacceptable way towards any person whilst on school premises.

Harmful Sexual Behaviour

Our school does not tolerate any form of harmful sexual behaviours, including violence or harassment.

KSCi23 Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

SS Peter and Paul should be aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

Responsibilities and Pupil Leadership

Children are given a range of opportunities to demonstrate how responsible they are and this is encouraged throughout the school. Children can become:

Prayer leaders School Council Playground monitors Buddy readers Peer Mediator Travel Ambassadors	Library monitors Play leaders (Reception) Sports leaders Office Monitors Eco Warriors Water wizards
---	--

Children apply for these roles and are required to demonstrate excellent behaviour and to be positive role models to their peers and ambassadors for our school. Children in these roles are also expected to support other children in class or the playground by demonstrating good behaviour and offering support and advice.

Rewards and Sanctions

Our school promotes a rewards-based approach to behaviour, as we enable all pupils to develop the social skills required to be part of a functioning community. Positive behaviour is always celebrated, as the school promotes a “pip and rip” approach (*pip = praise in public; “rip” = reprimand in private*).

Rewards

There are a variety of ways that children will be rewarded for their behaviour:

<ul style="list-style-type: none"> • positive praise • sincere and timely verbal praise, • “Hot Choc Friday” • stickers • prize ceremonies or special assemblies 	<ul style="list-style-type: none"> • —Marvellous me “badges” • positive phone calls home • certificates • half termly teacher’s award • marking the moment
---	---

<ul style="list-style-type: none"> visiting the Headteacher 	<ul style="list-style-type: none"> whole-class or year group rewards, such as a popular activity
--	---

Sanctions

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

A sanction will be lawful if it satisfies the following three conditions:

- the decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- the decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- it does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances

Behaviour in Schools, Department for Education, July 2022

There are a number of consequences/ sanctions that will be given if a child's behaviour is inappropriate.

- a verbal reprimand and reminder of the expectations of behaviour
- brief removal from the classroom in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this
- the setting of written tasks such as an account of their behaviour
- loss of privileges – for instance, the loss of a prized responsibility
- school based community service, such as tidying a classroom
- missing part of lunchtime play or a morning break time
- regular reporting including early morning reporting; scheduled uniform checks
- being placed "on report" for behaviour monitoring

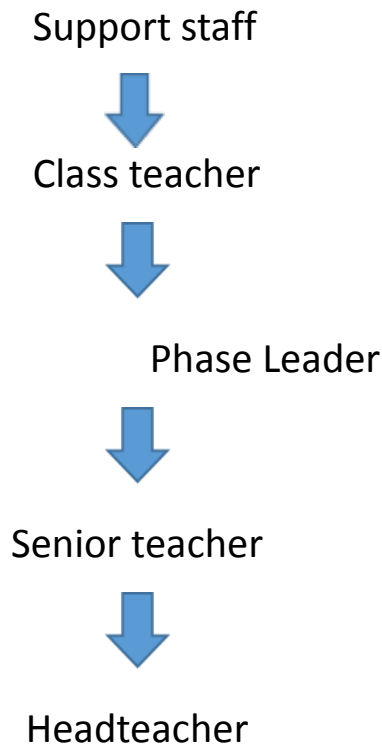
Additional actions may result in

- meeting with parents/carers and teacher
- meeting with parents/carers and teacher and phase leader
- meeting with parents/carers and senior leaders
- meeting with parents/carers and Headteacher
- internal exclusion
- removal from the classroom
 - to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
 - to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
 - to allow the pupil to regain calm in a safe space
- suspension
- permanent exclusion – in the most serious of circumstances

These sanctions will be applied dependent upon the severity of the inappropriate behaviour.

Inappropriate behaviour should be addressed by the first member of staff who is informed of or witnessed the incident, unless deemed so serious that it needs to be passed on through the structure. Prior to passing the behaviour, CPOMS will need to be completed and an initial investigation carried out, where all children have the right to say what happened.

Line of
communication
regarding
behaviour
management



All acts of inappropriate behaviour will require a child to apologise for their choice and the child will be expected to reflect upon their behaviour and outline what they will do in the future.

Although we have a zero tolerance approach to deliberate acts of verbal and physical abuse to other children and adults, we are an inclusive school and will consider the special education needs of the child before a decision is made, alongside the health and safety risk.

Some children who have special educational needs require a risk assessment, which is carried out with members of staff, the child and their parents/carers.

Restorative Working

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve; this may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate, giving consideration to a number of additional interventions:
 - frequent and open engagement with parents, including home visits if deemed necessary;
 - providing mentoring and coaching;
 - short-term behaviour report cards or longer-term behaviour plans; and
 - engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Behaviour stages	Behaviour types	Possible interventions and consequences (incidents to be recorded on CPOMs)
Low level inappropriate behaviours	<ul style="list-style-type: none"> • being unkind to others • disturbing others in class or at play • not following instructions • throwing objects, e.g paper • inappropriate noises • bad manners 	<p>These choices will be dealt with by the support staff/ class teacher:</p> <ul style="list-style-type: none"> • reminders of expectations • pre-empt the situation • use of fiddle toys • move seats • complete work either at playtime or at home • reflection time to seek resolution • restorative conversations • reminders of the expectations
Medium level inappropriate behaviours	<ul style="list-style-type: none"> • persistently making the inappropriate choices above or/and: • rudeness to staff / other children • persistently 'off task' • damage to resources • damage to school property • refusal to follow reasonable instructions • swearing 	<p>These choices may result in being sent to the phase leader and/or parents being informed:</p> <ul style="list-style-type: none"> • restorative conversations • reminders of the expectations • time off break times • sent to work in another class for a short period • work outside of the class for a short period • write an apology letter • replace resources • replace broken items (parents will be asked to reimburse the school for items destroyed)
High level inappropriate behaviours	<ul style="list-style-type: none"> • excessive swearing • unwelcome / aggressive touch • stealing items • language intended to offend • another • deliberate sabotage of lesson 	<p>These choices may result in being sent to the phase leader/senior leader and/or parents being informed:</p> <ul style="list-style-type: none"> • restorative conversations • reminders of the expectations • time off from break/ lunch times • removed to work in another class • removed to work outside of the class • write an apology letter
Serious inappropriate behaviours	<ul style="list-style-type: none"> • use of racist, sexist and/or homophobic language • deliberately injuring another child • leaving the school without permission • verbally or physically abusive to a member of staff • bullying 	<p>These choices may result in being sent to the senior leader or Headteacher and/or parents being informed.</p> <ul style="list-style-type: none"> • restorative conversations • reminders of the expectations • discussion about behaviour • time off from play/lunch times • behaviour support plan • internal exclusion • fixed term exclusion
Only the Headteacher has the authority to exclude a child, and in agreement with the Chair of Governors.		

Exclusion Procedure

Internal Exclusion

An internal exclusion is when a pupil has to complete their work, for a set amount of time out of the classroom. Usually it may be that they have to work in either the Headteacher's office or other designated space. The work given will be set by their class teacher. The excluded child will not be in the same playground as their peers nor eat at the same time during lunchtime. At the end of the internal exclusion, the child will meet with the Headteacher, phase leader and Class Teacher to reintegrate them back into the classroom.

A decision to internally exclude a pupil should only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy.

The decision on whether to internally exclude is only for the Headteacher, or in his absence, a senior leader to take. However, where practical, the Headteacher should give pupils an opportunity to present their case before taking the decision to internally exclude.

Parents will be informed if a decision is made to internally exclude a pupil.

Internal exclusions are given in increments of half days.

An internal exclusion is not to be confused with time out. Time out is when a child is asked to work for part of the day within another classroom or on a table outside of the class.

External Exclusion

The decision to exclude any child is not taken lightly and careful consideration will be given to the appropriateness of any exclusion and the possible impact on the child and their family.

Any decision to exclude will take into careful consideration our Catholic ethos as well as the advice provided by the Department of Education '[Exclusion from maintained schools, Academies and pupil referral units in England](#)' and will follow statutory guidelines.

A decision to exclude a pupil should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is only for the Headteacher in agreement with the Chair of Governors. However, where practical and appropriate, the Headteacher should give pupils an opportunity to present their case before taking the decision to exclude.

Whilst an exclusion may still be an appropriate sanction, the Headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Whenever the Headteacher excludes a pupil he must, without delay, notify parents of the period of the exclusion and the reasons for it, putting the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing body (in line with the requirements set out in paragraphs 50 to 57 of the [exclusion guidance](#)) and how the pupil may be involved in this;

- how any representations should be made; and
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

When notifying parents about an exclusion the Headteacher should draw attention to relevant sources of free and impartial information. This information should include:

- a link to the statutory guidance on exclusions from the Department of Education: [exclusion guidance](#)
- a link to the Coram Children's Legal Centre: <http://www.childrenslegalcentre.com/> 08088 020 008; and
- where considered relevant by the Headteacher, links to local services, such as Traveller Education Services or the local parent partnership.

The Headteacher should ensure that information provided to parents is clear and easily understood. Where the parents' first language is not English consideration should be given, where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and parents' right to make representations to the governing body have been understood.

For a fixed period exclusion of more than five school days, the governing body must arrange suitable full-time education for any pupil of compulsory school age. This provision must begin no later than the sixth day of the exclusion.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion. This will be the pupil's 'home authority'.

The governing body has a duty to consider parents' representations about an exclusion in accordance to the guidance on exclusions: [exclusion guidance](#)

Where the governing body decides to uphold an exclusion, if appropriate, they should draw the attention of parents to relevant sources of free and impartial information that will allow them to make an informed decision on whether and, if so, how to seek a review of the decision. This information should be included in the letter notifying parents of a decision to uphold an exclusion and should include the aforementioned:

- statutory guidance on exclusions from the Department of Education: [exclusion guidance](#) ;
- the Coram Children's Legal Centre: <http://www.childrenslegalcentre.com/> 08088 020 008;
- the links to local services, such as Traveller Education Services or the local parent partnership; and also
- a link to guidance on making a claim of discrimination to the First-tier Tribunal:

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Reintegration Meeting

Our school always holds a reintegration meeting with the pupil and parents (and, if relevant, other agencies) following a removal, suspension or exclusion. At the meeting, the sanction is discussed, what learning has taken place and how behaviours might change and improve. The level of what further support is needed is also discussed, to help the pupil to return and to meet the expected standards of behaviour.

Specific Behaviour Issues

We will refer to the school's Child Protection and Safeguarding Policy in the event of behaviours that are linked to areas such as online bullying, suspected criminal behaviour or child on child sexual violence and sexual harassment.

Review and Evaluation

The policy will be subject to ongoing review and evaluation from a variety of stakeholders. Gaining feedback from pupils, staff and parents is essential to enable the school's leaders to evaluate the effectiveness of the policy and approach.