

As a church school, we believe that **'Giving children the keys to unlock their future'** will enable all pupils to flourish within our care and achieve their full potential. This is underpinned by the words of Jesus:

*"I will give you the keys to the kingdom of heaven." (Matthew 16:19)*  
*"I have come that they may have life, and have it to the full." (John 10:10)*

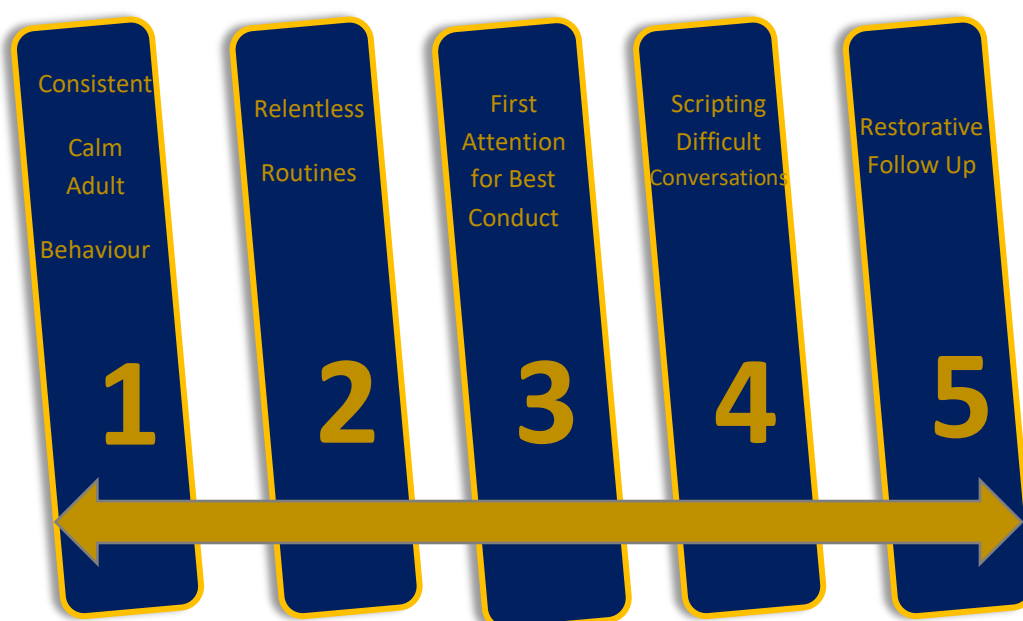
## Introduction

St Peter's Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values of caring, sharing, respecting and forgiving, with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

## Aims of the policy

- To promote a positive, calm and safe environment where all children can flourish, linked to our school vision (Matthew 16:19 & John 10:10)
- To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly and shown respect.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



## Expectations of ALL Adults

We expect every adult to:

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

## School Rules

At our school we recognise the importance of providing clear rules. The rules of **Ready, Respectful** and **Safe** are understood by all children and adults in school. Our values of Caring, Sharing, Respecting, Forgiving and Questioning underpin the rules.

## Calm, Consistent Adult Behaviour

At St Peter's Academy, we believe that 'Calm and Consistent' adult behaviour is the foundation for good behaviour management. We do this by using emotion coaching and restorative processes and questions to deal with challenging behaviour.

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

## First Attention to Best Conduct

At St Peter's Academy, we catch children doing the right thing first before we deal with poor behaviour.

We do this by using the following:

- Verbal praise
- Class recognition board
- Class Dojo for specific praise

## **Restorative and Inclusive Approaches**

We have put the following in place to support the children:

- Emotion Coaching and Restorative Processes.
- Use of 'The Nest' as a calm space in the school building.
- Plenty of use of outdoor learning areas.
- Time to Talk counsellor (where needed)

## **Sanctions**

At St Peter's we use the following steps to deal with ongoing poor behaviour

- Reminder – private reminder of expectations of 'Ready, Respectful, Safe'. Deescalate and decelerate where reasonable and possible.
- Caution – a clear verbal caution delivered privately, making the child aware of their behaviour and clearly outlining consequences.
- Last Chance – Speak privately to the child and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
- Loss of privilege – minutes of break/lunch time lost as a consequence which is administered within class. Parents may be contacted at this stage.
- Referral to Headteacher – this would involve completing the school written behaviour record. Parents of the child may be being contacted.

Within steps 1-3, think cards and 'I' statements can be used, particularly in Key Stage 2. Some behaviours would also need to be reported to the Headteacher immediately, such as incidents that involve a racist or homophobic aspect, or sexual harassment or violence. These are reported using a paper *Behaviour Record*.

## **Preventing Bullying**

All members of the SLT have a role in monitoring the Behaviour Records. These indicate whether incidents involve bullying/a racial aspect/a homophobic aspect /sexual harassment or violence/derogatory language/a disability or special need.

We value and celebrate diversity. Incidents of prejudice based or discriminatory bullying are never acceptable at our school. Our Behaviour Records are monitored by SLT so that we can follow things up, identify any patterns of behaviour, speak to everyone involved and work to reduce future incidents.

Our Anti-Bullying Policy details our approach to bullying, including cyberbullying and day-to-day measures taken in school to prevent incidents occurring.

### **Appendix 1 – St Peter's Academy (Behaviour Blueprint)**

This is how we do it here...

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour.

### Rules

Ready

Respectful

Safe

### Over and Above

Praise

Recognition Board

Dojo

### Visible Adult Consistencies

Meet and Greet

First attention to best conduct

Calm and caring

### Calm and Consistent Routines

#### Emotion Coaching

Step 1 Notice the emotions.

Step 2 Deal with the behaviour:

"It's ok to feel \_\_\_ but it's never ok to \_\_\_"

Step 3 Problem Solve

#### Sanctions/Restorative process

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

#### Restorative Conversation

What happened?

What were you thinking at the time?

How did this make people feel?

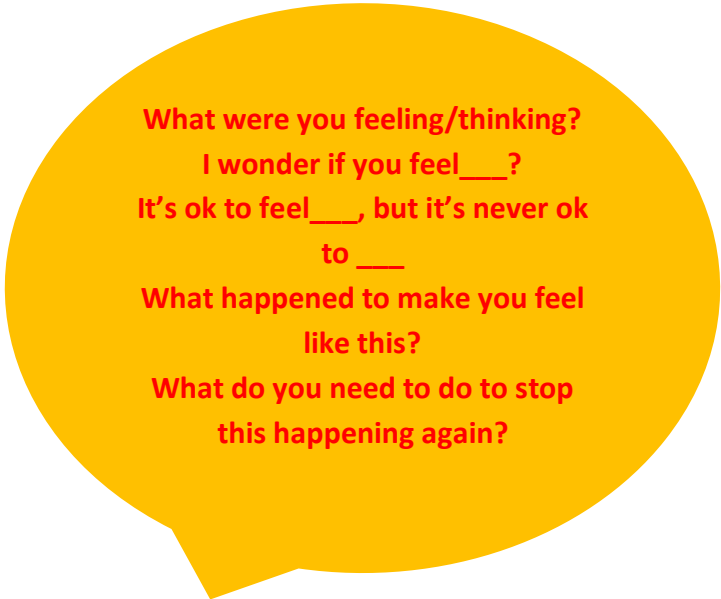
What has been affected?

What should we do to put things right?

How can we do things differently in the future?

## Appendix 2

We expect all staff to use the following scripts based on Emotion Coaching



**What were you feeling/thinking?  
I wonder if you feel \_\_\_?  
It's ok to feel \_\_\_, but it's never ok  
to \_\_\_  
What happened to make you feel  
like this?  
What do you need to do to stop  
this happening again?**

### **Related Policies**

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