



St Peter's Catholic Primary School

Behaviour and Engagement Policy and Procedures - September 2025

MISSION STATEMENT

St. Peter's Catholic Primary School is at the heart of a Christ-centred community where every person's uniqueness is celebrated with joy, and is truly valued. We foster caring, supportive relationships based on mutual respect and love. We embrace the different communities to which we all belong home, school and parish, as well as our local, national and global families. When we welcome the child, we welcome the family. We strive for excellence in all we do, to be the very best that we can be.

Protected Characteristics

In accordance with our Mission Statement and our Inclusion Policy we pledge:

- To respect the equal human rights of all our pupils
- To positively promote equality and diversity
- To tackle the barriers which could lead to unequal outcomes for identified groups of pupils
- To educate pupils about equality
- To respect the equal rights of our staff and other members of our school community

We assess our current school practices through our Equality Impact Assessment, and implement all necessary resulting actions in relation to:

- Gender
- Gender reassignment
- Race, nationality and ethnic origin
- Disability
- Religious belief
- Age
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

Intent: Aims of this policy

- That all members of the school community strive for excellence in every area of school life.
- To create an interesting, stimulating and friendly environment which reflects the Catholic ethos of the school, and fosters a love of life and learning.
"I come that they may have life, and have it to the full." (John 10:10)
- To nurture a respect for all religions and beliefs, races, cultures, genders, gender transitions, age, disabilities and sexual orientations and appreciate their views, beliefs and moral values.
- To promote a high standard of behaviour throughout the school community, witnessed by a growing sense of responsibility, self-respect and respect for others.
- To facilitate children to begin to build their own toolkit for self-regulation.

- To recognise children as individuals, giving them the confidence to reach their full potential in all aspects of life.
- To ensure inclusive practice, especially in relation to vulnerable children.
- To help children become independent learners, giving them the skills to meet the challenges of our ever-changing world.
- To maintain and strengthen a constructive partnership between home, school, parish and the wider community.
- Through high quality teaching, to ensure that all pupils benefit from a broad, balanced, adapted curriculum matched to pupils' ages, abilities, aptitudes and additional needs.

Implementation of Policy

St Peter's Catholic Primary School strives for excellence and aims to provide a high-quality education for all pupils.

In order to attain the most effective learning environment, staff and pupils need to establish consistently high standards of behaviour, both in and out of the classroom.

Everyone has the right to be treated with respect. With that right comes the duty to treat others with respect.

As a school we need to understand how a child has arrived at a difficulty, and one of our roles as educators is to help our children understand their feelings.

We use the simple emotional regulation mantra as a guide: "You have to name it [the difficulty] to tame it; you have to feel it [the emotion] to heal it".

Through setting clear boundaries throughout the whole school, and by building trusting relationships, we help and guide children to deal with difficult situations with compassion and empathy. We do this whilst being clear and firm about behaviour and expectations.

It is important that our Behaviour and Engagement Policy is applied consistently by all staff at all times.

Routines, Relationships and Responses (the 3 Rs)

As a school we work on the fundamental principle that if the 3R's are in place with consistency, then this provides us with the best opportunity to successfully engage children in learning. We believe that routines, relationships and responses are the elements that underpin and stabilise everyone, allowing us to self-regulate and to engage positively in all aspects of school life.

Routines

Routines help our children to feel safe, and they provide predictability. Through routine, children learn of our expectations and begin to meet these consistently. The section below gives details of routines which are implemented throughout our school day.

Relationships

Positive relationships are at the heart of engagement. We believe that relationships underpin all avenues to success in the life of our school. Adults in school will use, model and promote positive language and empathetic listening at all times.

Responses

We provide consistent and calm responses in order to support students with behavioural change. Praise is genuine and precise, with the positive to negative ratio being at least 3:1. Consequences are principally about behaviour change as opposed to sanctions.

Routines - Children must:

Lesson times:

- be well prepared and have the right equipment
- listen to others and speak in turn
- do their best work
- use equipment correctly
- leave classrooms and teaching areas tidy

Break times:

- move carefully along corridors and stairs
- play sensibly
- have good table manners
- return to class quietly and sensibly

Classroom management - Teachers will:

- Make classroom rules clear to pupils
- Remind children of rules and procedures at the beginning of every term
- Ensure that all adults working in the room work consistently with pupils, following this behaviour policy
- Reward good behaviour, not accepting poor behaviour, but acknowledging that some children, especially vulnerable children, may need additional consideration and support
- Expect high standards of work and presentation in relation to pupils' abilities
- Use silent signals in order to promote less 'teacher talk' and to enable smooth, efficient transitions



- look at the adult and listen to them



- 3, 2, 1 (at the end of group or partner work, when children must give full attention to the teacher once again)



- work quietly or silently (as directed by the teacher in an age-appropriate way)



- please sit down



- please stand up



- please walk or move to ...

- Avoid asking children to 'put their hand up' to answer questions. In order to ensure all children engage and participate as well as they can, teachers will use other strategies in an age-appropriate way. Teachers may use a 'magic finger,' simply say

a child's name, show a child's photo, use named lolly sticks, ask children to write or show answers their own boards, use journals, complete the teacher's sentence, show thumbs up/ down, etc.

Breaktimes and Lunchtimes

The priorities for break and dinner duties are to ensure:

- The safety of pupils
- Good behaviour in the playground and corridors
- That pupils learn how to play and interact in a purposeful way

In the dining hall children will be encouraged to:

- Come into the hall sensibly
- Be well mannered whilst collecting and eating lunch
- Use cutlery appropriately
- Sit at the dinner table appropriately
- Raise their hand if they need to ask anything
- Clear away after themselves

Either the Headteacher or the Deputy Headteacher will be available to supervise behaviour in the dining hall or playground, should this be necessary.

Children will only be allowed into school during breaktime or lunch time with the permission of an adult.

Movement around School

As soon as the first morning bell rings at 8.40am, children may come into school as we implement a 'soft' opening. Children go straight to their own classrooms, where they sit in their own places and engage quietly in morning activities prepared by the teacher. Adults moving around school during the soft opening will remind children in cloakrooms to place their belongings and move to their classrooms quietly and with the minimum of fuss. Four members of staff are always outdoors each morning to ensure children's safety as they are dropped off at the playground perimeter gates; two adults on the junior playground and one adult on each set of outdoor steps. At 8.50am, the second morning bell rings to signal registration.

When moving around our school, adults insist that children move in straight, silent and sensible lines.

When gathering in the hall, adults insist that children wait silently and respectfully whilst waiting for other classes to enter. Adults model and promote this silent, respectful behaviour.

Playtimes

- Teachers supervise children as they leave the school building
- When the bell rings, ensure that the children stand still and quietly on the playgrounds
- Classes are sent in one at a time. Teachers walk to the playgrounds to greet their children and to lead them into class in a straight, silent and sensible line.

Wet Play

During wet play, the teacher on duty plus class-based teaching assistants will supervise the children in their own classrooms.

Lunchtimes

- Reception teachers bring children into the dining hall at 11.50am and stay with them until 12:00 noon. Y1 come into the hall at 11.55am and Y2 come into the hall at 12.00 noon.
- The Midday Assistants supervise the children in the dining hall.
- When the bell rings at the end of lunchtime, children stand still on the playground or field. Class teachers walk to the playgrounds or field to greet their children and to lead them into class in a straight, silent and sensible line.

Rewards

Teaching staff will offer praise more often than censure, on a ratio of at least 3:1.

Teaching staff will praise individuals as well as the whole class, mindful of the development of positive behaviour taking place following the principle of 'getting more of what we pay more attention to.'

Sequence of rewards:

1. Verbal praise or sticker from the class teacher
2. Family group token
3. Visit a special audience (eg. another teacher, a Key Stage leader, headteacher or deputy) at a suitable time
4. Communication with parents – verbally or with a praise postcard
5. The headteacher will give out a 'Saint of the Week' certificate to one child each week in recognition and celebration of positive and excellent behaviour.

St. Peter's encourages a nuanced approach as different children and cohorts may have different motivations and different methods that have a positive impact. This approach will include some or all of the following:-

- praise in public
- stickers/stamps
- headteacher sticker or stamp
- a written comment on a piece of work
- a quiet word in private
- a family group token
- Class Dojo
- marbles in a jar

Individual teachers will implement their own system of rewards. However, the process must have the essential elements of the above at its core.

Forgiveness, reconciliation and encouragement are a key part of the Catholic life and mission of our school and will be practised and modelled by every member of staff.

Apart from in very rare cases of exceptional circumstances (please see below), each new day will offer a fresh start for everyone in terms of promoting positive behaviour.

Behavioural Changes that will Elicit Consequences

Minor Incidents:

- Talking when silence is expected
- Chatting when work is expected
- Running or wandering about
- Shouting out
- Throwing small items
- Interfering with another pupil's belongings
- Misusing school equipment - pupils who wilfully damage school equipment will have parents contacted and the family may be expected to pay for damages

- Minor health and safety dangers caused by thoughtless actions
- Answering an adult inappropriately

Major Incidents:

- Walking away and not listening to an adult
- Repeatedly ignoring or disregarding an instruction
- Fighting - exchange of punches, kicks or blows – more than play fighting or pushing
- Bullying - including bullying related to a protected characteristic, repeated name calling, threats or violence over a period of time, cyberbullying
- Inappropriate use of the internet or social media in school, which contradicts our Acceptable Use Agreement
- Racism – repeated remarks or violence because of ethnicity
- Disability discrimination – repeated remarks or violence because of disability or differences
- Gender or sexuality discrimination, including homophobic or trans discrimination - repeated remarks or violence because of perceived gender, sexuality or gender transition by the perpetrator
- Abuse or threats aimed directly at staff or children
- Physical aggression or physical lashing out
- Physical assault of staff or pupils– a pupil intentionally hits, kicks or injures a member of staff, a visitor or another child
- Injuries to pupils and staff – caused unintentionally but because of irresponsible actions e.g. throwing stones
- Theft – a pupil stealing property
- Major damage to school property – intentional damage which is expensive or difficult to repair
- Leaving school without permission – a pupil leaves school without permission and in defiance of adult authority

Please note that incidents may occur which do not exactly match our criteria. In these cases teachers will exercise their professional judgement in applying appropriate consequences.

Consequences

Sequence of Events for Minor Incidents

1. A verbal warning
2. Initials on board or yellow card
3. Teacher keeps the child back in class for 5 minutes at breaktime or lunchtime so that the child may consider and reflect upon their behaviour
4. The child is sent to another classroom or to the Oasis (with their own classwork) to consider and reflect upon their behaviour. The child's family and the headteacher are informed.
5. The child is sent to the headteacher (with their own classwork) to consider and reflect upon their behaviour.

Please note that, depending on the seriousness of the behaviour, it may be appropriate for earlier steps in this sequence to be omitted.

Major Incidents

Parents will be informed of major incidents by letter and/or phone call, and invited to speak with the headteacher. An appropriate consequence will be applied, which could range from

monitoring of behaviour to suspension for a fixed period. Permanent exclusion remains an option in the most extreme cases.

Our E-Safety policy details appropriate consequences or actions which will be taken in the case of a major incident involving inappropriate use of the Internet or electronic communication in school.

Persistent Misbehaviour

Teachers keep a record of behavioural incidents on school's internal pastoral log, which is password-protected and is accessible only to staff members. It is important to be consistent with this, as families and other agencies will require details of the behaviour and its duration.

Playground Incidents: sequence of responses to inappropriate behaviour

1. YR & KS1 – holding adult's little finger to enable them to walk around the playground
KS2- standing at the side of the playground for 5 – 15 mins to enable the child to consider their behaviour, rather than simply enjoying free time.
2. YR, KS1 and KS2 - children to be sent indoors for 5-15 minutes for time out to consider their behaviour.
3. Although we firmly advocate a fresh start each day for all children, if there are frequent repeated and persistent episodes of inappropriate behaviour from particular children during unstructured time, and if the above two steps have proven to be ineffective, then YR and KS1 children will stand outside the headteacher's office for 5-10 minutes when it is time to go on to the playground.
KS2 children may miss free time to be supervised by the head or deputy, whilst writing out the school moral code.

*All occasions of loss of free time (LOFT) will be recorded in school's electronic password-protected log of pastoral concerns.

Parents will be informed if their child receives more than one LOFT in a week. Frequent occasions of LOFT will also result in parents being asked to meet with the headteacher to assure their support and to discuss improvements to the child's behaviour.

Lunchtime Consequences (during the midday break)

- Clear verbal warning by the midday assistants about minor incidents.
- Pupils who ignore this initial warning will be reported to the headteacher/deputy headteacher, who will speak to them. An appropriate consequence based on professional judgement in line with this policy will be applied.
- If a serious incident occurs, the headteacher or deputy headteacher will be informed immediately and procedures to deal with serious incidents will come into effect.

Individual Pupils

Pupils who do not respond to praise, rewards and consequences in order to modify their behaviour will, after consultation with the SENDCO, have a 4+1 statement created in conjunction between themselves, their class teacher and their family. Their names will be entered on the Special Educational Needs Register for Social and Emotional Needs.

Exceptional Circumstances (including extremely challenging behaviour and violent behaviour)

It is possible that there may be circumstances where careful adherence to this behaviour policy and procedures has failed to be effective. Such cases will be treated on an individual basis. Class staff, the school senior leadership team and professionals from outside school will work together with the child and their family to support the child to modify and improve their behaviour.

The following strategies will be considered:

- A meeting for everyone involved, where consideration will be given to drawing up a behaviour contract. Such a contract will be regularly reviewed
- The designation of a member of the leadership team to be the first point of contact in exceptional circumstances
- Additional adult support
- SENDCO to work with class staff to plan adapted provision
- Daily plans and targets with appropriate rewards
- Bespoke staff training
- Weekly liaison with the child's family

Suspension and Exclusion

St. Peter's follows guidance from the Department for Education in terms of suspension and permanent exclusion. Only the headteacher may suspend or exclude a pupil from school. Suspension should not be made in the heat of the moment but a rapid response may be made if there is an immediate risk to the safety of others or to the child. A decision to suspend a child may be made if any of the following apply:

- The child seriously breaches the school behaviour policy in a violent way
- A range of alternative strategies, including three incidents of being sent to the headteacher (consequence 5 in the above sequence) have been applied without success
- Allowing the child to remain in school would seriously harm the welfare of the child, other children or staff

Suspension may be in response to a single, very exceptional incident or it may be in response to a number of incidents growing in seriousness over a period of time.

Role of the Leadership Team

- Our school SENDCO oversees the completion of 4+1 documents and the involvement of families in their child's academic and personal development at school.
- Our SENDCO advises on an adapted curriculum and on provision for individual children
- Our SENDCO maintains an efficient record-keeping system of documents which give further information about the SEND needs of our children
- Our DSL and deputy DSLs provide support to other staff to carry out their safeguarding duties. All staff should share worries and concerns about children with the DSL or DDSL, as these members of leadership staff are the people most likely to have a complete safeguarding picture, and be best placed to advise on responses to safeguarding concerns.
- All school staff have a responsibility to provide a safe environment in which children can learn.

Child-on-child abuse

All staff should be aware that children can abuse other children, and that it can happen both inside and outside of school, online and offline. Some examples of how this can manifest itself in different behaviours include, but are not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos;

- up skirting, which typically involves taking a picture under a person's clothing without their permission;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

When an allegation is made by a pupil against another student, or about a child-on-child incident they have witnessed or been a part of, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) must be informed. The DSL will follow the guidance detailed in the school's child protection and safeguarding policy:



Child protection
and Safeguarding P

Anti-Bullying

We recognise that many children and young people will experience conflict in their relationships with other children and young people, and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

Our definition of bullying is: 'Repetitive, wilful or persistent behaviour by one or more people, which damages or hurts others physically or emotionally, leaving the victim feeling defenceless.'

It is a child's right to feel safe at school and parents expect it.

The ethos of our Catholic school encourages children to care for each other and to regard bullying as unacceptable.

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community. When there are incidents of bullying, we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Using assemblies and PSHE lessons to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on sharing similarities, and on respecting and celebrating difference.
- Having a positive ethos that all pupils, staff and parents understand.
- Developing a curriculum that teaches empathy, social skills and emotional understanding
- Reporting Safeguarding concerns to the Designated Safeguarding Lead/Deputy DSL.
- Providing assurances to children that concerns have been listened to and action will be taken.
- Sending clear messages that the bullying must stop.
- Working with both parties to find solutions. Identifying the most effective way of preventing re occurrence and any consequences.
- Reflecting and learning from bullying episodes – considering what needs to happen next to prevent future bullying e.g. PSHE, training or a group intervention.
- Raising awareness of online bullying through regular e-safety lessons.
- Working with individuals and groups of pupils, where required, to support understanding and development of social skills.

Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or when they have concerns. Pupils in our school understand that they have a right to feel and to be safe, and that they have a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/teaching assistant/deputy headteacher/headteacher/midday staff
- Each class has a 'worry box' where children can report their concerns in writing.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

All staff are required to report bullying and prejudice-based incidents to the headteacher and on our internal electronic pastoral log.

Procedures for families:

- If a parent or carer has any concerns about their child, they should speak to the class teacher initially. The headteacher is always informed of any bullying concerns and monitors the situation carefully.
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- The school will deal with all children involved and their families directly. Families will be kept informed of any actions the school is taking.

Responding to Bullying

We monitor and review all reported bullying incidents to determine any patterns or trends that may require further action. Members of the senior leadership team in school will:

- Prioritise the victim's safety.
- Investigate thoroughly and consistently.
- Provide support to both the victim and the perpetrator.
- Apply appropriate consequences and inform families.
- Record incidents and monitor for patterns.
- Where needed, involve the Designated Safeguarding Lead (DSL).

On a regular basis, we give pupils the opportunity to feedback on how safe and happy they feel at school, and we do this through pupil questionnaires.

Mobile phones (and other electronic devices, including those which may connect to the internet)

We accept that there may be exceptional circumstances where parents see a need for their child to carry a mobile phone (for example, on their journey to and from school, if they are not accompanied by an adult). In these exceptional circumstances parents apply for permission for their child to bring a mobile phone onto school premises. Where this permission is given, the pupil must comply with the requirements of the policy for use of mobile phone



Mobile Phone
Policy Sept 25.pdf

Mobile phones must be switched off completely as children enter school grounds, and must remain switched off until children have exited school grounds. On arrival at school, children must hand in phones to their class teacher, where they will be locked away until the end of the school day. Unless permission is granted, mobile phones and other electronic devices must not be brought onto school premises by pupils.

Use of Reasonable Force and Physical Intervention

As per DfE guidance in 2013, school staff have a legal power to use reasonable force to restrain and/or control children to:

1. prevent children hurting themselves or others
2. prevent children from causing disorder

St. Peter's staff will always act within DfE guidance and legislation and will follow the following procedures should reasonable force be necessary:

- always act calmly and in a controlled manner
- inform the headteacher prior to resorting to reasonable force, if able to do so
- inform the headteacher as soon as possible following any use of reasonable force
- the headteacher, deputy headteacher or SENDCO will inform the parents verbally that day and will follow this with a written record of the incident for the family
- the parents will be invited to a meeting with the Headteacher, SENDCO and the class teacher.

Schools do not need parental permission to use reasonable force or physical intervention. St. Peter's **does not** operate a 'no contact' policy. Any reasonable force shall be proportionate and necessary, in line with our policy for Positive Handling and Physical Intervention.

This policy should be read in conjunction with the following policies:

Anti-Bullying

Child Protection and Safeguarding

Computing – Acceptable Use

E-Safety

Mental Health and Wellbeing

Mobile Phones

Policy for Positive Handling and Physical Intervention

SEND

Mrs K Ryan (headteacher) and all staff: September 2025

Review Date: September 2026

This policy is reviewed annually in consultation with all staff and is ratified by the Local Governing Body.

This policy forms part of the induction of staff new to St. Peter's.

Appendix 1

The Family Group Token System

- All pupils can earn tokens for good behaviour, and for promoting the Catholic Life and Mission of our school
- All staff can give out tokens
- Staff should only give one token to a child at a time
- The family group earning the most tokens at the end of the half-term to have a group reward

Class Dojo

- All children can earn class dojos for achievement, progress and attainment in everyday class learning.

Appendix 2

Banned Items

Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated a member of the school's Senior Leadership Team should be informed immediately. Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Items that are banned in school include;

- weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, vapes and E-cigarettes
- fireworks
- pornographic images/videos
- any item that staff reasonably suspects has been, or is likely to be used to:
- commit an offence
- cause personal injury to any person (including the pupil)
- cause damage to the property of any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to good order and discipline within school. These items will be returned to pupils after discussion with senior leaders and with the child's family, as appropriate.

Any searching or screening of pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. This guidance assists schools in carrying out searching, screening and confiscation in a lawful way.

Families will always be informed if their child has been searched.

In the event of weapons, knives, stolen items or illegal drugs being confiscated, these will always be handed over to the police.

Appendix 3

Scripts

Scripts can be helpful to ensure consistency and to support children to verbalise.

The consistent scripts we use include:

<u>Choices and Consequences</u> Mark, you have a choice . You can either choose to..... Or you can choose to..... If you choose (positive choice) then you will..... (positive consequence) If you choose (negative choice) then you will..... (negative consequence) It's up to you , it's your choice .	<u>Choices and Consequences Example</u> Tom, you have a choice . You can either choose to complete the work now or in your play time. If you choose to do it now you will get to play outside with your friends. If you choose to do it at playtime you will miss the time with your friends. It's up to you . It's your choice .
<u>'I' statement</u> Sandra, I feel... (say how you feel) When...(describe the situation, avoiding the word 'you') Because... (state your need that is not being met and why it matters) What I need... (describe what would help you to meet your needs)	<u>'I' statement example</u> Sandra, I feel sad ... When I see these unkind hands ... Because I need to keep all children safe. What I need is for everyone in our class to try their best to be kind and safe with each other.
<u>Short help scripts</u>	<u>Help script example</u>

I can see that something is wrong ... Talk and I'll listen. I'm here to help. I'm wondering if.... I'm noticing... I'm imagining... What can I do that would make it easier for you...? I'm so sorry that's how you feel. Can you help me to understand?	I'm noticing that something is a bit tricky at the moment - what can I do to help? I'm wondering whether you would like to come for a walk with me for a minute for a little break. I'm imagining how difficult it might feel for you to be in such a busy place right now.
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Appendix 4

Restorative questions example

Tell me what happened (describe the incident)
What were you thinking at the time the incident started?
What were you feeling at the time the incident started?
What needs to happen now to put things right?
What could we all do next time so that this does not happen again?