

Bryn St Peter's CE Primary School



Behaviour Management Policy

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| Last reviewed | Sept 2025 |
| Date for review | Sept 2026 |

Our Vision

Together with God Building our Future

Guided by Christian values, with Jesus as our cornerstone, we set firm foundations for a life of flourishing, offering opportunities for all to develop in body, mind and spirit.

Ephesians 2:22 And in him you too are being built together to become a dwelling in which God lives by his Spirit.

We are committed to educating the whole person for life in all its fullness guided by Christian values.

We deeply value creativity and joy in learning that allows everyone to achieve and flourish.

We want everyone to feel included, accepted, loved and positively understand their value and potential in our community.

Our chances of success and happiness, both in school and in the future, depend considerably upon our ability to demonstrate self-regulation and to make responsible choices regarding behaviour. This is why staff at Bryn St Peter's are 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-regulation not passive obedience. It echoes our core Christian Values of Faith, Love, Hope, Compassion and Respect with a great emphasis on respectful behaviour, consistency, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aims of this policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for their poor conduct.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others and our Christian Values.
- To promote community cohesion through improved relationships.

Purpose of this policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural expectations at Bryn St Peter's and beyond.
- Promote self esteem and self regulation.
- Teach appropriate behaviour through positive interventions.
- Help learners take control over their behaviour and be responsible for the consequences of it.
- Keep children and adults in the school community safe.

Behaviour for excellent teaching and learning

Adults at Bryn St Peter's acknowledge that high quality behaviour for learning is underpinned by relationships, organisation, lesson planning and positive recognition.

We ask that all members of our community are '**SMART**'...

Being SMART includes

Speaking politely and listening carefully

Making school enjoyable for everyone

Acting safely

Respecting and caring for each other

Telling someone your worries

Consistencies

In all classrooms everyday staff:

- Meet and greet at the door.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Show positive recognition for expected behaviour in each classroom throughout the lesson.
- Refer to being 'SMART'
- Are calm and give 'take up time' when going through the steps. (Prevent before sanctions.)
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.
- All classrooms decide their own classroom rules at the beginning of the year (no more than 5).
- All classrooms display behaviour expectations, bespoke to the age and needs of the children.
- Each day is a fresh start!

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Our teachers love to reward good behaviour. We understand that a quiet word of personal praise or a 'secret' sign of recognition can be as effective as a larger or more public reward. Other rewards can be given in a variety of different ways developed by each teacher in their classroom. Here are some of the rewards you might see in school:

| Recognition and rewards for effort | |
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| Classroom/school environment level | |
| Classroom behaviour chart House points Stickers/stamps Good work wall 'leading table' Praise Raffle Tickets Class star of the week | Certificates Messages to parents 'Tickled pink' marking Soft toys trophy Treat jars Pictures on social Media Respect Points |
| School level | |
| Christian Value Awards Rave Team Award (chosen by the children) Recognition of successes and achievement outside school in Celebration Assembly Superstar Awards Sent to another member of staff to share success or positive behaviour Stickers Extra playtimes Certificates House points Birthday non uniform | |

Practical steps in managing and modifying poor behaviour

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed.

Learners are held responsible for their behaviour. Although there are occasions when 'time out' is necessary, every minute a learner is out of a lesson is one where they are not learning.

We will praise the behaviour we want to see. We will not pander to attention seeking.

Staff will deal with unwanted behaviour, without delegating.

Staff will use the steps in behaviour for dealing with poor conduct.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

All learners will be given 'take up time' in between steps.

It is not possible to leap or accelerate steps for repeated low-level disruption.

The Steps in all classrooms from Year 1 to Year 6

| Steps | Actions |
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| 1) Redirection * Neutral on the behaviour chart | Gentle encouragement, a 'nudge' in the right direction, small act of kindness. Highlight expected behaviour Ready to learn |
| 2) Reminder * Level -1 on the behaviour chart | A reminder of the expectations SMART behaviour, delivered privately wherever possible. The teacher will make them aware of their behaviour. Adults will deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. The child has a choice to do the right thing. |
| 3) Caution * Level -2 on the behaviour chart | A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Learners will be reminded of their good previous good conduct to prove that they can make good choices. Consequences = 5 minutes time to think about their behaviour and have a conversation with an adult at the end of the lesson or to complete any unfinished work. |
| 4) Time Out Level -3 on the behaviour chart | Give the child a chance to reflect away from others, within the classroom or supervised outside the classroom if necessary. (3 to 5 minutes; Remember that time out of class = missed learning) Consequences = An additional 5 minutes time to think about their behaviour and have a conversation with an adult <u>at the end of the lesson or to complete any unfinished work.</u> The child will be spoken to privately where possible and given a final opportunity to engage. Offer a positive choice to do so. |
| 5) Internal referral | If the unwanted behaviour continues, at this point the child will be referred internally to another room in the school for the remainder of the lesson, in the vicinity of an available adult. All internal referrals must be recorded on CPoms |
| 6) Reparation Restorative?? | A restorative meeting should take place before the next lesson. What's happened? What was each party thinking? |

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| | <p>Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Staff reaffirm our commitment to building a trusting relationship.</p> |
| 7) Partnership stage | <p>The partnership stage will be implemented where there is a cause for concern regarding behaviour. In partnership with a member of staff and parent or carer they will develop an appropriate action plan with the learner. (see appendices) The action plan will be monitored and reviewed daily, over a 2 week period. Both the consequences for the learner, if not meeting the required action and the positive outcomes for everyone, if conduct improves will be discussed. If a child does not achieve the required change in conduct agreed within the action plan, they will be given a second chance to achieve the targets agreed on the action plan after the verbal warning (an additional 2 week period) All of these matters including the completed behaviour plan will be recorded on our electronic system (CPoms)</p> |
| 8) Formal Meeting | <p>A meeting with the teacher, learner and member of SLT, and if required a member of additional agency such as TESS, or Educational Psychology Team. These minutes will be recorded on CPoms, our electronic recording system. A restorative conference will take place, which will take a 360 degree view of the learner. This meeting will include the Teacher, Learner, Parent/Guardian, and a member of the Senior Leadership/Pastoral Team. The meeting will address the learner's:</p> <ul style="list-style-type: none"> • progress and achievement, • learning needs, • attitude, • behavioural routines • personal organisation. <p>Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions, within a 2 week period, then the procedure will move to the next stage (Exclusion). Every effort will be made to encourage and support a change in the learner's behaviour.</p> |

*30 second intervention to be used at Redirection/Reminder/Caution stages

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequences of their action is.
- d. Refer to previous good behaviour/learning as a model for the desired behaviour.
- e. Walk away from the learner; allow him/her time to decide what to do next.

Children in KS2 (Y3 - 6) may be kept behind at the end of the school day (Maximum 10mins). This would only apply if behaviour has dipped in the afternoon.

We feel this is important as it gives children the opportunity to start a fresh the following day.

Major breaches of behaviour

These include:

- physical assault

- deliberate damage to property
- stealing
- leaving the school premises without permission
- aggressive verbal abuse
- consistent defiant refusal and disruptive behaviour in class which impacts on learning and teaching

This type of behaviour is generally rare and it is the responsibility of the Headteacher, Assistant Head or other members of the Senior Leadership Team, who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage with each stage being recorded.

Procedures for Dealing with More Serious Incidents:

- A verbal warning by the Headteacher or Assistant Headteacher as to future conduct.
- Withdrawal from the classroom for a session or the rest of the day.
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, then exclusion procedures may be implemented in consultation with the Governing Body.
- Permanent exclusion after consultation with the Governing Body and the LA.
- Parents have the right of appeal to the Governing Body against any decision to exclude.

A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away, to think about their behaviour away from school. A meeting with a member of SLT will follow up such a decision.

Physical Intervention

All staff have been trained in Safe Teach techniques.

If a child violently attacks another child or adult and does not respond to requests to calm down, then positive handling can be used. The child should be removed from the situation as soon as possible and taken to a calm environment. Parents will be informed.

Lunchtime Supervision

The SMART Code applies at all times of the school day.

At lunchtime, supervision is carried out by the TAs and a team of midday assistants. The Supervisors can refer to the Headteacher or the Assistant Headteachers if necessary.

The TAs and mid-day assistants are expected to ensure that all children are behaving appropriately in line with the whole-school behaviour policy and the Steps/ dialogue guidelines. Usually this consists of reminding children of the standard of behaviour expected.

The TAs and mid-day assistants must be treated with the respect expected, by all children. In the most extreme cases, persistent misbehaviour at lunchtime will be brought to the attention of the Headteacher or the Assistant Headteacher.

| Steps | Actions - What will this look like at lunchtime? |
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| 1) Redirection * | Gentle encouragement, a 'nudge' in the right direction, small act of kindness. Highlight expected behaviour |

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| | Child is ready to get along well with others, being cooperative |
| 2) Reminder * | A reminder of the expectations SMART behaviour, delivered privately wherever possible. The lunchtime TA will make them aware of their behaviour. Adults will deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. The child has a choice to do the right thing. |
| 3) Caution * | A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. The child will be reminded of their good previous good conduct to prove that they can make good choices. |
| 4) Time Out | Give the learner a chance to reflect away from others - 5 minutes in a quiet area The child will be spoken to privately where possible and give them a final opportunity to engage. Offer a positive choice to do so. |
| 5) Internal referral | If the unwanted behaviour continues, at this point the child will be asked to go inside for the remainder of the lunchtime in the vicinity of an available adult. |
| 6) Reparation Restorative?? | A restorative meeting should take place before the next lesson. What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Staff reaffirm our commitment to building a trusting relationship. |
| 7) Partnership stage | As in classroom steps |
| 8) Formal Meeting | As in classroom steps |

This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time.

This could be followed, if necessary, by permanent exclusion.

To reiterate the key messages of this policy:

All children and staff have the right to work to potential, free from disruption, abuse or threat.

The school promotes an ethos of positive behaviour management, with caring and consistent sanctions where guidance is required.

Where a child has a recognised additional need, this policy will be adapted accordingly.

Other policies and documentation connected to this

- Staff code of conduct
- SEND policy
- Parents code of conduct
- Exclusion Policy
- Anti-bullying Policy
- Home School Agreement
- Anti Racist Policy
- Teaching and Learning Policy
- Ethos Policy

