

# Behaviour Policy Addendum

to the  ASPIRE  
MULTI-ACADEMY TRUST

Behaviour policy

**East Bridgford St Peter's CE Academy**



*'Striving for Life in All its Fullness' John 10:10*

Start Date: 1<sup>st</sup> September 2025

Review: Annually

## Context and Values

St. Peter's is a 'Take care' school. Through curriculum provision and other enrichment activities the children learn to:

- Take care of ourselves
- Take care of each other
- Take care of the world
- Take care of our work

At St. Peter's we strive for the 'Profound Personal Development' of all our children, helping them discover not just who they are, but who they can become within a climate of participation and a culture of opportunity and ambition.

Our school prayer reinforces the active value system on which our school is built, and children themselves are challenged, as part of discovering who they can be, to decide how they themselves will respond to its challenge. In part by asking 'what do these values mean to me?'



For every child to feel valued as part of our school community, we know it is important that all children, parents, and staff accept and understand that there needs to be an agreed set of rules and conduct for us all. As we strive to live 'life in all its fullness' (John10:10), 'taking care' guides the children to work successfully alongside and with others, to safely take risks and explore their own potential.

**'At St. Peter's every child has the right to learn and grow in a caring school where everyone feels safe and happy, and which provides equality of opportunity for all.'**

When the adults change everything changes (book) by Paul Dix has influenced our use of positive approaches to Take Care behaviour at St. Peter's.

We know that:

- ✓ behaviour can change and every child can be successful
- ✓ positive, targeted praise is more likely to change behaviour than blaming and punishing
- ✓ reinforcing good behaviour helps children feel good about themselves
- ✓ an effective reward system and celebrating success helps to further increase children's self-esteem, enabling them to achieve even more
- ✓ understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment
- ✓ when adults change, everything changes

At St. Peter's we know that setting high expectations is the responsibility of all staff and if they display consistent responses and actions, they will build respectful relationships with pupils.

We expect all adults in school to:

- ✓ greet children with a smile
- ✓ have visible recognitions in their classrooms that all children understand
- ✓ be calm, consistent and fair, allowing children time to implement a change in behaviour
- ✓ pay attention first to the best conduct
- ✓ lead children when they are moving around school to model positive behaviour
- ✓ intervene appropriately when incidents occur
- ✓ be ready to challenge all children who are not keeping school rules

'ADULT BEHAVIOUR CREATES CHILDREN'S RESPONSES AND BEHAVIOUR.'

## Our School Rules

### 1. Take care of ourselves

**Take care to be safe** - Take care walking around school, playing nicely, lining up sensibly, remaining calm inside.

### 2. Take care of each other

**Take care being respectful and kind** - Take care listening to others, demonstrating good manners, thinking about your words and actions.

### 3. Take care of the world

**Take care looking after our school and the environment** - Take care of books and resources that help us to learn, displays and our school environment.

### 4. Take care with your work

**Take care to be the best you can be** - Take care being ready to learn, to share, be prepared, to work hard and think creatively.

## Our School Rules

### Our School Rules / School Prayer



1. Take care of ourselves, Take care to be safe - Take care walking around school, playing nicely, lining up sensibly, remaining calm inside school. Have a healthy mind & body **Love** ourselves, be happy, enjoy and achieve.



2. Take care of each other, Take care being respectful and kind - Take care listening to others, demonstrating good manners, thinking about your words and actions. Show **Kindness** towards others. Treat others as you want to be treated.



3. Take care of the world, Take care looking after our school and the environment - Take care of books and resources that help us to learn, displays and our school environment. Strength in **Togetherness** to make positive change in our world.



4. Take care with our work, Take care to be the best you can be - Take care being ready to learn, to share, be prepared, to work hard and think creatively. Show **Thankfulness** for those people in our lives who take care of us.

This will be displayed in all classrooms and around school.

## Recognition and Rewards

At St. Peter's we understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise for some children can be as effective as a larger, more public reward for others. Children are encouraged to show integrity by playing an active role in good behaviour, rather than passive compliance e.g picking up litter and taking an active part in lessons.

**When we see children keeping the school rules, we recognise and praise them in the following ways:**

1. **Praising the child publicly** e.g. I like that you are walking safely, thank you for taking care when you line up.

2. **Take Care tokens**

We implement a 'Take Care Party' system rewarding positive behaviour and effort. The party names are linked to our Christian values:

**Numbers – thankfulness, Corinthians - Love, Luke - kindness, Romans - togetherness.**

Take Care tokens are used to recognise children who demonstrate our school take care rules:

- Effort / concentration
- Positive behaviour / manners
- Striving for high expectations (personal achievement)
- Beyond Expectation / over and above
- Personal progress

### **3. Integrity Awards**

Children can be nominated for a weekly integrity award and are presented with an integrity postcard on Friday in Together in Achievement assembly. They can be nominated by staff, other children and parents. To receive an integrity award the child needs to be seen 'doing the right thing, even when no one is looking' therefore acting in a 'take-care' way.

### **4. Individual class reward systems**

Staff may also give positive affirmations for recognition and encouragement e.g. stickers or certificates decided by the class teacher. These will be visually recognised in each classroom e.g a board or a jar.

### **5. Take Care Work**

Children are invited by staff to visit the Head teacher with 'take care' work or to be recognised for their behaviour.

### **6. Head Teacher's Award**

At the end of the school year children may be presented with a Head Teacher's Award to recognise their consistent 'take care' approach, hard work and representing what St. Peter's stands for. The Head Teacher's Award is presented by the Head to 3 children in each class, in consultation with class teachers.

## **Positive Approaches to Take Care Behaviour at St. Peter's**

St Peter's approach is a very positive, inclusive one, built on a vibrant and spirited culture within which all are recognised for the part they can play in shaping the very best school. However, this is the most rigorous of approaches and in no way tolerates inappropriate behaviour or children who persist in adversely affecting other children's rights, learning, safety and happiness.

**1. Children will be reminded of the Take Care behaviours that we are expecting to see.** E.g. please show me how to do take care sitting; please remember to take care of the resources you are using; remember how we take care presenting our work. These statements set the scene for all the children to know our expectations.

**2. Adults will ensure that they embed keystone classroom routines that all children understand.**

These will be the routines for lining up, entering the classroom, walking down the corridor that we expect to see from every child. Children will be positively recognised for following these routines.

**3. Take-care Walking** All children and staff will be expected to demonstrate and model Take-care walking around the school walking area and in all corridors and classrooms. This will include walking in single file as much as possible, staying on the left, staying quiet in corridors and holding doors for others.

**4. Adults use of positive language**

Staff will use assertive phrases that remind children when their behaviour is not adhering to our take care values.

e.g. You need to take care.... I need to see you taking care... I expect you to take care... I know you will take care... Thank you for taking care... I have heard what you said, now you must take care...

### Unacceptable Behaviours

At St. Peter's we aim for all our children to take care of ourselves, each other, the world and with our work. When they forget, a gentle reminder is all that is required to modify and change their behaviour. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account.

Adults will routinely focus on and praise the behaviour that we wish to see in and not focus solely on undesirable behaviours. When responding to inappropriate behaviour, adults can choose to follow the steps below or record it and address it at a later more appropriate time.

**Paul Dix** suggests using a 'stripped down set of steps' that are focused on small but certain consequences and a restorative, not punitive ending.

| Step           | Action  |
|----------------|---|
| 1. Reminder    | <p>A gentle reminder or a 'nudge' to do the right thing.</p> <p>A reminder of our Take Care rule delivered privately wherever possible. The adult makes the child aware of their behaviour, and they have a choice to do the right thing. Take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary.</p> <p>Praise will be given if the child is able to model good behaviour as a result of the reminder.</p> |
| 2. Caution     | <p>A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>Use the phrase, "Think carefully about your next step".</p>   |
| 3. Last Chance | <p>Speak to the student privately and give them a final opportunity to engage.</p> <p>Offer a positive choice to do so and refer to previous examples of good behaviour.</p> <p>Use the 30 second scripted intervention:</p> <ul style="list-style-type: none"><li>• I have noticed that you are... (having trouble getting started, wandering around etc) right now.</li><li>• At St. Peter's, we (refer to our Take Care Rules)</li></ul>                     |

|                                 |   |
|---------------------------------|---|
|                                 | <ul style="list-style-type: none"> <li>• Because of that, you need to (refer to action to support the behaviour e.g. moving to another table, complete learning at another time)</li> <li>• See me for 2 minutes during break/lunch</li> <li>• Do you remember yesterday/last week when you (refer to previous positive behaviour)?</li> <li>• This is who I need to see today...</li> <li>• Thank you for listening... then give the child some 'thinking/calming down' time.</li> </ul> <p>The timed intervention is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.</p>  |
| 4. Time Out / Space to cool off | <p>Time out might be <b>a short time</b> outside the room, to think/reflect or at the side of the field of play, it may be that you ask the child to go to another classroom for a short period. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. <b>This is not to be used in a punitive way.</b> Ensure that the child has fully 'recovered' before any further conversation takes place (this may take up to 40 minutes)</p>  |
| 5. Repair and then follow up    | <p>This is a very important part of the stepped approach, as it gives the child a chance to repair relationships and enable them to learn what to do next time. This might be a quick chat at break time in the playground or a more formal meeting, but it is essential that this happens as soon as possible when the child is ready to have a conversation.</p> <p>5 questions to be used from the following:</p> <ul style="list-style-type: none"> <li>• <b>What happened?</b></li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• <b>Who has been affected?</b></li> <li>• <b>How have they been affected?</b></li> <li>• <b>What should we do to put things right?</b></li> <li>• <b>How can we do things differently in the future?</b></li> </ul> <p>(Key questions in bold)</p> |

Staff should always use a measured approach to these steps and always take the initiative to keep things at the reminder step. Language should also be chosen to support behaviour rather than escalate it.

It is imperative that the teacher who initially dealt with the unacceptable behaviour (supported by a colleague or a member of SLT when appropriate) should conduct an initial restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

As part of the repair step, children may be asked to write an acknowledgement of their behaviour but more importantly how it may impact others and what could be done about this behaviour should it reoccur in the future. This letter/note, if used, will be completed in the child's time i.e. at break times. They are kept as a logged incident for a period, determined by the Head. These can be kept or disposed

of (in front of the child) to make the point of having the opportunity to put things right and that your behaviour is your responsibility.

## Consequences

Consequences must be reasonable and proportionate. Wherever possible, consequences should be relevant to the undesirable behaviour and focused on reparation. This includes tidying up an area that has been disturbed, fixing something that has been broken, repeating an activity correctly to show how it should be done. Staff should use their knowledge and observations of the child to choose an appropriate time for consequences. This should be on the same day wherever possible, but may need to be later, when emotions are under control and restorative conversations have taken place. Children should not be forced to apologise but this should be explored during the restorative conversation as a suitable option as to how to put things right.

Below details possible consequences:

| Undesirable Behaviours  | Consequence  |
|---|--|
| Breaking of our Keystone Rules e.g. Take Care Walking   | Send back, repeat correctly or practise in break time (for a short period)   |
| Continued low-level disruption  | Follow stages of our behaviour management strategy and if they continue then a 5 – 10 minute imposition with class teacher will be given |
| Refusal to work   | Complete work at break or lunch time with class teacher or take work home (teacher to follow up)   |
| Unkind words towards peers  | 5 – 10 minute imposition with class teacher  |
| Rudeness to staff   | 5 – 10 minute imposition with class teacher  |
| Play fighting   | 5 – 10 minute imposition with teacher/staff on duty  |
| Low-level physical unkindness on playground   | 5 – 10 minute imposition with teacher/staff on duty  |
| Taunting and deliberately antagonising  | 5 – 10 minute imposition with teacher/staff on duty and refer to class teacher or HT/DHT as appropriate                                  |
| <p>The following behaviour will result in missing a playtime/lunch break as appropriate:</p> <ul style="list-style-type: none"> <li>• Repeated/persistent disruptive behaviour</li> <li>• Swearing at another person</li> <li>• Stealing</li> <li>• Harming or threatening staff</li> <li>• Hurting other pupils with intent to harm</li> <li>• Intentionally damaging property</li> <li>• Discriminatory comments with intent to offend</li> </ul> |  |



## **Recording unacceptable behaviour**

All incidents that reach step 4 or have resulted in a missed break will be recorded on Arbor.

When two incidents are logged within one week, the child's parents will be notified by the class teacher.

If the behaviour continues, a parental conference will be held.

## **Parental Conference**

The purpose of any parental conference is to agree a 'way forward' for a child to improve their behaviour. The meeting will usually involve parent(s) and the Head teacher. The child and class teacher may be invited to participate in part of the meeting. Discussions will usually result in an explanation of what measures will be taken at school to help the child meet specified behaviour targets. e.g. a timetable report which breaks down the day and may show trends which can be tackled positively.

## **Dinner Times**

Dinner times at St. Peter's are seen as an integral part of our whole school culture. In this context the social educational value of how we learn to eat together and interact is seen as important as any nutritional gains. Therefore, the way behaviour is managed remains consistent with every other aspect of the school life.

To recognise and affirm take care behaviour, dinner staff will be given a **lunchtime take care tokens**, in the form of a raffle ticket, to give to children who are observed 'taking care' or 'doing the right thing'. Regular training will be given to dinner staff to ensure that they are using these tokens to reinforce and affirm take care behaviour during the lunchtime. This will ensure that all children who are behaving well, will be given the opportunity to take part in the draw. Each week these tokens will be put into a bucket. The children whose tickets are pulled out of the bucket will be invited to spend Monday lunch at special tables called the take care tables. The children at these tables will receive their dinner at 12 noon making this a special treat.

Dinner staff will also be trained in the steps detailed above and follow the same routines as teaching staff. If a child reaches step 4 this will be recorded, and the child will be accompanied inside to speak with their class teacher or HT/DHT as appropriate.

HT/DHT will be available at lunchtime to support lunchtime behaviour.

## **Children with identified Needs – SEND**

Children with identified Special Educational Needs and Disabilities may need personalised procedures in addition to the positive approach to take care behaviour. It may be that a differentiated approach is developed, implemented and managed by the class teaching team in consultation with the child, their parents, the Special Educational Needs Co-ordinator and any other agencies involved with the child and their family.

### **Child Safeguarding – DSL (Designated Safeguarding Lead)**

A commitment to keeping our children safe at all times and in all ways is an integral part to our overall commitment to positive behaviour. Our approach is made clear in our Aspire Safeguarding Policy and related documents <https://www.aspire-mat.co.uk/mat-policies/> .

**Designated safeguarding leads: Mr Tomlinson (Head), Mrs Gibbens (Deputy) and Mrs Johnson (Governor).** <https://www.eastbridgfordstpeters.co.uk/safeguarding/>

### **Out of School Club**

From September 2022 Rattle and Roll Performance will be running the 'Out of school Club'. Behaviour management remains consistent to this behaviour policy and is overseen by the Head Teacher and Rattle and Roll. <https://www.eastbridgfordstpeters.co.uk/out-of-school-club/>