

# 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: 2<sup>nd</sup> September 2024

Review: Annually (approved by Governors 1<sup>st</sup> July 2024)

## 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' (John 10:10), '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 the 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.

Adults in school will:

- ✓ greet children with a smile
- ✓ be calm, consistent and fair
- ✓ pay first attention to the best conduct
- ✓ lead children when they are moving around school to model positive behaviours
- ✓ intervene appropriately when incidents occur
- ✓ 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.

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

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

## **2. Take Care tokens**

We implement a House Team system rewarding positive behaviour and effort. The House names are linked to our Christian values:

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

Take Care tokens can be given for:

- 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'.

## **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.

## **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 any number of children, usually 3 awards per 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' 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...

**3. Follow a script**

- What happened? Listen to both sides equally.
- What were you feeling at the time?
- How have you been feeling since?
- How did this make people feel?
- Who has been affected? How?
- Offer the 'opportunity to put things right'. What do you think you should do?
- How can you do things differently in the future?

## **Unacceptable Behaviours**

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

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 if appropriate) should conduct a 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.

Step	Action
1. Reminder	A reminder of our Take Care rule, delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
	<ul style="list-style-type: none"> <li>✓ I noticed that you chose to ...</li> <li>✓ This is a reminder that you need to ...</li> <li>✓ You now have a choice to make a better choice...</li> </ul>
2. Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, "Think carefully about your next step". "Don't stop yourself or others from learning".
	<ul style="list-style-type: none"> <li>✓ Think carefully about your next step.</li> <li>✓ Don't stop yourself or others from learning.</li> </ul>
3. Last Chance	<p>Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. At this point attach a "stay behind for two minutes of break or a reasonable length of time" to this step. This timed intervention is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.</p>
	<ul style="list-style-type: none"> <li>✓ I notice that you chose to ...</li> <li>✓ This is the second time that I have spoken to you. You need to speak to me for two minutes at break time (or other time).</li> <li>✓ (Name) if you choose to break our school rules again, you will leave me no choice but to ask you to move to ...</li> <li>✓ Do you remember when (state previous good behaviour)? That is the behaviour that I expect from you. Please think carefully, I know you can make good choices.</li> </ul>
4. Time Out / Space to cool off	<p>Time out might be a short time outside the room, to think/reflect or at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. Ensure that the child has fully 'recovered' before any further conversation takes place. It may be that you ask the child to go to another classroom.</p>
	<ul style="list-style-type: none"> <li>✓ I noticed that you chose to...</li> <li>✓ You need to ... I will come back and speak to you in two minutes.</li> <li>✓ You need to go to ... I will come back and speak to you at the end of the lesson.</li> </ul>
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. Use the script that is provided under the positive approaches section to support this restorative approach.</p>

As part of the repair step, children may be asked to write an acknowledgement of their behaviour but more importantly how it may impact on 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 of time, 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'.

### **Recording unacceptable behaviour**

All incidents of unacceptable or poor behaviour will be logged in our behaviour logs and parents informed as appropriate.

Date	Incident	Action

These forms will be kept digitally on Teams pages created for each class.  
Each child will have their own individual log so that these can be sent up to the following teacher.

### **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.

### **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), Head Teacher / Deputy or class teacher. The child 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.

### **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 Rev Ruth Colby (Governor).** <https://www.eastbridfordstpeters.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.eastbridfordstpeters.co.uk/out-of-school-club/>