

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: 1st September 2026

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' (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.

‘Adult behaviour creates children’s responses and behaviour.’

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
- ✓ model positive behaviour, build relationships and pay attention first to the best conduct
- ✓ plan lessons that engage, challenge and meet the needs of all pupils
- ✓ have visible recognitions in their classrooms that all children understand
- ✓ be calm, consistent and fair, allowing children time to implement a change in behaviour
- ✓ be ready to challenge and follow up with all children who are not keeping school rules
- ✓ engage in reflective dialogue with pupils
- ✓ use consistent school approaches when dealing with any behaviour during learning e.g. leading children around school and being visible during transition times

We expect all leaders in school to:

- ✓ greet children at the beginning/end of the day
- ✓ be a visible presence to encourage appropriate conduct
- ✓ support staff in managing behaviour and having restorative conversations
- ✓ regularly celebrate staff and pupils whose efforts go above and beyond expectations
- ✓ regularly share good practice
- ✓ ensure staff training needs are identified and targeted
- ✓ use behaviour data to target and assess interventions
- ✓ Regularly review provision for pupils who fall beyond the range of written policies

Our School Rules Poster

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 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' token system rewarding positive behaviour and effort. The Pupil Parliament / party names are linked to our Christian values:

Corinthians – Love. Luke – kindness. Romans – togetherness. Numbers – thankfulness.

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, a child must demonstrate honest and responsible behaviour, particularly in situations where they are not aware of being observed. This includes consistently choosing to do the right thing and showing care for others and their environment, not for recognition, but because it is the right thing to do.

4. Individual class reward systems

Staff may also give positive affirmations for recognition and encouragement e.g. stickers, raffle tickets 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. **Top Table** raffle tickets are awarded by midday supervisors to recognise positive behaviour during lunchtime, including good manners, respectful interactions, safe play, and adherence to school rules. Each Friday, a draw takes place during the Achievement Assembly, where four children are selected to sit at a special Top Table for lunch the following Monday. Winners may invite a friend to join them at the first sitting and will receive a small treat.

7. 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. Low-level behaviours should be identified early and not accepted.

- 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...

Classroom steps to support behaviour

At St Peter's, we expect all children to take care of themselves, others, the world, and their work. Most behaviours can be addressed with a gentle reminder. In some cases, a short time out of the classroom may be necessary, applied thoughtfully and with regard to individual needs.

Staff should prioritise recognising and praising positive behaviour. Where behaviour falls short, staff may address it immediately or at a more appropriate time, using a consistent, calm approach based on clear, restorative steps rather than punishment.

It is the responsibility of the class teacher first and foremost to apply fair, clear and consistent boundaries and expectations.

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

- 1. Reminder** - This is gentle reminder or a 'nudge' of our take-care rules. At this point, staff will use positive praise, recognise and name good behaviour, move around the space and stand closer to any children who are not as focused. Consider using 'alerting' movements as a whole class if there are children who are appearing disengaged. Quality First Teaching should be used by all teaching staff to change the dynamics in the classroom. (See examples in SEND folder on Teams)
- 2. Caution** – This is a reminder to individual children who are not focused on our Take-Care behaviours. At this point staff may use praise to make it clear which behaviours we want to see and to display these to the whole class. If this does change individual behaviour, a clear verbal caution/reminder of our expectations will be delivered privately, wherever possible, to individual children by speaking quietly to them. The teacher may choose to repeat the reminder/caution, as we aim to encourage and motivate our children to succeed in their behaviour rather than moving straight to sanctions. At this point you may use the sentence "Think carefully about your next step."

3. Last chance – Use the agreed script to speak to the student privately (most likely outside the classroom) 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 try to find out what the problems are and give the child a chance to explain what they need from us to support their behaviour. Teachers should be very aware of children with specific needs and plans.

Use the 30 second scripted intervention:

At St. Peter's, we ...(refer to our Take Care Rules)

I have noticed that you are... (having trouble getting started, wandering around etc) right now.

Because of that, you need to ...(refer to 'Action to support behaviour', listed below)

Do you remember yesterday/last week when you ...(refer to previous positive behaviour)?

This is who I need to see today...

Thank you for listening... then give the child some 'thinking/calming down' time.

Once you have spoken to the child give them 'thinking/calming down' time and return within a specified time to check in.

If the child is still not making the right choice, teachers should use their professional judgement as to whether they move to Step 4. E.g. a child with a plan may need a brain break or other planned intervention to resolve the behaviour.

Actions to support behaviour

Actions must be reasonable and proportionate. Wherever possible, the actions should be relevant and focused on reparation. Staff should use their knowledge and observations of the child to choose an appropriate time for these reparative actions. 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 could be explored during the restorative conversation as a suitable option as to how to put things right.

Examples:

- missing a short time of their break to discuss their behaviour
- asking a child to walk down the corridor
- tidying up a space that they haven't treated with respect
- finishing work that is incomplete

4. Time Out – A short period of time measured with a timer, in another part of the classroom or outside the room to allow the child time to think/reflect on their behaviour. This space may be a short period in another class. This is not to be used in a punitive way, instead it is to be used in a positive way to allow the child to reset and return to their place and/or work. The class teacher will inform parents that this has happened, and this will be recorded on Arbor. If this does not reset the behaviour, move to step 5.

5. Referral to Phase Behaviour Lead. They will speak to the child in another space and explain our Take-Care expectations once again. The child will continue their work in a space identified by the adult. They will be encouraged to return to their class and learning at the earliest point possible.

Children will be given a classroom behaviour plan when they reach stage 5. This will be completed with a member of the behaviour team and the class teacher during the child's break or lunch time. Parents will be notified by letter and asked to attend a meeting with the Class Teacher and the Phase Behaviour Lead to discuss next steps in supporting their child.

The phase behaviour lead and class teacher will decide whether this plan is working or if the child needs support through step 6, a parent conference and behaviour plan.

Repair and follow up

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.

When a child has been removed from the classroom the class teacher should lead a restorative conversation with the pupil to maintain positive relationships and support reflection and improved future behaviour.

This could be:

- a) A short chat or catch up as soon as possible when the child is ready to engage. It is important that this conversation happens before they return to the classroom.
- b) Restorative Conversation. Be mindful about how this conversation is conducted. It should be restorative so some children may find it easier to talk whilst doing something else. The restorative questions are below and could be recorded on Arbor.

5 questions to be used from the following (**Key questions in bold**):

- **What happened?**
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- **Who has been affected?**
- **How have they been affected?**
- **What should we do to put things right?**
- **How can we do things differently in the future?**

- c) The child could complete the work either by themselves or with the help of a teacher as decided by the class teacher.

- d) A consequence that repairs the damage rather than just punishing will often have more impact. Therefore, the child may be asked to clean up a mess, repair a display, reorganise the classroom or possibly make up with peers.

6. Parent Conference – If there are ongoing or repeated behaviours that are not being solved by the Classroom Behaviour Plan, a Parent Conference will be held. 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 or Sendco as appropriate. 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 understand the child and their needs and provide strategies that can be adopted. e.g. a timetable report which breaks down the day and may show trends which can be tackled positively. This ‘Behaviour Plan’ will be reviewed once a week with the child and fortnightly with the parent. This plan will be in place for 6 weeks. If this plan is seen to be working, then the plan will stay in place with half termly reviews.

Any of the following behaviour will result in the phase behaviour lead moving straight to step 5, at which point the parents will be contacted by phone or email

- Refusal to follow instructions given by an adult
- Swearing at another person
- Stealing
- Harming or threatening staff
- Hurting other pupils with intent to harm
- Discriminatory comments with intent to offend

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 **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 3 this will be recorded in a notebook and followed up by an appropriate adult.

If a child reaches step 4, the child will be accompanied into school to speak with a member of the SLT.

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

Children with Identified Needs – SEND

At St Peter's we recognise that some children may require a personalised approach to behaviour support in order to access learning successfully and participate fully in school life. We understand that behaviour can sometimes be a form of communication and may reflect an unmet need, anxiety, sensory differences, social and communication needs, difficulties with emotional regulation, executive functioning challenges, or other factors associated with Special Educational Needs and Disabilities (SEND).

We maintain high expectations for all children whilst recognising that some children will require reasonable adjustments in order to achieve success. Equality does not always mean treating every child in the same way; it means providing support and adaptations appropriate to individual need.

The school will comply with its duties under the Equality Act 2010 and SEND Code of Practice by considering and implementing reasonable adjustments where appropriate.

Reasonable Adjustments

Reasonable adjustments may include, but are not limited to:

- adapting adult language and communication
- giving additional processing time
- use of visual supports, prompts and timetables
- movement or sensory regulation opportunities
- access to sensory resources or calm spaces
- chunking tasks into manageable steps
- reducing the quantity of work while maintaining learning expectations
- alternative methods of recording work
- offering structured choices
- pre-teaching or preparation for changes to routines
- additional adult support or check-ins
- use of agreed individual strategies identified within a support plan

Adjustments will be based on the individual needs of the child and informed by staff observations, parental views, SEND support plans and, where appropriate, advice from external agencies.

Positive Behaviour Support

Children with identified needs may require additional support to understand expectations and regulate their behaviour successfully. Staff will seek to identify possible triggers and early signs of dysregulation and respond proactively wherever possible.

Staff should consider whether behaviour may be linked to:

- anxiety or emotional distress
- sensory needs or overload
- communication difficulties
- executive functioning difficulties
- attention and concentration needs
- changes in routine
- social misunderstanding
- fatigue or other factors affecting regulation

Adults will seek to distinguish between behaviours that reflect deliberate choices and behaviours that indicate a child is struggling to cope or regulate.

Regulation Before Reflection

Children will not be expected to engage in restorative conversations, complete written reflections or discuss incidents until they are emotionally ready to do so.

Where appropriate, staff may support children through:

- co-regulation with a trusted adult
- access to a calm or safe space
- sensory or movement opportunities
- reduced verbal demands
- time to recover and regulate

Children should be supported to return to a regulated state before any restorative process takes place.

Consequences and Adaptations

Actions to support behaviour should remain proportionate, relevant and restorative in nature.

Where children have identified SEND needs, consequences may need to be adapted to ensure they remain supportive and effective. Staff should consider whether a standard consequence could unintentionally increase anxiety or dysregulation.

Examples of adapted approaches may include:

- restorative actions rather than punitive consequences
- movement or sensory breaks
- supported completion of learning tasks
- opportunities to repair relationships
- adult-supported reflection
- repetition and practice of routines
- alternative approaches identified within an individual support plan

Where possible, children should not routinely lose access to opportunities that support regulation, wellbeing and positive social interaction.

Individual Behaviour Support Plans

Where a child requires more personalised support, an Individual Behaviour Support Plan may be developed in consultation with parents/carers, the SENDCo, relevant staff and, where appropriate, the child.

Plans may identify:

- strengths and interests
- known triggers
- early signs of dysregulation
- successful support strategies
- language that helps or should be avoided
- reasonable adjustments
- agreed responses from adults
- restorative approaches
- strategies to support successful participation in school life

These plans will be reviewed regularly and adapted as children's needs develop.

The school values partnership working with parents and external agencies and recognises that consistency between home and school can play an important role in supporting positive outcomes for children.

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), Mrs Williams (SEND Lead) and Mrs Johnson (Chair of Governor).

<https://www.eastbridgfordstpeters.co.uk/safeguarding/>

Out of School Club

Rattle and Roll Performance run 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/>



EAST BRIDGFORD ST PETER'S CE ACADEMY

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

WE ARE A TAKE CARE SCHOOL



TAKE CARE
OF OURSELVES



TAKE CARE
OF EACH OTHER



TAKE CARE
OF THE WORLD



TAKE CARE
OF OUR WORK



CLASSROOM STEPS TO SUPPORT BEHAVIOUR

1 REMINDER

A gentle reminder of our Take Care rules.



We praise good behaviour and help everyone stay on track.

2 CAUTION

A private reminder that your behaviour needs to improve.



We remind you of what we need to see.

3 LAST CHANCE

A final opportunity to make the right choice.



We talk, listen and help you make a better choice.

4 TIME OUT

Time to think and calm down.



A short time away to reflect and return ready to learn.

5 REFERRAL

We speak to the Phase Behaviour Lead.



A plan will be put in place to help you succeed.

6 PARENT CONFERENCE

We work together to support you.



We make a plan together and review it regularly.

REPAIR AND FOLLOW UP

We repair relationships and learn for next time.



Talk it through

A short chat when you are ready.



Restorative Conversation

Ask questions, listen and put things right.



Complete Work

Finish work with help if needed.



Make it right

Repair the damage and show care.



KEY RESTORATIVE QUESTIONS

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?

- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?



TOGETHER WE TAKE CARE
so everyone can learn, grow and shine!

