



# St Peter's Eaton Square C of E Primary School Behaviour Policy

*Love Thy Neighbour*

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## Aims & Values

The aim of this policy is to ensure that our school has a positive atmosphere, where each member of the community feels valued and safe. There is a joint approach and shared responsibility between the parent, pupils and the school. This policy works in conjunction of our Safeguarding, Anti-bullying Policy and PSHE policy.

We recognise that all behaviours are driven by emotions. With this in mind, we work hard to develop pupils' emotional intelligence through teaching our pupils emotional literacy. We believe children need to learn to communicate their feelings and emotions to develop positive behaviours. It is our aim to develop a child's capacity to manage their behaviours by educating them about the emotions they are experiencing. We do this by guiding them using Emotion Coaching. We also promote preventative behavioural strategies where possible and use our Zones of Regulation and Level Up! strategies for to teach children to actively regulate their emotions.

At St Peter's we promote positive behaviour in our pupils and create an environment in which it can flourish. We value the importance of building up relationships between staff and pupils and the importance of treating everyone with respect. St Peter's School is a place where every person has the right to be themselves and to be included in a safe and happy environment. We are committed to inclusive principles and recognise that, with SEND pupils or those with particular vulnerabilities, there may need to be reasonable adjustments to be made to accommodate their specific needs. We recognise that some pupils will need more adult support (co-regulation) before they are able to be independent in regulating their own emotions and behaviours (self-regulation).

We specifically aim to:

- Support children to develop their emotional intelligence (emotional regulation) through teaching emotional literacy, which in turn will impact upon their ability to regulate their behaviour;
- Demonstrate consistent approaches to behaviour by raising awareness of emotions and self-regulation strategies throughout the school;
- Help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices;
- Develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

## The Responsibility of Staff

- ✓ To treat each member of the school community equally regardless of race, creed, religion, neurodiversity, disability, gender or sexual orientation.
- ✓ To encourage positive attitudes to learning and behaviour and praise good conduct.
- ✓ To respect each individual.
- ✓ To prioritise building positive relationships with each child (greeting every child by name at the entrance/smiling at children).
- ✓ To see behaviour as communication and use language of 'Emotion Coaching' to communicate your acceptance of the emotion, label the emotion, set limits for the behaviour and problem solve with the child.
- ✓ To encourage all to be emotionally aware by acknowledging, identifying and expressing our emotions and feelings, using our zones of regulation approach, emphasising the importance of

expressing how we feel.

- ✓ To guide children towards successful strategies for emotional regulation and matching their energy level to the task at hand (use of 'Think it/ feel it/do it/connect/move it' cards).
- ✓ To provide a balanced curriculum and ensure that appropriate differentiation/scaffolding strategies have been employed to cater for children's differing learning needs.
- ✓ To teach PSHE lessons based on the 'Jigsaw' scheme of work where emotional literacy is taught regularly.
- ✓ To ensure that lessons are interesting and stimulating.
- ✓ To ensure that lessons move at a pace whereby children do not lose interest.
- ✓ To ensure that teachers and support staff implement strategies which ensure that all pupils are engaged with their learning and develop children's independence in accordance to the MITA project.
- ✓ To implement appropriate Quality First Teaching strategies to cater for the all pupils' learning and emotional needs, for example, implementation of movement breaks, movement zones.
- ✓ To ensure that the classroom and school as a whole is a safe learning environment and positive place in which to work.
- ✓ To encourage parental involvement in each child's educational progress throughout the school.
- ✓ To refer to and implement the Zones of Regulation, Level Up and Emotional coaching approach.
- ✓ To liaise with the SENDCo and know about available support, e.g. our school counsellor, our Education Mental Health Practitioner, Early Help (Bessborough centre,), our School Navigator, Autism Advisory teacher (Westminster), our Educational psychologist, our Speech and Language therapist and the Bi-borough Primary Intervention Team (OAT).

n.b. Staff refers to all adults working in school.

### **The Responsibility of the Head**

- ✓ To model good practice.
- ✓ To establish clear aims and high expectation.
- ✓ To provide support wherever necessary.

### **The Responsibility of Parents**

- ✓ To model kind words and good manners.
- ✓ To support the school by promoting the Code of Conduct.
- ✓ To become familiar with school's Behaviour Policy and Zones of Regulation, Level Up and Emotional coaching approaches.
- ✓ To ensure that each child attends school daily, ready for learning (i.e. well rested and fed) and arrives and is collected punctually.
- ✓ To encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements.
- ✓ To speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour.
- ✓ To set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- ✓ To ensure that contact details are up to date, for use in an emergency.

### **The Responsibility of Pupils**

- ✓ To follow the school's Code of Conduct (St Peter's Way)
- ✓ To accept responsibility and consequences of their actions and to reflect on what positive alternative choices they could have taken.

- ✓ To be emotionally aware - show empathy by acknowledging own and others emotions and feelings.

# THE ST PETER'S WAY



All members of the school community have a right to learn and work in a safe, happy and positive environment. We expect all adults and pupils to follow a 'Code of Conduct', which we, as a staff, school and community, refer to as **The St Peter's Way.**

<b>WE ARE KEEN LEARNERS</b>	<p>We use our 'Listening Checklist' to ensure we are ready for learning in all lessons. We ensure our classroom is a calm and quiet space for learning. We work to complete all tasks with our best effort. We talk to ourselves with kind words and a growth mindset.</p> 
<b>WE ARE RESPECTFUL</b>	<p>We use our manners when addressing all adults and children in the school (holding doors, saying Good Morning!). We wear our uniform with pride. We use quiet 'restaurant' voices in the lunch hall. We are thoughtful to allow others to reflect quietly during Collective Worship. We show respect and care for our school environment.</p> 
<b>WE ARE KIND</b>	<p>We use positive and encouraging language towards each other. We use kind hands. We are aware and support the needs of our peers and community. We celebrate and value our differences. We show respect for the opinions and beliefs of others.</p> 
<b>WE ARE SAFE</b>	<p>We silently walk when moving around the school and when leaving school for the day. We stay in single file in our line. We stop and freeze when the play-timebell rings. We follow the instructions and guidance of adults in charge</p> 

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### Playground Expectations

We use kind words and kind hands.  
We share the equipment.  
We freeze and are silent when the bell rings.  
We walk to our class in silence.

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### Outside of the School

We use kind words and kind hands.  
We walk with our partners with quiet voices.  
We are silent when crossing any roads.  
Our eyes and bodies are forwards at all times.  
We listen to the instructions of our adults.

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*Pupils learn best when they and others follow the Code of Conduct. We celebrate positive behaviour in all our interactions with each other and especially at Celebration assemblies.*

### Rewards for Positive Behaviours

Our positive approach to behaviour reinforcement means giving praise to those children who are well behaved, polite, hardworking and following our Code of Conduct. Praise can take many forms, including:

- Verbal praise
- Positive reinforcement from staff
- Outstanding behaviour award and top table treat
- Writer/Reader/Keen learner of the Week – shown in newsletter
- Being sent to share good work with another class or adult
- Being sent to share good work with the Head
- Celebration with the Head and/pd Deputy Head (ie. Tea)
- Informing parents and postcards home

- House points and Dojo points
- Whole class rewards
- Group/row rewards
- Stickers
- Numbots and TT Rockstar Champs – shown in newsletter

### St Peter’s Steps; A Graduated Approach

At St Peter’s, we are curious about the communication behind children’s behaviour and we recognise that, much like with all learning, children need support and guidance to become accomplished communicators. We recognise that some children will need more support with this at certain times during primary school.

Our Emotional Coaching steps are:

Step 1	Recognise, emphasis, sooth and calm	“I understand... I know it’s hard”
Step 2	Validate feelings and label	“I can see/I wonder if you feel ....”
Step 3	Set limits on behaviour	“Even when we feel like that, we mustn’t ....”
Step 4	Problem solve together	“Let’s sort this out together.”

If a pupil’s behaviour is below expectations, we may need to support him/her by following a stepped approach:

- Small increments in this stepped approach work best;
- Remain calm and avoid raising your voice;
- Clearly explain the expectations of behaviour that follows the St Peter’s Way;
- Follow emotional coaching steps when appropriate;
- Try out a zone of regulation/leveling up strategy where appropriate;
- Follow the steps. You are the first line of sanction except in serious cases when support may be needed;
- Never go back on a ‘step’ once given, consider carefully;
- Remember we disapprove of the act not the child.

### Procedures for Dealing with Inappropriate Behaviour

The vast majority of our children behave well and respond to our system of positive behaviour reinforcement. However, some pupils do not always keep to our St Peter’s Way. This is not acceptable and our ‘steps ladder’ is used to define the boundaries of acceptable/unacceptable behaviours. Staff will judge the seriousness of an incident and apply steps accordingly.

Children may sometimes need to be reminded of our St Peter’s Way, but if misbehaviour persists the following may be applied. Depending on the nature of the misbehaviour, the level of response will be determined. There is no need for each stage of action to be considered. We recognize that children with specific vulnerabilities/SEND may need specific approaches and adjustments made to the rewards and graduated approach to sanctions and a differentiated approach to behaviour. For example, some pupils may have an individual star chart to reward targeted behaviours; some pupils may need an extra ‘warning’ before being moved onto the next step on the ladder during the lesson/losing playtime.

### Serious and inappropriate Behaviours

Children will be referred to a member of SLT if they:

- Are defiant and/or disobey adult instructions
- A child’s behaviour greatly interferes with another children’s learning

- Fighting and serious threats of physical violence
- Threatening or derogatory language, including swearing (written or spoken)
- Behaviour and/or language where the intention is deemed to be racist, homophobic, sexually inappropriate or prejudicial
- Bullying behaviour/ language (ongoing)
- Severe damage to property, including school property

## Consequences

There are certain behaviours that cannot be ignored. We have a clear set of consequences for when children display these behaviours and disruption of learning is taken very seriously.

These consequences are put in place to support children and implement boundaries of acceptable behaviours in school. In order to support children and reduce impact on learning, we have five-steps aimed to help children get back on track. We recognise that at any point the child can choose to improve their behaviour and no further steps are needed. There is flexibility (due to ages and stages) in resetting a child’s place on the ladder to enable children to repair their behaviours. For example, resetting after breaks.

<p><b><u>In Playground</u></b></p> <p><b>Step One - Reminder</b></p> <p><b>Step Two - 5-minute Timeout</b></p> <ul style="list-style-type: none"> <li>• Outside Bench</li> </ul> <p><b>Step Three – 10-minute timeout</b></p> <ul style="list-style-type: none"> <li>• Outside bench, Teacher informed</li> </ul> <p><b>Step Four – Miss Remainder of Play</b></p> <ul style="list-style-type: none"> <li>• Outside bench, teacher informed, CPOMS by Supervisor</li> </ul> <p><b>Step Five – Removed from Play</b></p> <ul style="list-style-type: none"> <li>• Child sent to member of SLT or Key Phase Lead, teacher informed, CPOMS by Supervisor</li> </ul>	<p><b><u>Wrap-Around-Care/Clubs</u></b></p> <p><b>Step One - Reminder</b></p> <p><b>Step Two - 5-minute time out</b></p> <p>Children sit out of activities for 5 minutes</p> <p><b>Step Three- 10-minute time out</b></p> <p>Children complete a reflection sheet in their time out</p> <p><b>Step Four - Parent Call</b></p> <p>Separate activities are setup away from other children. Parent/ Carer informed; warning.</p> <p><b>Step Five- Parent/ Carer formally informed</b></p> <p>Parent/ Carer informed via a letter that their child cannot attend wrap around care</p>
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## Classroom & School Behaviour

### Step One – Reminder

This is our first approach to address the behaviour. These will be given verbally and allow children a chance to correct their behaviour, followed by a clear explanation of expectations by the adult. Children are reminded to ‘make the right choice’ for their learning, referring to our St Peter’s Way and expected behaviours. Emotional coaching approach can be used where appropriate. Be curious, don’t jump to conclusions about why the behaviour happened.

### Step Two – Move to ‘Thinking Table’

This is our second approach to address the behaviour. Children will have 5 minutes (or until end of instruction) at a secluded seat at the ‘Thinking/Reflection Table’ to reflect on their behaviour and how it does not follow the St Peter’s Way. Children can think on strategies (zones cards/movement zone) to get back to a learning energy level. Emotional coaching approach to be used where appropriate.

### Step Three – Move to Buddy Class

This is our third approach to address the behaviour. Children will go to a Buddy Class thinking table and fill out a reflection sheet (KS1 5 minutes, KS2 10 minutes). Parent/carers will be notified via text: “S3: Your child spent reflection time in their neighbour class today due to not following the St Peter’s Way”. The teacher will discuss the child’s behavior with them using the emotional coaching approach steps.

### Step Four – Missed Playtime

This approach will be taken when continuous behaviours occur, or the behaviour continues. Children will miss 10-15

minutes of playtime (morning or lunch break). They will fill out a full reflection sheet, identifying their behaviour and how to correct it. Parent/carers will be notified via text: "S4: Your child missed break time today due to not following the St Peter's Way". The adult giving the consequence must supervise this, when possible, reviewing the reflection sheet. This may involve carrying out a paired or group activity. The emotional coaching steps are referred to. This will be logged onto our behavior monitoring system, CPOMS.

### **Step 5 – SLT**

This approach will be taken when there is persistent behavior. Children will miss 30 minutes of playtime, on the day or the following day, with SLT. Children will fill out a reflection form on their behaviour. Parents will be notified by phone call. This can be given immediately for a more serious incident, although moving straight to S5 with no reminder, should be avoided unless strictly necessary.

In cases of continued extreme behavior, SLT and SENCo would meet with parents to organise behavior plans. If children get to this stage, early intervention will be offered. We work with our school counsellor, or Education Mental Health Practitioner, Early Help (Bessborough centre,) Autism Advisory teacher (Westminster), our Educational psychologist, our Speech and Language therapist and the Bi-borough Primary Intervention Team (OAT).

**In these instances, each case is judged individually and may result in any of the following:**

- 1. Missed playtimes
- 2. Loss of privileges, e.g. trips
- 3. Exclusions

### **Internal and External Exclusions**

Exclusion is a sanction used only as a last resort, and will usually only be issued where a range of support strategies have been exhausted.

Internal means working within the building but separately from the rest of the child's class, for a pre-set period of time (whole or half day).

External means the child will be kept at home, for the time of their exclusion.

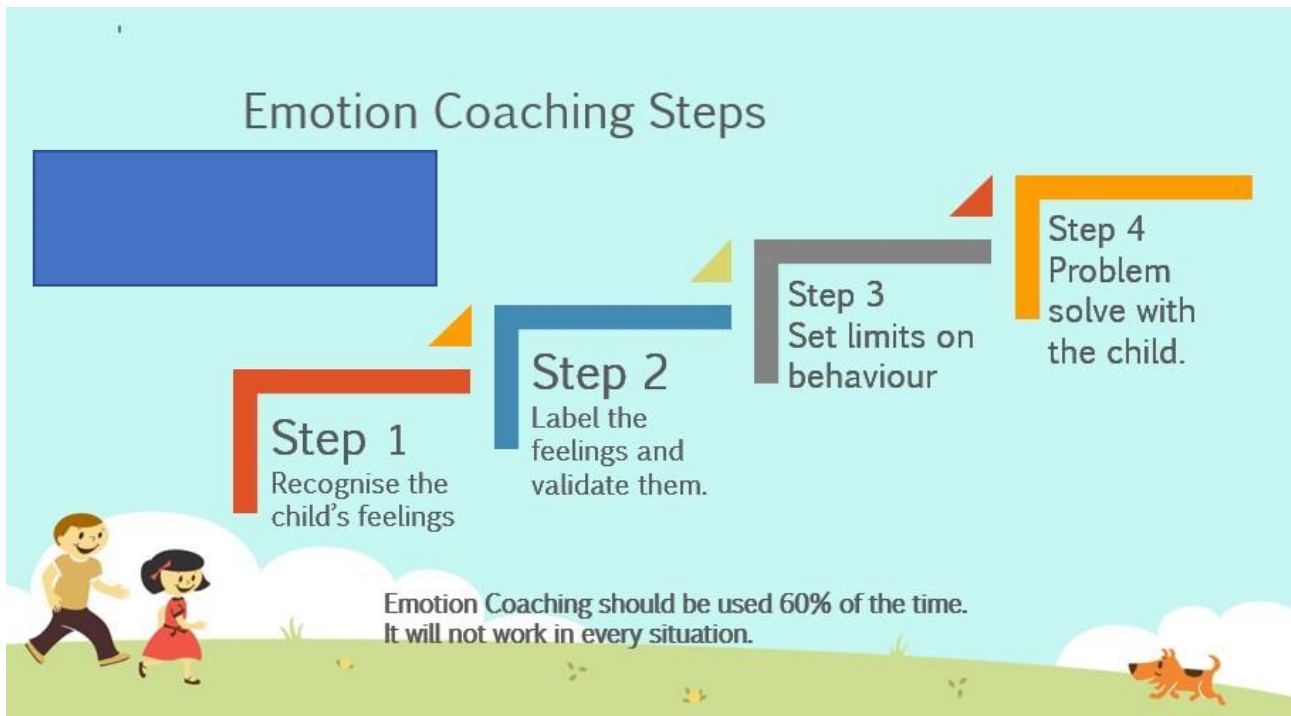
In the case of extreme behaviour, the Head or Deputy in the Head's absence, may decide to exclude a child for a fixed time (up to 15 days) or permanently. This is an extreme step and the Chair of Governors and Education Welfare Officer will be informed immediately.

School Governors and Local Authority may be informed that the child is at risk of an external exclusion.

If the behaviour still persists, before a fixed term exclusion is considered, all additional measures recommended in the "*Responsibilities of the Governing Body in reviewing exclusions*" will be considered. Concurrently, the LA (Local Authority) will be notified in writing. A request for further assistance from the LA, in accordance with the legal guidance, will be made, in order to prevent an exclusion being made. At this point the Chair of Governors and the Chair of the Governors' Disciplinary Committee will be made aware of the situation.

- Parents of an excluded child have the right to appeal to the Disciplinary Committee of the Governors of the school against the decision to exclude

Emotion coaching strategies:



*The EP service has produced an online webinar, called "Helping Children to understand and manage their feelings" – this is a 25-minute video to help parents and teachers learn how to use an Emotion Coaching approach with students. It can be found at the following link:*

<https://www.youtube.com/watch?v=WTfGHwFTTT4&feature=youtu.be>



## Emotion Coaching Stages

<p><b>Stage 1</b></p>	<p><b>Recognise</b>/become aware of the feeling/ emotion, empathise (communicate your acceptance of the emotion), sooth and calm</p>	<p><b>“I understand.... I know it’s hard”</b></p>
<p><b>Stage 2</b></p>	<p><b>Validate</b> feelings and <b>label</b></p>	<p><b>“I can see/I wonder if you feel ...”</b>“I wonder if you feel ... sad because your frowning” <b>“Have I got that right? “I would feel ...that if that happened to me.”</b></p>
<p><b>Stage 3</b></p>	<p><b>Set limits on behaviour</b> if needed. Communicate that all emotions and feelings are acceptable, but some behaviours are not.</p>	<p>Refer to safety and wanting to keep ____ safe, refrain from <i>“why did you...?”</i> questions and instead ask <b>“what has happened to make you feel this way?”</b>  <i>“Even when we feel like that, our St Peter’s way states that ‘we are kind’, so ... is not an OK thing to do” .”</i></p>
<p><b>Stage 4</b></p>	<p><b>Problem solve</b> together</p>	<p><b>“Let’s sort this out together.”</b>          Work with the _____ to consider what he can do when he feels strong emotions next time – <b>“What might help next time you feel like this?”</b>, or <b>“I can help you think of a different way to cope?”</b> <b>“When I feel like ... I like to ...”</b></p>

Example reflection sheets for EYFS, KS1 and KS2:

# Behaviour Reflection

Name \_\_\_\_\_ Date: \_\_\_\_\_

**A** What happened first?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B** What happened next?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C** What could you do differently?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Behaviour Reflection

Name: \_\_\_\_\_ Date: \_\_\_\_\_

WHY?- In as much detail please explain why you are here?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What effects did or could your behaviour have?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write three targets to improve your behaviour:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Learner Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## St Peter's Eaton Square C of E Primary Steps to Managing Behaviour in the Classroom

*Through emotions coaching and promoting inclusion for all  
At each step, adults will work through Emotional Coaching  
steps and Strategies when appropriate.*

### Step 1: Reminder

Your teacher will remind you of the expected behaviour as stated in the St Peter's Way and refer to Emotional coaching steps where appropriate.

### Step 2: Move to 'Thinking Area'

Your teacher will ask you to reflect on your behaviour at the Thinking Area. Look at strategies to use to change your learning energy and regulate your feelings/emotions. Reference to Emotional coaching steps to be made when appropriate.

### Step 3: Move to 'Buddy Class'

You will complete missed work and a Reflection sheet. Text sent to parents. Emotional coaching steps and strategies will be discussed.

### Step 4: Missed Playtime

You will complete a reflection sheet and a further text sent to parents. Record on CPOMS log. Emotional coaching steps and strategies will be discussed.

### Step 5: Sent to Member of SLT

You will miss playtimes, fill out reflection sheet. Parents are called. Emotional coaching steps and strategies will be discussed.

## St Peter's Eaton Square C of E Primary Steps to Managing Behaviour on the Playground

*Through emotions coaching and promoting inclusion for all  
At each step, supervisors will work through Emotional  
Coaching steps and Strategies when appropriate.*

### Step 1: Reminder

The Playground Supervisor will address the behaviour and remind you of appropriate behaviour.

### Step 2: 5 Minute Time Out

You will have a 5 minute time out on the outside bench.



### Step 3: 10 Minute Time Out

You will sit out for 10 more minutes of playtime on the bench.

### Step 4: Missed Playtime

You will be removed from the rest of play time, or miss a whole playtime. You teacher will be told and it will be recorded.

### Step 5: Sent to Member of SLT for Next Play

You will miss the entire play time and be sent to a member of SLT to discuss and reflect on your behaviour.

**St Peter's Eaton Square C of E Primary**  
**Steps to Managing Behaviour**  
**Wrap Around Care and Clubs**

*Through emotions coaching and promoting inclusion for all  
At each step, adults will work through Emotional Coaching  
steps and Strategies when appropriate.*

**Step 1: Reminder**

The adult will address the behaviour and remind you of appropriate behaviour.

**Step 2: 5 Minute Time Out**

You will have a 5 minute time out from the activity or club.

**Step 3: 10 Minute Time Out**

You will sit out for 10 minute time out from the activity or club and reflect on behaviour.

**Step 4: Parent Call**

You will be separated from the rest of activities and your parent will be called.

**Step 5: Formal Parent Letter**

Your parent will be informed with a letter, and you will no longer be allowed to attend After School Care or the Club.