



## **St Peter's C of E Primary Academy Mansfield**

### **Behaviour Policy**

<b>Policy:</b>	<b>Behaviour Policy</b>
<b>Approved by:</b>	<b>Local Governing Body</b>
<b>Date:</b>	
<b>Review Cycle:</b>	<b>Annual</b>

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Changes</b>
<b>2024</b>	<b>October 2024</b>	<b>James Marshall</b>	<b>Updated following Sherwood Area Partnership work</b>
<b>2025</b>	<b>01.09.25</b>	<b>Joanna Kaluza</b>	<b>Weekly celebration for house teams.  Regulation time at the time of behaviour.</b>
<b>2025</b>	<b>03.09.25</b>	<b>Phil Corrigan</b>	<b>Updated inclusion section using Personal Regulation Plans</b>
<b>2025</b>	<b>11.09.25</b>	<b>Joanna Kaluza</b>	<b>Updated KS1</b>

## **Vision**

Our school vision is to love, live and learn with Jesus. We believe that children learn best when they are secure, safe and having fun. Our target for all children is to leave St Peter's as independent, confident, self-disciplined, enquiring and creative individuals, with the academic achievement necessary for the next educational phase.

To live the Academy Vision, we need to ensure that the behaviours of staff and pupils create a safe and nurturing environment. This policy is designed to ensure that all stakeholders feel safe and confident.

Expectations of behaviour are encompassed in our Academy Values:

**Love** - Show kindness to all other members of the community in and out of school.

**Listen** - Pay attention to the thoughts, feelings and contributions of others.

**Respect** - Treat others how you would like to be treated yourself.

**Aspire** - Try your best in all elements of school life to be the best you can be.

**Persevere** – Work hard even when you find tasks challenging.

**Forgive** - No one is perfect and when we make mistakes, we hope others forgive us as we forgive them.

All academy staff must act within the law whilst undertaking their official duties. Staff must not undermine fundamental values, including democracy, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. Where staff are members of professional bodies, they must also comply with any standards of conduct which are set by that body.

The conduct of all teachers must always be in line with the Teacher Standards and, where appropriate, the Headteacher standards. Staff must have proper and professional regard for the ethos, policies and practices of the academy, and maintain high standards in their own conduct, performance, attendance and punctuality. Staff must ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law or the policies and procedures of the academy and always show respect for the rights of others. Staff are expected to provide the highest possible standard of service. Where staff are aware of any contraventions of this Code, illegality, misconduct or breach of procedure they should

notify their principal/head teacher at the earliest opportunity. The Code does not seek to address every possible circumstance, and simply because a particular action may not be addressed within the Code, this does not condone that action by omission.

All adults should deal with any behavioural issues with care, dignity and unconditional love for those involved. Adults need to model the expectations expected by the pupils within the community. Pupils should be praised in public to ensure positive behaviours are copied by others. If negative behaviours are displayed, these should be dealt with in private to avoid shame and embarrassment. Adults should never shout, unless there is a significant risk of injury.

Academy Expectations of all members of the community:

- To walk about the building in a silent, orderly manner, giving due consideration to others especially when passing pupils, who are working or when moving through other teaching areas.
- To use inside, quiet voices within the school building at all times, including in the dinner hall.
- To follow instructions, from an adult, at the first time of asking.
- To use the litter bins provided, in school and outside on the playground, to dispose of rubbish.
- To respect the Academy, its grounds and the local environment.
- To have respect for all school property and the property of others.
- To respect each other and adults in school by being well mannered, kind, and using 'please', 'thank you' and 'excuse me', appropriately.
- To be polite to adults, by holding doors open and allowing them to walk through first.
- To wear the correct school uniform to give a sense of belonging and togetherness.

We take a balanced approach to managing behaviour at St. Peter's CofE Primary Academy, with zero tolerance of all forms of bullying. Our definition of bullying is:

*The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace. Bullying involves an imbalance of power between the instigator and the person impacted. This could involve instigators of bullying having control over the relationship which makes it*

*difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways; it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.*

Our Behaviour Policy consists of two complementary elements:

- a reward system, which recognises pupils for making positive behaviour choices;
- a behaviour management system which is evenly applied to pupils who make negative behaviour choices.

### **Reward system for Positive Behaviours:**

1. Children will be recognised for positive behaviour choices with positive comments, smiles and stickers.
2. DoJos will be given for continued positive choices.

In the Early Years Foundation Stage, children receive a sticker for all positive contributions, including, listening and joining in, being kind to friends and helping to tidy and maintain areas. Children will earn a Dojo prize after they have earned 5 Dojo stars.

In KS1, children are given Dojos for positive behaviour, responding well to questions and for working hard. We have a dojo winner of the day who receives a certificate, pride point and a packet of sweets. Children are also given pride points for exceptional work. Once they have 10 pride points they are rewarded with a dip in the box.

In LKS2, Dojos are awarded and a Dojo Winner of the day is given. The winner receives a certificate and a dip in the box. The phase works collectively to achieve an end of term reward chosen by the children by earning a certain number of Dojos during the term. Stickers are given for a range of positive behaviours and texts are sent to parents to praise outstanding effort.

In UKS2, Dojos are added on to the system and reviewed on a weekly basis. Each class has a group target, if this target is met then they get a credit for the bank (up to a

maximum of 5) which then can be exchanged for class rewards. Individual Dojos are checked, the top 3 are announced in class and each child gets a reward, either a cushion to use for the week or a dip in the reward box.

Every week, the total number of Dojos for each house are calculated and the winning team is celebrated in celebration assembly.

3. The Academy Texting service can be used to send positive messages home as pupil mail can sometimes be unreliable!
4. Pupils demonstrating the school values regularly through the week will be awarded a Shining Light certificate in the weekly celebration assembly.

## **Negative behaviours**

### Dealing with difficult behaviour

There are a range of strategies we use in dealing with difficult behaviour.

- We treat children with respect even when they are misbehaving.
- We ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach. However, this is always followed up at a more appropriate time.
- We move in closer to the child so they know that we are here for them.
- We avoid talking above low level background noise.
- We focus on those who are behaving and working well and praise and encourage them.
- We remind children of the expectations for behaviour.
- We offer children the opportunity for regulation time at the time of the behaviour with the option of sensory toys and a quiet space.
- We use eye contact or signals to express approval and disapproval initially.
- We speak calmly to the pupil who is misbehaving, telling them that the behaviour is not acceptable and needs to stop.
- We describe the effects of the behaviour not the behaviour itself (“when you are making a noise or messing about, the others can’t hear or learn. This is not respectful.”).
- We support each other by offering help to ensure we work as a team to support a child in crisis.
- If necessary we send for help in good time.
- We sometimes ask that a pupil be withdrawn.

- We are prepared to find the best adult and best conditions to resolve the issue, and prepared to change adults where necessary.
- We allow pupils time to make amends or take time to follow up an instruction.
- We follow up inappropriate behaviour with a pupil on their own where possible. This approach of speaking to a child individually and not in front of other children is key to supporting the child to make changes to their behaviour.
- We discuss problems and difficulties privately as far as possible.
- We follow the guidelines if restrictive intervention is needed, and only after use of de-escalation techniques.
- We accept that sometimes it is appropriate to show that a particular behaviour has made an adult feel cross. We can thus model appropriate management of our own behaviour to the pupils. We do so in a controlled way and avoid blaming. We give an “I” message e.g. “I feel sad that you show little respect for the work I have put into planning this activity”.
- We only raise our voices in exceptional circumstances and always in a controlled manner.
- We give opportunities for reparation and restitution when all those involved are ready and without increasing delays.
- We model reconciliation.

### Consequences and sanctions for negative behaviours

There are a range of consequences for negative behaviour. These can include:

- changing position within the classroom.
- completing or redoing work.
- natural consequences e.g. tidying up the classroom.
- working independently in a partner classroom.
- missing minutes to reflect at break times and lunch times.
- phone call home to parents/carers.
- report card issued and monitored by a member of SLT.
- removal of responsibility e.g. School Council.
- not being able to attend a school trip.

### Suspension

In certain circumstances, the Head/Assistant Head may suspend a pupil for a fixed period of time. Typically, this would include such incidents as physical or verbal

assault, where the safety and/or welfare of children or staff has been significantly compromised.

### **Power to use reasonable force**

Members of staff have the power to use reasonable force (see Physical Intervention Policy), linked to safeguarding procedures to:

- prevent pupils committing an offence;
- prevent a pupil from injuring themselves or others (pupils and staff);
- prevent damaging property;
- maintain good order and discipline in the classroom and school.

### **Inclusion**

There are a number of pupils who have additional needs and find it difficult to regulate their own emotions and behaviours. These pupils will need reasonable adjustments to access the Academy Curriculum and policies/procedures. For pupils who will find it challenging to follow the Behaviour Policy, a Personal Regulation Plan may be required. A Personal Regulation Plan will exemplify the challenging behaviours and triggers (if known) with suggested strategies to support the child to notice, manage and regulate their own behaviour.