

St Peter and St Paul Catholic Primary School

Positive Behaviour Policy

2025-2026



‘The Love of Christ impels us’

To be

Ready, Respectful and Safe

**‘To love one another as I have loved
you’**

Approved: Autumn 2025

Review: Autumn 2026

Signed:

A handwritten signature in black ink, appearing to read 'S. Simpson', is written over a faint, light blue circular stamp.

Chair of Governors

Date: 11 December 2025

Introduction:

As teachers in a Catholic School, we believe that the life and teachings of Jesus Christ serve as our example as Catholic Educators.

St Peter and St Paul Catholic Primary School seeks to educate pupils in an atmosphere in which the love of God is shown in all aspects of school life, and in a caring and secure environment in which each pupil can discover and realise his/her own potential, as is outlined in the Home School Agreement.

St Peter and St Paul Catholic Primary School is committed to creating an environment where the best behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for the behaviour and to encourage others so do the same.

Our Mission Statement:

Love one another

Our School Rules

Ready
Respectful
Safe

Our School Values

Love
Truth
Forgiveness
Giving
Understanding

Everyone in the school has the responsibility to follow these rules.

To help protect rights and to encourage responsibility, we have basic rules for our school. Our school rules form the basis of whole school and classroom rules and are a vital part of setting clear expectations throughout.

Legislation, statutory requirements and statutory guidance:

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2023.
- Searching, screening and confiscation: advice for schools 2023.
- The Equality's Act 2010.
- Keeping Children Safe in Education.
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2023.

- Use of reasonable force in schools.
- Supporting pupils with medical conditions at school.
- Special Educational Needs and Disability (SEND) Code of Practice.
- Equality Act 2010 and school's guidance.

The Aims of the Positive Behaviour Policy:

- To work in conjunction with our mission statement 'To Love One Another' and to support the educational and other aims of the school.
- To contribute to the ethos of the school.
- To ensure that the conduct of all members of the school community is consistent with the values of the school.
- To create a safe predictable working environment in which all children can learn positive social behaviour.

The Positive Behaviour Policy should be used alongside:

- Safeguarding Policy
- Anti-Bullying Policy
- Cyberbullying Policy
- E-Safety Policy
- Positive Handling Policy
- Exclusion Policy
- PSHE Policy
- RHE Policy

Together, these policies address bullying and issues related to racism, sexism, homophobia and ableism systematically. These are also addressed through whole class circle time.

Statement of behaviour principles:

- We expect high standards of behaviour and academic effort and achievement from all of our pupils.
- Our three school rules underpin pupils' behaviour – 'Ready, Respectful, Safe'. See appendix 1 for examples of Ready, Respectful, Safe
- All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.
- We teach our pupils the behaviour we expect to see.
- We want our pupils to take responsibility for themselves and for their decisions.

Pupils are expected to:

- Follow the three school rules of – 'Ready, Respectful and Safe.
- Behave in a calm and orderly way at all times.
- Line up and move quietly and safely around the school.
- Show respect to members of staff and other pupils.
- Follow the classroom routines consistently.
- Treat the school building and school property with respect.
- Wear the correct uniform at all times
- Be good ambassadors for the school, including when out of school and when online.

Staff are expected to:

- Meet and greet children as you see them in class or around the school. Do this with warmth and a smile.
- Refer to 'Ready, Respectful, Safe' in their daily conversations with pupils.
- Establish clear routines
- Highlight and promote positive behaviour – actively catch pupils doing well and give lots of praise. Use house points to emphasise this and do this publicly.
- Develop positive relationships with pupil.
- Never walk past or ignore pupils who are failing to meet expectations.
- Deal with undesired behaviours in private.
- To be calm and not shout at children
- To use scripts (see appendix 2)
- Follow up all behaviour with restorative conversations and communication with parents.
- Have clear plan for dealing with low-level behaviours and conclude the day positively.
- Start each day with a 'fresh start'.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Log any incidents of negative behaviour on CPOMS.
- Keep parents informed about any concerns about their child's behaviour and work in collaboration with them to tackle behavioural issues.

Behaviour is managed well where adults know their classes and develop positive relationships with all pupils.

Parents are expected to:

- Read the school's Positive Behaviour Policy.
- Support their child/ren in adhering to the school's Positive Behaviour Policy
- Raise any concerns about the school's management of behaviour with the school directly whilst continuing to work in partnership with the school.
- Discuss with the class teacher any changes in circumstances that may affect their child's behaviour.

Responding to desired behaviour:

- Head Teacher Certificates
- Hot Chocolate Fridays with the Headteacher
- Praise Postcards
- House Points (crystals)
- Class Dojo
- Verbal praise

Responding to misbehaviour:

The aim of any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of undesirable behaviour. All staff will address misbehaviour or a breach of the school rules whenever they see it – to ignore it is to condone it. When pupils misbehave, they know with 100% certainty how staff will respond. Staff will use the following strategies:

- Try to avoid confrontation.
- Avoid win/lose situations
- Give clear instruction and the child time to follow. Stand back if you need to give the child space. Give one step instructions, such as “put it away”, “sit down”, “go to your table”.
- Wrap instructions around the three school rules, such as “thank you for showing me that you’re ready”, “well done, you are showing me safe”.

See appendix 3 for examples of misbehaviour and serious misbehaviour.

Where appropriate, staff will consider any contributing factors that are identified after a behaviour incident: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subjected to bullying, has needs including SEND, is experiencing significant challenges at home.

Responding to the behaviour of pupils with SEND:

We do not assume that because a child has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school based on the facts of the situation. When responding to behaviours, we consider whether any reasonable adjustments need to be made to the sanction in response to the child’s needs and if necessary, their Pupil Passport or Educational Health Care Plan, in line with the Equality Act 2010 and school’s guidance.

Reporting misbehaviour:

- Support staff or staff on duty report behaviour incidents to the class teacher.
- Teachers report serious misbehaviour to the Senior Leadership Team (SLT).
- Serious misbehaviour is recorded on CPOMS either by the class teacher or by the staff member who dealt with the incident.
- Staff report all incidents of discrimination to Designated Safeguarding Lead (DSL).
- Parents are informed of incidents and the sanctions by the class teacher at the end of the day.

Acceptable sanctions:

- Verbal or non-verbal reminder of the expectation of behaviour.
- Verbal warning.
- Thinking time in the classroom or in the playground.
- Thinking time in another classroom.
- Removal from the classroom by a senior leader.
- Work to be completed during breaktime or lunchtime.
- Separate playtimes.
- Missed playtime spent inside with a senior leader for reflection.
- Referring pupil to a senior leader.
- Phone call or letter home to parents/ carers.
- Internal exclusion.
- Fixed term suspension/exclusion.
- Permanent exclusion, in the most serious of circumstances.

Alternative arrangements for sanctions are considered on a case-by-case

basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. If a pupil in these circumstances has SEND that has affected their behaviour, the school will need to consider what the law requires.

Unacceptable sanctions:

We do not use a sanction that a reasonable person would say is likely to cause a child emotional distress by:

- Humiliating or shaming pupils. For example, directing a child to face the wall, using sarcasm.
- Shouting at pupils.
- Intimidating pupils.

See appendix 4 for misbehaviour and sanctions breakdown.

The Use of Reasonable Force:

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. This will only be used in instances where children are at risk of hurting themselves or others and by staff who are trained to do so. Incidents or reasonable force must always be used as a last resort and be used in a way that maintains the safety and dignity of all concerned. When reasonable force has been used, it must be reported to the DSL and to parents/ carers.

Removal from Classrooms:

In response to serious or persistent breaches of this policy, the school may choose to remove a child from their classroom. Pupils who have been removed from the classroom will continue to receive education under the supervision of a member of staff that is meaningful, but may differ from the curriculum being taught in their class. Removal is a serious sanction and will only be used in the instance of serious misbehaviour or persistent misbehaviour. This will only happen when other behavioural strategies have been attempted, unless the behaviour is so extreme it warrants immediate removal. Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Allow the disruptive pupil to continue learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils will be removed from the classroom for no more than one day unless there is explicit agreement of the head teacher. In cases of removal from the class, parents/ carers must be informed and reported on CPOMS. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meeting with school SENCO
- Meetings with advisers at New River College
- CAMHS
- Behaviour Support Plans
- Pupil Support Units

- School Wellbeing Practitioner

Supporting Children Following a Sanction

All sanctions should be reflective and restorative. Following a sanction, strategies should be considered to help pupils understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, what they can do next time in line with the school rules and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- A phone call or meeting with parents, and the Virtual School Head for looked after children.
- Enquiries into the pupil's conduct with staff involved.
- Enquiries into circumstances outside of school, including at home, conducted by the DSL or DDSL.
- Consideration whether the child needs additional support emotionally or behaviourally.

These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil. See appendix 5 for restorative approaches.

Suspension and Exclusion:

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and Chair of Governors and only as a last resort.

Managed Moves:

The school may feel it is appropriate to use a managed move to initiate a process which will lead to the transfer of a pupil to another mainstream school permanently. This is only used when it is felt to be in the best interests of the child.

Behaviour Outside the School Premises:

On occasion and in certain circumstances, schools can sanction pupils who misbehave outside of the school premises to such an extent that is reasonable. In response to non-criminal poor behaviour and bullying which occurs off the school premises or online and is witnessed by a staff member or reported to the school, we will impose a sanction as appropriate. Such behaviours may include:

- When travelling to and from school.
- When taking part in any school-organised or school-related activity.
- Inappropriate behaviour when wearing school uniform.
- When in some other way identifiable as a pupil at the school.
- That poses a threat to another child.
- That could adversely affect the reputation of the school.

Appendix 1 – Examples of Ready, Respectful, Safe:

Ready	Respectful	Safe
Being in school on time	Following our school mission	Being calm in the corridors
Being ready to learn	Following our school values	Being calm in the classrooms
Dressed in the correct uniform	Speaking calmly to others	Being calm on the playground
Trying their best in all lessons	Looking after all equipment	Taking care of others
Answering and asking questions in lessons	Using equipment for the job it is intended for	Seeking help and support when it is needed
	Listening to others	Keeping hands and feet to yourself
	Respecting the playground	
	Keeping their classroom and school environment tidy	

Appendix 2 – Scripted Interventions:

Putting in place scripted interventions for unwanted behaviours that build, protect and actively improve relationships with pupils. Examples include:

- Show me ready (or whichever the desired behaviour is)
- I can see that you are being respectful (by lining up quietly)
- I've noticed that (you haven't started your work yet. I'll come back in a moment to see that you have started)
- We'll talk later.
- Remember yesterday when you sat down quietly straightaway....

Appendix 3 – Examples of Misbehaviour

Misbehaviour is defined as, but not exclusive to:

- Disruption in lessons, in corridors between lessons and at break and lunchtimes.
- Non-completion of work as a result of disruption in lessons
- Poor attitude

Serious misbehaviour is defined as, but not exclusive to:

- Repeated breaches of the school rules that lead to a high level of disruption of children's right to learn.
- Any form of bullying, harassment or discrimination such as racist, sexist, homophobic or transphobic behaviours. This includes verbal slurs.
- Physical violence or verbal aggression directed towards a pupil or adult.
- Use of objects to hurt others.
- Vandalism leading to significant damage to school property and resources.

Appendix 4 – Behaviours, Strategies and Consequences:

	Behaviours	Strategies including Consequence
Low Level Behaviour	<ul style="list-style-type: none"> -Lack of concentration/focus on work. -Ignoring instructions/ not following instructions the first time. -Non-aggressive throwing of objects. -Invading the personal space of others when asked not to. -Running/ being noisy in the corridor. -Unintentional vandalism/ litter 	<ul style="list-style-type: none"> -Give attention for best behaviour, praise others for doing the right thing. If this doesn't correct the behaviour, then next step. -Non-verbal reminder. If this doesn't correct the behaviour then next step. -Reminder – privately (where the child is sitting) and at the child's level. If this doesn't correct the behaviour then next step. -If the behaviour is still unchanged, privately give the child an option – "You can do x now or in your break". -If the behaviour continues, the child will miss part of their break for reflection (timing relevant to their age group – see below) <p>If a child has 3 or more reflections in a week or regular incidents: Teacher to inform SLT and phone call to parents/ carers; discuss behaviour, frequency and next steps.</p> <p>If this behaviour continues for a second week (leading to 3 or more reflections) go to next step.</p> <p>Teacher to discuss with SLT and meet with parents/ carers to discuss behaviours and possible strategies/ interventions and next steps.</p>
Serious Misbehaviour	<ul style="list-style-type: none"> -Intentional vandalism -Consistent refusal to work -Consistent refusal to follow instructions -Intimidating others -Consistent inappropriate behaviour -Unreasonably high level of disruption that significantly disrupts learning -Hurting others – physical altercations of any kind. Including (but not exclusive to) punching, kicking, pinching, grabbing, pushing, hitting, biting, spitting, hair pulling. -Throwing objects -Threatening behaviour -Repeated swearing -Shouting at adults 	<p>Incidents involving others are investigated with no impact on learning. Children may be asked to write down their version of events, or tell their version of events to a member of staff.</p> <p>Where an incident is considered to be a one-off incident:</p> <ul style="list-style-type: none"> -The parent/s are informed -Loss of playtime and/or lunchtime for reflection. <p>If the incident is not a one off:</p> <ul style="list-style-type: none"> -Class teacher arranges a meeting with the parents/ carers. SLT may attend the meeting too. -Loss of playtimes and lunchtimes. The period of time that this will be in place for be determined in consultation with SLT. -Multi-agency approach. For example, SENCO or external agencies. <p>When an incident impacts on the safety of the child and/or the class:</p> <ul style="list-style-type: none"> -Removal from class -Parents/ carers meeting arranged with teacher and SLT, Acting Assistant Headteacher or Headteacher. <p>Where behaviour is continually repeated despite any key actions in place, the following strategies will be considered:</p> <ul style="list-style-type: none"> -Regular parental meetings -Child to be collected from school and taken home with work. -Reduced timetable -A multi-agency approach -Suspension -Exclusion

		The decision to suspend will be made by the Headteacher (and in her absence the Acting Assistant Headteacher) If the decision to suspend is taken, then a meeting with parents/ carers followed by a letter to explaining reasons for suspension, length of suspension, arrangements for accessing school work and the back-to-school meeting.
Serious misbehaviour or highly disruptive behaviour	-Physical or verbal aggression directed towards an adult or pupil -Discrimination of any kind. -Use of object/weapons to hurt others -Serious/ continued bullying incidents -Significant acts of violent - physical altercations of any kind. Including (but not exclusive to) punching, kicking, pinching, grabbing, pushing, hitting, biting, spitting, hair pulling. -Online bullying	Following an investigation, consideration will be given to the context and seriousness of the behaviour. Strategies and consequences could include the following: -Removal from class -Reduced timetable -Multi-agency approach -Police involvement -Suspension -Exclusion The decision to suspend will be made by the Headteacher (and in her absence the Acting Assistant Headteacher) If the decision to suspend is taken, then a meeting with parents/ carers followed by a letter to explaining reasons for suspension, length of suspension, arrangements for accessing school work and the back-to-school meeting. Only in an extreme case would the decision to permanently exclude be taken. Appropriate procedures will be followed.

Reflection Timings (for low level behaviours, not reflections):

- Reception – 4 minutes
- Year 1 – 5 minutes
- Year 2 – 6 minutes
- Year 3 – 7 minutes
- Year 4 – 8 minutes
- Year 5 – 9 minutes
- Year 6 – 10 minutes

Appendix 5 – Restorative Approaches:

Applying the skills, techniques and questions for implementing an effective restorative conversation:

- What was happening?
- What were you thinking/feeling?
- Who else was there? How did they feel?
- What could you do differently next time?
- How can you put it right?

September 2025

To be reviewed: Autumn Term 2026