



SS Peter & Paul Catholic Primary School



Policy on Behaviour

Policy Written & Agreed:

Ratified by Full Governing Body:

To be reviewed:

September 2025

September 2026



SS Peter & Paul
Whole School Policy on Behaviour

This behaviour policy:

- takes latest guidance into account;
- reflects the consensus of opinion of the whole staff;
- was discussed, written and agreed by the whole staff;
- has been approved by the Governing body.

The implementation and ownership of this policy is the responsibility of the whole staff.

The overall accountability and effectiveness of the policy will be the responsibility of the Executive Head Teacher, Head of School and Senior Leadership Team.

At SS Peter & Paul Catholic Primary School we have very high expectations of behaviour. We believe that good behaviour and the correct attitude to learning creates a successful environment providing a strong foundation for learning for both staff and pupils. As a Catholic school we regard every individual as unique and special in God’s family. This behaviour policy is designed to support every member of our school, taking into account their unique and special nature as part of God’s family, allowing every individual to succeed and thrive.

SS Peter & Paul Catholic Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

Our Mission Statement

We live and learn in the light of Christ.

At SS Peter & Paul, we have a duty of care set in the context of Gospel Values, as we believe all children are unique and loved by God. In keeping with our school mission statement, we aim to educate children to become loving, caring and spiritual adults who will take Jesus Christ as their example.

Our Behaviour for Learning Policy assumes that:

- children have the right to learn and teachers must be enabled to teach them
- no child has the right to interrupt or negatively affect the learning of others
- success should always bring plentiful praise, recognition and positive reinforcement
- all pupils and staff will behave appropriately

1. Aims of our Behaviour Policy

At SS Peter & Paul, we aim to live the Gospel Values that Jesus taught us, based on this simple principle:

“Love one another as I have loved you.”

Unfortunately, there will be times when this isn’t the case so we aim to:

- Treat others as we wish to be treated ourselves
- Have a clear understanding of what unacceptable behaviour and bullying is
- Prevent any incidents of bullying
- Educate staff, pupils and parents in ways to prevent being a victim of bullying behaviour
- Have a clear system for reporting and recording incidents of unacceptable behaviour and bullying using CPOMS
- Have a clear system of rewards to praise and sanctions to deal with any incidences of unacceptable behaviour
- Have a clear system to deal with any incidences of bullying behaviour for both victim and perpetrator swiftly and effectively

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining unacceptable behaviour.
- Provide a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers/guardians.
- Developing relationships with our pupils to recognise warning signs and enable early intervention.
- A shared approach which involves pupils in the implementation of the school’s policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil’s behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic Adverse Childhood Experiences (ACE’s), including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s SENCo and SEN Policy outline the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

2. **Key roles and responsibilities**

The **Local Governing Body** has overall responsibility for:

- the implementation of this Behaviour Policy and the procedures of SS Peter & Paul Catholic Primary School.
- ensuring that this Behaviour Policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The **Executive Head Teacher and Head of School** will be responsible for:

- determining the school rules and any disciplinary sanctions to be used when rules are broken.
- the day-to-day implementation and management of this Behaviour Policy and the procedures of SS Peter & Paul.
- establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.

The **SENCo and Mental Health lead** will be responsible for:

- overseeing the whole school approach to behaviour management incorporating the needs of pupils with SEND and SEMH difficulties to ensure pupils and staff are supported in their behaviour management strategies.

Class Teachers will be responsible for taking a clear leadership role in the classroom:

- be assertive.
- always give and expect to receive respect.
- have high expectations.
- have a clear and consistent approach to classroom organisation.
- be positive (telling pupils what to do rather than what not to do).

Staff, including teachers, support staff and volunteers, will be responsible for:

- following the policy and for ensuring pupils do so as well.
- ensuring the policy is implemented and applied fairly and consistently.
- creating a supportive and high quality learning environment, modelling and teaching positive behaviour for learning.
- praising positive achievements and behaviour publically.
- aim to praise another pupil before giving a warning, consequence or sanction to a pupil.
- not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour, always imposing consequences and sanctions automatically; recording any sanctions on CPOMS.
- remaining consistent; once earned never remove rewards, consequences or sanctions. Once given, do not remove.
- making sparing and consistent use of reprimands – This means being firm but not aggressive, target the right child, criticise the behaviour not the child, use private rather than public reprimand whenever possible, avoid sarcasm and idle threat, and always be fair and consistent.
- making sparing but consistent use of consequences – This means avoiding whole group punishments that children see as unfair, avoiding sanctions that humiliate e.g. making the child stand out or look ridiculous.

Parents and carers will be expected to take responsibility for:

- the behaviour of their child/children inside and outside of school.
- promoting positive behaviour for learning and modelling acceptable behaviour in the home.

Parents MUST contact school if they have any issues or concerns regarding another pupil so that school can deal with these appropriately. Parents must NOT approach or confront another parent or child!

Pupils are responsible for:

- their own behaviour both inside school and out in the wider community.
- their social and learning environment and agree to report all undesirable behaviour to any member of staff (teacher, teaching assistant, lunchtime supervisor, office staff).
- conduct themselves around the school premises in a safe, sensible and respectful manner.
- follow reasonable instructions given by the teacher.
- behave in a reasonable and polite manner towards all staff and pupils.
- show respect for the opinions and beliefs of others.
- complete classwork as requested.
- hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

3. Overarching Behaviour Rule for SS Peter & Paul School

Jesus said, *“Love one another as I have loved you.”* We can do this by:

- treating others as we wish to be treated
- always doing as we are asked by adults in school
- always showing respect to everyone and everything
- trying our best in everything we do

If we follow these rules OUR school will be a happy place to work and play in.

EVERY DAY IS A FRESH START

3.1 Expectations for learning behaviour at SS Peter & Paul Catholic Primary School

So that we can be happy and learn in school, we need to do the following:

- Show that you are listening and ready to learn
- Act on instructions promptly
- Be respectful to yourself, your peers and adults
- Manage your own distractions
- Try your best at all times

NB: See Behaviour for Learning Expectations Poster (APPENDIX 1)

4. Home School Agreement

- All parents/carers/guardians, pupils and teachers are required to read, agree and sign the Home School Agreement when they first join SS Peter & Paul Catholic Primary School.
- The Home School Agreement outlines the school’s expectations for all stakeholders and includes behavioural expectations.
- The Home School Agreement will be given to all families at the start of each academic year to refresh memories of our expectations.

Parents MUST contact school if they have any issues or concerns regarding another pupil so that school can deal with these appropriately. Parents must NOT approach or confront another parent or child!

5. Definitions

SS Peter & Paul Catholic Primary School defines “**serious unacceptable behaviour**” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status.
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Peer on Peer Abuse – including online abuse/cyber-bullying and Harmful Sexual Behaviours.
- Possession of legal or illegal drugs, alcohol or tobacco and/or smoking.
- Arriving at school under the influence of drugs or alcohol.
- Possession of banned items.
- Truancy and running away from school.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Verbal abuse including swearing, racist remarks or threatening language.
- Fighting or aggression.
- Persistent disobedience or disruptive behaviour.
- Extreme behaviour including violence, serious vandalism, any behaviour that threatens safety, presents serious danger, seriously inhibits the learning of pupils and/or requires the immediate attention of a member of staff.
- Any other illegal behaviour.

SS Peter & Paul Catholic Primary School defines “**low level unacceptable behaviour**” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

“Suspension” is one or more fixed periods up to a maximum of 45 days per academic year.

“Permanent Exclusion” is when a pupil is no longer allowed to attend our school following a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other staff or pupils in the school. This is a last resort option.

6. Managing Behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

We have an agreed set of **‘Non-Negotiable Behaviour Expectations’** displayed in each class which are revisited regularly by teachers to remind the children of how we expect them to behave.

NB: See ‘Non-Negotiable Behaviour Expectations’ Poster (APPENDIX 2)

6.1 Promoting Positive Behaviour

At SS Peter & Paul we reward good work and good behaviour. It is important that rewards given to children reflect the achievement that they have gained. Whole class effort should be rewarded with whole class rewards, whereas individual effort should be rewarded with individual awards.

“If a child lives with praise..... they learn to be appreciative.”

6.2 Rewarding Good Behaviour

At SS Peter & Paul we reward effort, good work and good behaviour. Here are some of the ways that we show our appreciation for a child’s effort, good work and good behaviour:

Individual Rewards

Individual recognition for effort, good work, good behaviour and living the school mission:

- ✓ Praise from the class teacher.
- ✓ Stamps or stickers.
- ✓ Star of the Week.
- ✓ Writer of the Week.
- ✓ House points recorded straight onto the class chart.
- ✓ Gold Token for children displaying good behaviour around school in support of the school rules or living out the school Mission. e.g. good manners, opening doors, politeness, kindness, etc... (These cannot be given to own class. Class to decide on rewards).
- ✓ Raffle tickets each day for every child who stayed on Green on the ‘Good to be Green’ class chart. A draw will be held every half term for each class and the children drawn will receive a £5.00 gift voucher.
- ✓ Examples of good work displayed around the school.
- ✓ Positive comments written in report to parents each year, passed onto Secondary Schools.
- ✓ Visit to the Executive Principal/Head of School/Assistant Head Teacher to share work (may be shared on X).

NB: Sweets are not given as rewards

Class Rewards

Whole class recognition, when collectively the class perform well it is more convenient and indeed more appropriate for the whole class to receive a reward. This is encouraged at SS Peter & Paul.

- ✓ Class Attendance Award – Highest attendance reward each week negotiated between class and teacher (E.g. Extra playtime, iPad time...)
- ✓ Line of the Week Trophy – Best Class in KS1 and KS2 rewarded with 5 minutes additional play on a Friday.
- ✓ Class Gold Token Reward – At any time when the number collected exceeds the reward threshold negotiated between class and teacher.
- ✓ House Team Termly Reward – Winning House Team gets reward afternoon off timetable.

6.3 Managing Unacceptable Behaviour

Unacceptable behaviour will not be tolerated at SS Peter & Paul Catholic Primary School. Breaking any of the rules laid out in this Behaviour Policy or the Home School Agreement will lead to consequences, sanctions and disciplinary action.

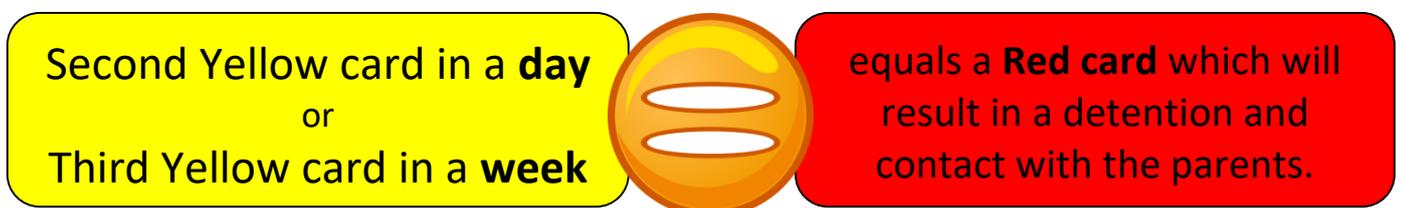
6.4 Sanctions

There is no corporal punishment at SS Peter & Paul. Where pupils display aggressive and/or threatening behaviour, or illegal activity discovered, SS Peter & Paul will not hesitate to contact the police. Any pupil, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.

We have clear guidelines in this behaviour policy for all staff to follow, which all children are aware of. These enable all children to be treated fairly and equally.

Each class operates a behavioural card system, visible in all classrooms, called “It’s Good to be Green”. It is assumed that all children will behave well and so they all start on a **Green Card**. If a child displays undesirable behaviour then the following sanctions will be issued:

- ✗ Non-verbal warnings (eye contact or gestures).
- ✗ First verbal warning.
- ✗ Second verbal warnings – resulting in a **Yellow Card** and ‘Time out’ within the classroom.
- ✗ Third verbal warning – resulting in **Red Card** and loss of privileges (loss of Playtime in detention) plus informal contact with parent at the end of the day when child is collected or a letter home.



If the bad behaviour continues:

- ✗ Final verbal warning – resulting in ‘Time out’ with the Executive Principal, Head of School or Assistant Head teacher.
- ✗ Parents contacted formally and invited to come into school to discuss the bad behaviour and ways forward to ensure it doesn’t continue.
- ✗ Formal written behaviour procedure introduced – Children will be placed on an Individual Behaviour Plan (I.B.P) where the class teacher, parent, pupil, Behaviour Co-ordinator and member of Leadership team will set individual targets for the child. Parental approval will be sought but is not essential for this to proceed.

The following are incidences worthy of a warning which may lead to a yellow card:

- Talking at times when they should be listening or learning.
- Being 'off task' and not doing what they are supposed to be doing.
- Throwing equipment around the classroom.
- Insulting other children and their family.
- Distracting others and stopping others from learning.
- Shouting out in lessons.
- Breaking a class or school rule.

In some circumstances, the above system of warnings would have to be by-passed if a child is in danger of hurting themselves or others. More serious breaches of discipline will be dealt with immediately by the Executive Head teacher or Head of School, where parents will be contacted immediately to discuss their child's unacceptable behaviour.

If, after all these procedures, the problems persist then Governors will be asked to approve an exclusion from school. The exclusion can take the form of; **Suspension** from school, where a date will be fixed for the child to return and discussions between child, parent and Head teacher would take place, or; **Permanent Exclusion** from school, where the parent will have to find an alternative place to educate their child.

We consider the following to be incidences of serious misbehaviour:

- Preventing others from learning through bad behaviour.
- Persistent disruptiveness or disobedience.
- Peer on Peer Abuse including Cyber-Bullying and Harmful Sexual Behaviour.
- Serious defiance or insolence to any adult.
- Deliberate acts of physical violence or bullying.
- Foul language.
- Offensive remarks, including racist remarks.
- Wilful damage to property.
- Theft.

6.5 Exclusion

Although we will always strive to resolve behaviour problems using the strategies detailed in this policy, the school reserves the right to issue exclusions. These may take the form of:

- a) **Suspension** (Temporary, fixed term exclusion). This could be for a lunchtime (classed as half a day), half a day or 1-5 days depending on the circumstances, up to a maximum of 45 days per academic year.
- b) **Permanent exclusion** – for serious and/or persistent breaches of the behaviour policy.

If a suspension is deemed necessary, parents will be notified in writing stating the reasons, when the suspension is to take place and the duration. Parents are also notified of any right to appeal.

For all suspensions of 5 days or less, parents are required to keep the child off school and ensure that they complete work set for them by the school.

For suspensions longer than 5 days, the child will be accommodated at one of the schools in the St John Paul II Multi Academy from the start of the 6th day.

Possible reasons for suspension or exclusion are:

- Physical assault against another pupil or an adult, which includes fighting, violent behaviour, wounding, obstruction and/or jostling.
- Verbal abuse and/or threatening behaviour against another pupil or adult, which includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation or carrying an offensive weapon.
- Bullying, which can be verbal or physical and includes homophobic and racist bullying.
- Racist abuse, which includes racist taunting and harassment, derogatory racist statements, racist bullying and racist graffiti.
- Sexual misconduct, which includes sexual abuse, assault and/or harassment, lewd behaviour, sexual bullying, sexually inappropriate language, sexual graffiti and anything considered a Harmful Sexual Behaviour.
- Drug and alcohol related behaviour, which includes possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol and/or other substance abuse.
- Damage, which includes damage to school or personal property belonging to any member of the school community e.g. vandalism, arson, graffiti.
- Theft, which includes stealing school property, stealing personal property from a pupil or adult, stealing from local shops on a school outing.
- Persistent disruptive behaviour, which includes challenging behaviour, disobedience and/or persistent violation of school rules, stopping others from learning.

7. Screening and Searching

At SS Peter & Paul, children are not routinely screened, however if staff believe that a child has about their persons an item which could cause harm to either themselves or others, they reserve the right (with permission of the most senior member of staff on duty) to search that child. If a child is to be searched there must always be two members of staff present who will adhere to the following guidelines:

- Staff members may use common law to search pupils, with their consent, for any item.
- Staff members may ask any pupil to turn out their pockets and search any pupil's backpack or locker.
- Under [Part 2, Section 2 of the Education Act 2011](#), teachers are authorised by the Head Teacher to search for any prohibited item without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.
- Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may use reasonable force, given the circumstances, when conducting a search.
- Any staff member, except for security staff, may refuse to conduct a search.

8. Confiscation

- A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item. This includes legal highs and other potentially harmful materials which cannot immediately be identified.
- If necessary, the police will be called for the removal of the item(s).

8.1 Items banned from school premises

Drugs, smoking and fire lighting equipment:	Weapons and other dangerous implements or substances:	Other items:
Matches	Knives	Liquid correction fluid
Lighters	Razors	Chewing gum
Cigarettes	Catapults	Caffeinated energy drinks
Tobacco	Guns (including replicas and BB guns)	Offensive pornographic materials
Cigarette papers	Laser pens	Offensive homophobic materials
Electronic cigarettes (e-cigs) and Vapes	Knuckle dusters and studded arm bands	Offensive racist materials
Alcohol	Whips or similar items	Aerosols - deodorant and hair spray
Solvents	Pepper sprays and gas canisters	
Any form of illegal drugs	Fireworks	
Any other drugs, except medicines covered by the prescribed medicines procedure	Dangerous chemicals	

9. Physical Intervention and Restraint

- In line with the school's Physical Intervention & Restraint Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.
- Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention & Restraint Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.
- After an instance of physical intervention, the pupil will be taken to the Executive Head Teacher or Head of School, and the pupil's parent will be contacted. Where appropriate, the Executive Head Teacher or Head of School may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day.
- Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the Executive Head Teacher and Head of School as to what behaviour constitutes for a suspension.
- When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.
- All incidents involving physical intervention or restraint will be recorded on CPOMS.

9.1 Reasonable Force

Schools do not require parental consent to use force on a child however, in exceptional circumstances, reasonable force can be used to prevent pupils from hurting themselves or others or from damaging property. Force should always be **proportionate** and used for no longer than **necessary**. Staff are trained to use ‘Positive Handling’ techniques to ensure the safety of all parties.

Any force or Positive Handling applied will be deemed as Reasonable force if it is the member of staffs **honestly held belief** or perception that it is **necessary** and **proportionate** in the circumstances presented.



Necessary; the need or ‘necessity’ to use force based on what a reasonable person would think is necessary when confronted with the situation to prevent a crime, prevent harm to self or others, prevent a breach of the peace.

Proportionate; the minimum amount of force needed to prevent what you honestly believe is going to happen if you don’t act.

Honestly held belief; under UK Law, the use of reasonable force is judged on the circumstances as the person perceived them to be at the time, not necessarily how they were.

If force and Positive Handling has been used, the incident must be reported immediately to the most senior member of staff on duty and an incident log completed on CPOMS. Parents must also be informed.

When using reasonable force, staff at SS Peter & Paul are aware of the needs of children with Special Educational Needs and will make reasonable adjustments for them as necessary.

10. Outside school and the wider community - Power to Discipline beyond the school gate

The Executive Principal/Head of School/Assistant Head Teacher has the right to intervene and discipline pupils for more serious inappropriate behaviour beyond the school gate. The Principal also has the right to inform the police if the behaviour is criminal or poses a serious threat to another person. If there were concerns about the mistreatment, neglect or abuse of a child, the school will follow the Safeguarding and Child Protection Policy.

SS Peter & Paul Catholic Primary School has developed a good reputation over the years.

Pupils at SS Peter & Paul must agree to represent the school in a positive manner.

The guidance laid out in the Home School Agreement applies both inside school and out in the wider community, particularly if dressed in school uniform.

Complaints from members of the public about unacceptable behaviour, by pupils from SS Peter & Paul, are taken very seriously and will be fully investigated.

11. Pastoral Care for School Staff

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Academy Committee should instruct the Principal to draw on the advice in the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Allegations that are found to be malicious will be removed from personnel records; and any that are unsubstantiated, are unfounded or malicious will not be referred to in employer references.

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The School will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

SS Peter & Paul Catholic Primary School will be a happy, safe place for all if we live our lives as Jesus wants us to:

“Love one another as I have loved you.”

12. Monitoring and Review

This policy will be reviewed annually. The next scheduled review date for this policy is September 2026.

Policy Written & Agreed:
 Ratified by Full Governing Body:
 To be reviewed:



 September 2025

 September 2026

Appendix 1 – Behaviour for Learning Expectations Poster

**So that we can be
happy and learn
in school, we
need to do the
following:**

- **Show that you are listening and ready to learn**
- **Act on instructions promptly**
- **Be respectful to yourself, your peers and adults**
- **Manage your own distractions**
- **Try your best at all times**

Appendix 2 – ‘Non-Negotiable Behaviour Expectations’ Poster

SS Peter & Paul

Catholic Primary School

Non-Negotiables: Behavioural Expectations

Reward Systems

- Good to be Green system is for behaviour only
- Clear Good to be Green system - Green, Yellow and Red only. Anyone on Green at the end of the day receives a raffle ticket to go into the class box. A draw will be held every half term and the children will receive a £5.00 voucher.
- House Points to reward good work in books or answers given. These are to be recorded straight on to class house charts.
- Class tokens - reward for good behaviour shown around school e.g. opening doors, polite, good manners, etc... these can not be given to own class, class to decide on rewards.
- 'Star of the Week' will stay as will 'Writer of the Week'
- No reward charts and No cuddly toys

Expectations for Behaviour of Children in class

So that we can be happy and learn in school, we need to do the following:

- 1. Show that you are listening and ready to learn**
 - All children should be facing forward and listening to instructions
 - Stay in your seat
- 2. Act on instructions promptly**
 - Children will walk to lines and stand quietly
- 3. Be respectful to yourself, your peers and adults**
 - All children will be respectful both to adults and to each other
 - Raise hand to ask a question
 - All children to say please and thank you and to use good manners
 - Children will not talk when adults are talking
 - Children will not drink from bottles when an adult is talking
 - No shouting out
 - No answering adults back
- 4. Manage your own distractions**
 - All children will be on task during learning time
 - All children will wear correct uniform and footwear, no jewellery (If not, teacher speak to parent)
- 5. Try your best at all times**
 - Children are to walk around school quietly and sensibly

Staff are expected to:

- Follow the school behaviour policy.
- Be consistent and fair in the implementation of behaviour rewards and Sanctions.
- All incidents of negative behaviour are to be recorded on CPOMS by all adults not just teachers.
- A Yellow card is issued after one verbal warning and if behaviour is repeated, card is given and children miss 5 minutes of break.
- A Red card is detention during the nearest lunchtime and an email is to be sent to parents to notify them.
- Teachers are to speak to parents if children are wearing incorrect uniform or jewellery or have a fashion haircut. If any issues, parents can then be referred to a member of SLT.
- Any sanction given by another member of staff cannot be overruled apart from by a member of SLT.
- All adults in class and around school have a collective responsibility to uphold the behaviour policy regardless of whether the child is in their class or not.
- All negative behaviour should be dealt with immediately by the adult who witnessed it in the first instance.
- All serious incidents to be referred to a member of SLT.
- If work in books is not up to standard, children are to be kept in at break time and are expected to complete the work to the required standard either in the classroom or entrance hall.
- To ensure all children line up quietly and enter the school building or assembly hall in a quiet, sensible manner.
- Class teachers are expected to notify parents of any negative behaviour incidents that have occurred during the day via a phone call or face to face meeting and then recorded on CPOMS.
- All staff to communicate with children in a calm and controlled manner.