



Ss. Peter and Paul Catholic Primary School

Positive Behaviour & Relational Practice Policy

Approved by Governors: Spring 2026:

MAM Stevenson

Review date: Spring 2028

Aims and expectations:

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our School Rules:

At SSPP all members of our school community have three rules underpinned by our mission, vision and values:

- **Ready**
- **Respectful**
- **Safe**

These are displayed in classrooms and referred to as and when necessary during the school day. (See bottom of policy for example of this.)

Visible consistencies:

- All staff promote and model respect, and praise children's manners across all aspects of school life.
- All staff to promote and praise 'wonderful walking' around the school, especially during lunchtimes and end of the day.
- All staff to positively meet and greet at the classroom / external doors each morning, choosing a way which suits the children / class best

Recognising & rewarding positive behaviour: - Appendix 1

At SSPP we ensure attention to best conduct through recognition, praising in public, motivation and engagement. All Teams have a 'Recognition Wall' displayed in their classrooms. Photographs/names of children are added to this when a teacher or learning coach recognises something positive a child has achieved or demonstrated. This can be anything at the teacher's discretion. Children will be made aware that they have been placed on the recognition wall. Children will aim to be recognised for something positive everyday. Once a child has moved their photograph/names onto the recognition wall, it cannot be removed for any subsequent negative behaviour. Photographs/names are only removed to start a new day. At the end of each day, school staff are expected to communicate positive feedback to parents/carers about their child's progress and behaviour during the day.

Consistent strategies for dealing with inappropriate behaviour - Low level disruption: Appendix 2:

Teachers and other adults deal with low level disruption in a calm and considered manner following the script (**appendix 2**). Any unwanted behaviours are made aware to the individual child at the earliest opportunity **without drawing attention to the rest of the class and by using assertive discipline techniques**. Our school rules are referred to, to remind children of our expectations.

Reflection time:

If a child has already been reprimanded in private and continues to display unacceptable behaviour, they will be asked to have 'reflection time', either outside of their classroom or in their 'partner class'. Where appropriate or necessary, the class Learning Coach will escort the child to their partner class. This will be for 5 minutes and the other class teacher will welcome them in a **positive** way. During this time period, the child should reflect on their behaviour and refocus themselves ready to return to their class.

After five minutes, the partner class teacher will ask the child to return back into their own class to continue their learning. Their own class teacher will welcome them back in a **positive** manner and re-engage them in their learning.

SLT action:

If a child continues to be disruptive when they return from time out, or refuses to go to their partner class for time out, the SLT will triage the situation and consider possible next steps based on the individual circumstance.

Consequences and Relational practice

We believe that everyone can learn from mistakes. If a school rule has been broken, the class teacher or learning coach will hold a positive, restorative justice conversation with the child. This will take place at the earliest opportunity when it will not impede on learning such as during break or lunch time. During the conversation there will be the opportunity to teach a child the lines of appropriate behaviour, to model appropriate behaviour, to highlight the boundaries both in terms of expected behaviour and in the teacher/pupil relationship and to reinforce the rules and routine.

A child's previous positive behaviour will be referred to and the aim of the conversation is to raise a child's self esteem and belief that they can choose to follow the school rules and be noticed and praised positively for it.

Individual Behaviour Plans (IBP):

Any child found to be consistently refusing to follow this policy will be provided with an Individual Behaviour Plan (IBP) as well as a case study to identify specific triggers and targets. This plan will be developed during a meeting with the child, Pastoral Support Coaches, Class Teacher, SLT, SENDCO and Parents/Carers where necessary. Strategies to support a child may involve Pastoral Support Coach intervention or coaching sessions with trained staff.

Serious Incidents

Any behaviour which has been deemed serious will be recorded as an incident in CPOMS and tagged accordingly. For any serious behaviour, parents / carers will be informed about the incident and any consequences arising. For any complaints made by parents / carers about behaviour, the complaint will be recorded on CPOMS and a meeting will be arranged, where a series of prompts and questions will ensure the incident can be sorted out effectively and efficiently. This will be led by either the Deputy Head, or the Headteacher. A follow up date from the first meeting will be arranged to ensure the situation has been resolved or to discuss

further actions. All reports will be monitored and responded to in order to improve behaviour across the school and to ensure that parents / carers are happy with the outcome of a complaint.

Use of reasonable force

At SSPP, there is no “no contact” policy. Staff are authorised to use reasonable force where it is necessary to prevent harm, serious damage, or disruption. The use of restrictive intervention is always a last resort, and the school prioritises prevention through strong relationships, clear communication, and effective de-escalation. Key terms such as reasonable force, restrictive intervention, significant incident, and seclusion are clearly understood and applied consistently by all staff.

All significant incidents involving the use of force, restraint, or seclusion are recorded on CPOMS as soon as practicable, ideally on the same day. Parents are informed as soon as possible, usually on the same day, with clear information about what occurred, why it was necessary, and the level and duration of the intervention.

Seclusion at SSPP is used only as a protective measure and never as a disciplinary sanction. It is reserved for situations where a pupil presents a risk of harm due to significant emotional distress. Any use of seclusion is closely supervised in a safe and appropriate environment and ends as soon as the immediate risk has reduced.

For pupils with SEND, individual behaviour support plans are developed with parents, identifying triggers, supportive strategies, and agreed approaches, with reasonable adjustments made in line with Equality Act duties.

Following any incident, SSPP ensures appropriate support and review. Pupils and staff are offered a debrief to reflect, repair relationships, and support wellbeing, and any injuries are assessed promptly. The school regularly reviews CPOMS data to identify patterns, ensure proportionality, and monitor the use of restrictive interventions. Staff receive appropriate training, and risk assessments are undertaken where needed to ensure interventions are safe, lawful, and proportionate. For more information, please refer to the [Use of reasonable force in schools](#) DFE policy.

Fixed period and permanent exclusions

Only the Headteacher (or acting headteacher) has the power to exclude a pupil from school. The Headteacher (or acting headteacher) may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher (or acting headteacher) may also exclude a pupil permanently. It is also possible for the Headteacher (or acting headteacher) of School to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher (or acting headteacher) excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. If a child is excluded for more than 5 days (within the 45 day period) alternative provision is to be found for the child.

On return from a fixed period exclusion, the child will be welcomed back to school and a meeting will take place with parents. School rules and expectations will be revisited and from this meeting, an IBP is agreed which will then be discussed and completed with the child.

The IBP is to be reviewed weekly to begin with by the Headteacher. If the child continues to disrupt then the school will enforce further fixed term exclusions which could then lead to permanent exclusion.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher (or acting headteacher). However, the Governing Body has a disciplinary committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

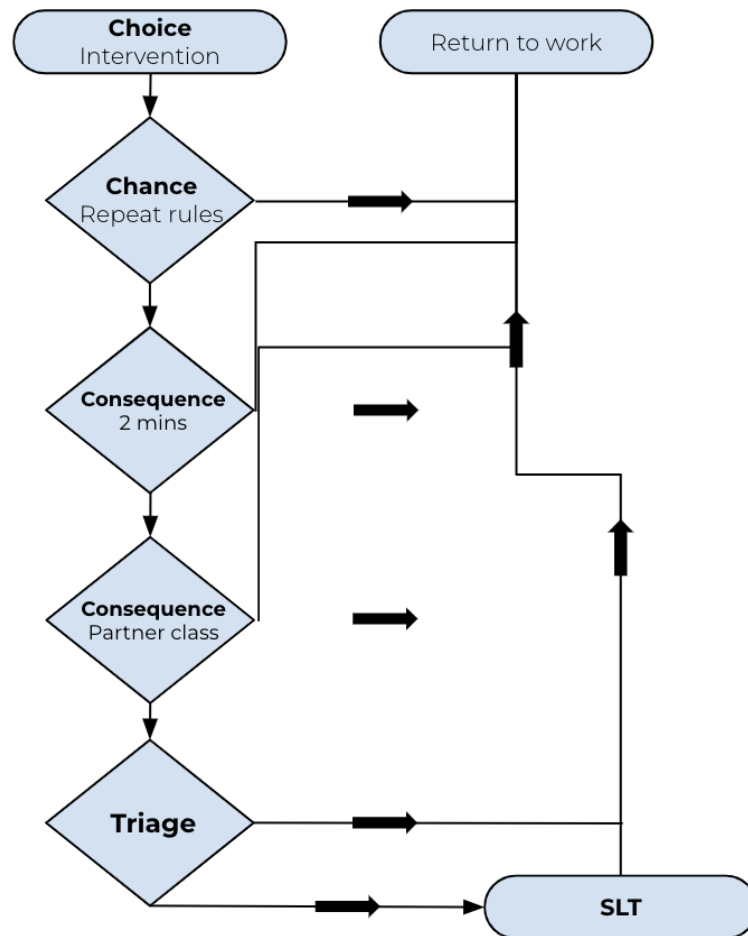
The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The school's behaviour policy complies with Section 29 of the Education and Inspections Act 2006

Appendix 1: Examples of Recognition board and Above and Beyond



Appendix 2: Unwanted behaviour



30-second intervention - 'Choice'

- I've **noticed** you are...
- It was the **rule** about ...that you broke
- You have **chosen** to...
- Do you **remember** last week when you....
- *That* is who I **need** to see today.
- **Thank you** for listening.