



ST PETER'S SCHOOL

BEHAVIOUR POLICY

Persons responsible	Head and Chair of Governors
Document date	October 2025
Review date	October 2026

'Helping Every Child to Flourish'
By being positive, caring and inclusive.

Introduction

At St Peter's School, we take a therapeutic and proactive approach to behaviour management. We believe that all behaviour is communication, connected to the thoughts and feelings of individuals.

As a National Nurturing school we believe that:

- Everyone (adults and children) has the right to feel physically and emotionally safe.
- Everyone learns at their own pace and has the right to learn without distraction.
- The wellbeing of everyone is the most important thing and staff should support and encourage positive behaviour.
- We should teach children about behaviour and how this impacts on themselves and others.
- Everyone has a part to play in supporting the promotion of the high standards of behaviour.

Staff at St Peter's have been trained in 'Therapeutic Thinking, Hertfordshire Steps' which focusses on de-escalation and a therapeutic approach to managing behaviour. The training emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focusses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and where a crisis does occur, it adopts techniques to reduce risk of harm.

Objectives for pupils

- To develop self-confidence and self-esteem - showing pride in themselves, their achievements, interest in their activities and pride in their school;
- To develop respect and tolerance for others' ways of life and different opinions;
- To develop emotional literacy skills in order to recognise, emphasise and validate feelings.
- To show sensitivity and consideration for others - rejecting bullying and all forms of violence;
- To develop a sense of fairness and an understanding of the need for rules, through the use of restorative approaches;
- To be honest, helpful and make a positive contribution to our school community.
- To be sensible and safe in all aspects of school life
- To develop self-discipline, independence and responsibility for their learning and their environment.

Differentiation and reasonable adjustments.

At St Peter's School, we are committed to Inclusion and, as with all areas of learning, make adaptations to meet the needs of our children. We encourage children to take responsibility for their behaviour and support them by giving them resources and time to build positive relationships and reflect on their choices. We enable children to put mistakes right and support them in making better choices going forward.

In all aspects of our work as a school, we believe that equity is giving everyone what they need to be successful. Equality is treating everyone the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. We believe this principle applies in supporting children in learning about behaviour as well as in all other aspects of their learning.

We recognise that some behaviour is subconscious and that not all children will be able to articulate or reflect on their behaviour. In these cases, we provide support to teach children about their feelings and emotions. A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs relating to behaviour, will find it continually difficult to follow the School Rules. Individual strategies will therefore need to be implemented to support them.

All children must have an equal opportunity to develop socially, to manage their behaviour and to learn to enjoy school and community life.

Parents/carers will be continually involved in supporting the school in managing their child's behaviour.

Where it is felt that physical intervention is required, this should have been planned for in the vast majority of cases, as we will already be aware that this could be likely. In all cases, staff must adhere to our 'Restrictive Physical Intervention Policy', seeking

support from senior staff if they are in any doubt about how to respond. All intervention MUST comply with the requirements of the law, as reflected in our policy and MUST be 'Reasonable, proportionate and necessary'.

Our school rules and values

The school values (positive, caring and inclusive) are an integral part of school life. All members of the school community are expected to demonstrate, encourage and teach these values. Our values link positively to behaviour and are used to support and reinforce the school behaviour policy and the children's understanding of what is expected of them. Our school values are regularly discussed in assemblies and each class has class rules which are based around these values.

How positive behaviour is encouraged

At St. Peter's we strive to promote pro-social behaviour; this would be behaviour that is positive, helpful and values social acceptance. We recognise that, for all children, it is important to have positive experiences in order to behave positively.

School culture

It is our view that there are significant factors which contribute to effective management of behaviour:

- Devoting time to establishing, developing and maintaining strong and meaningful relationships with children
- All adults (staff, governors, visitors, parents and carers) modelling the highest possible standards of behaviour at all times
- All staff applying a high degree of consistency to the application of policy and procedure at all times e.g language, scripts, strategies
- Devoting time and care to develop and maintain appropriate routines for children whose behaviour is difficult and/or dangerous.

Strategies for dealing with difficult or dangerous behaviour are outlined in this policy. Our policy on the use of physical intervention should be followed at all times and in all situations. The following strategies should take into account the child's age, capacity of understanding, previous experience, SEN code of practice and the involvement of other agencies as appropriate.

We aim to promote pro-social behaviour by:-

- setting good examples and modelling these
- setting clear and consistent boundaries
- using specific praise – “___you are sitting with your legs crossed, well done” rather than a generic “well done” or “good girl”.
- using proximal praise – praising the children who are displaying positive behaviour rather than reprimanding the child who isn't.

- catching and noticing them being good – for children who regularly display difficult behaviour, it is important for staff to notice, and acknowledge with specific praise, as soon as they display any form of positive behaviour.
- positive phrasing – for example, “ We walk in school, thank you.” instead of “Don’t run”
- developing pupils’ emotional literacy through the use of our JIGSAW curriculum and Zones of Regulation <https://www.stpeters.herts.sch.uk/emotional-health-and-wellbeing-2/>
- being aware of and recognising triggers - these will then be shared with all staff working with that child
- encouraging children to reflect
- motivating children and encouraging resilience and intrinsic motivation
- prioritising and valuing the importance of restorative conversations to reflect, repair and restore relationships with children and adults
- creating and using class codes of conduct based around the school values
- following the school policies
- being well prepared and organised
- having high expectations
- providing adaptation, challenge and enjoyment through the curriculum

Recognition and praise

Children who model pro-social behaviours will be recognised for example through:

- Positive verbal feedback
- Headteacher’s Awards
- House Points
- Postcards sent home
- Individual class reward systems
- Sharing of achievements with Headteacher or SLT
- Recognition of success in whole school assemblies

Consequences (See Appendix 1)

Although we aim to focus on rewarding and promoting positive behaviour, we recognise that at times children will need further support to follow our school rules.

If a pupil fails to respect a rule, then there will be a consequence for that behaviour. The consequence will be related to the rule that has been broken. Consequences are fair and logical, relating directly to the behaviour, not the child. Consequences help the child to see the results of their behaviour and give them strategies to help them towards self-discipline.

At St Peter’s we understand that all behaviour is communication and all staff are responsible for trying to understand triggers or ‘reasons’ for the behaviour. If staff need further support to unpick the underlying cause of behaviour they would begin by referring to the Flowchart (Appendix 4). This will allow staff to be clear of what the next step is and any additional support strategies such as Roots and Fruits/Anxiety

mapping they need to use (see Appendices 5 and 6) to gain more information in order to put the most suitable help in place to promote pro-social feelings and behaviour.

Protective Consequences

Protective consequences involve a removal of freedom to reduce risk of harm. If a child's behaviour has caused or is likely to cause harm to themselves or others, then a protective consequence may need to be put into place. Examples of protective consequences that may be used at St. Peter's include:

- Increased adult supervision
- Limited access to outside space
- Being escorted in social situations
- Differentiated learning space
- Removal of access to equipment or resources
- Exclusion (adhering to HCC guidelines)

Educational Consequences

Educational consequences are *always* required and may follow protective consequences so that a child can reflect on their behaviour, regulate their own feelings and learn about the impact on others. They may involve learning, rehearsal or teaching so that a freedom can be returned. It may not always be necessary to have a protective consequence; however, an educational consequence will *always* be required. Educational consequences may not happen immediately after difficult behaviour as staff should allow the child time to de-escalate and be calm enough to reflect and engage with them.

Examples of educational consequences that may be used at St. Peter's include:

- Restorative meetings or tasks e.g. writing a letter of apology; using a social story
- Assisting with repairs e.g. cleaning a table after drawing on it.
- Completion of work during break time e.g. after refusing to complete a task during lesson time the children may be asked to complete this during part of their break time.
- Rehearsal of desired behaviour e.g. practising playing safely with equipment

De-escalation and responding to difficult and dangerous behaviour

At St. Peter's School, all staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. De-escalation strategies will be used in order to prevent difficult or dangerous behaviour reaching crisis point.

Strategies used at St. Peter's are:

- Taking time to settle a pupil in after playtimes or transition times.

- De-escalation phrases – when a child is in distress, staff will use some of the following phrases,
 - Learner's name
 - I can see something has happened
 - I am here to help
 - Talk and I will listen
 - Come with me and
- Positive phrasing – “put the pen on the table” rather than “don't throw the pen”.
- Limited choice – “put the pen on the table or on my desk” rather than no choice “Give it to me now!” or open choice “What do you want to do with the pen?”
- Disempowering behaviour – “You can listen from there” rather than “Come to the carpet now!”
- Riding the Wave – ignoring attention-seeking behaviour, giving the child time to self-regulate and then praise them as soon as they display positive behaviour.
- Guiding, escorting and supporting – staff may use ‘open mitten’ and ‘closed mitten’ hand shapes to guide, escort or support an escalating child.

If a child regularly displays difficult behaviour, it may be necessary to create an Individual Risk Reduction Plan in order to outline the specific strategies that will be used (see Appendices 7 & 8 for planning tools and plan template). The school Steps Tutors will support staff in creating these plans.

A behaviour is deemed dangerous when it is likely to cause significant harm or hospitalisation. If a member of staff believes that a child's behaviour has become dangerous, one of the school's Steps Tutors will carry out a risk assessment and agree further actions.

Restrictive Physical Intervention

Restrictive Physical Interventions will be used when all other strategies have been considered and therefore only as a last resort. There are situations when restrictive physical intervention may be necessary, for example in a situation of clear danger and extreme urgency. Please see the Restrictive Physical Intervention Policy.

Restoration

Where a response to difficult or dangerous behaviour leaves a lasting impact for the child or for others, it will be necessary to take time to restore relationships. This may include teaching staff as well as other children. All staff will ensure that quality time is taken to talk to the children about what happened and to explore ways to repair and restore the situation. The process can only start when the individual(s) concerned is/are calm and ready to learn from the experience. On occasions, this may take a few hours or even days. During this time, we aim to teach/remind the children about the skills they need to use in the future, which will help them to maintain pro-social behaviour.

In a restorative meeting, the individuals involved will reflect upon:

- What happened?
- Who has been affected?
- How were you/others feeling?
- How can we repair relationships?
- What can we do differently next time?

Fixed Term Suspension and Exclusion

Very serious unacceptable or dangerous behaviour may also result in fixed term suspensions or permanent exclusion, in line with the DfE exclusions guidance. In all cases, the sequence of consequences within the school's behaviour procedures will be followed, in an attempt to bring about an improvement in behaviour.

However, where consequences, including Stage 3 and 4 consequences (Appendix 1) have been given repeatedly, or in the case of one off very serious behaviour, a fixed term suspension or permanent exclusion may be imposed. By this we mean, physical aggression causing serious harm to another child; physical aggression causing injury to a member of staff; bringing into school and/or using a dangerous weapon; persistent bullying; persistent discrimination towards others; possession of illegal substances including alcohol and illegal drugs. A decision to exclude a child permanently may be taken in response to a serious breach or persistent breaches of the school's behaviour policy with no improvement despite intervention and support and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Headteacher has the authority to exclude a pupil. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

Bullying and harassment

In line with our Anti-Bullying Policy, we take the issue of bullying very seriously and work with members of our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support there is for those who have been bullied or those who bully as well as consequences for those who bully

Working with parents/carers

We work in partnership with parents/carers so that they are able to support the school in promoting pro-social behaviour and attendance. This information is shared by:

- Regular email contact between parents and class teachers as necessary
- Headteacher and family support worker to work closely with families to

- support attendance, as necessary.
- Home/School books for individuals as necessary
- Through newsletters
- The procedures in this policy
- Parent information evenings
- Meetings to discuss any ongoing issues to help support their child.

Support for staff

The Headteacher should ensure that all staff are clear about the expectations in the behaviour policy and procedures which they should use. Where specific training needs have been identified for particular members of staff, through school self-evaluation and individual-performance management reviews, the Headteacher will ensure that those members of staff have access to the advice, training and development-opportunities appropriate to their needs. In addition to this, all staff receive regular refreshing of Hertfordshire Steps training by the in-school tutors.

Staff training and development plays a key role in building the capacity of the school and in developing good practice in behaviour policy and implementation. The Headteacher will support staff in recording incidents and will refer to HCC procedures.

Implementation of the policy

The implementation of this policy will be undertaken by all staff and overseen by the Headteacher and the Senior Leadership Team. Many daily activities in school life provide a vehicle for promoting the development of pro-social behaviour and self-discipline. Staff are encouraged to capitalise on every reasonable opportunity to communicate expectations through their own behaviour and consistency of approach to pupils and colleagues, in line with the requirements of the school Equality Diversity and Inclusion Policy.

Procedures for review and evaluation

Our behaviour policy is constantly being monitored and reviewed to ensure it is fit for purpose. Monitoring takes place in a number of ways:

- Short questionnaires for stakeholders
- School council feedback
- Records held on CPOMS (log of incidents)
- Headteacher reports to governors
- Observations of children around the school
- Steps tutor refresher meetings to support development.

Policies to be read alongside this policy:

- Restrictive Physical Intervention
- Anti- Bullying
- Equality Diversity and Inclusion Policy
- Complaints Policy

APPENDICES

Appendix 1- Consequences

St Peter's School example of behaviours and possible responses

NB: This list is not exhaustive, but indicates the overall level of behaviour being addressed.

It is important to remember that if a child is persistently displaying difficult behaviour then further investigation should be undertaken. This will help to understand what the behaviour may be trying to communicate. Please speak to one of the Steps Tutors for more support and guidance.

Stage 1		
Behaviour	Possible Adult Response	Consequence
Not listening Distracting others General non-attention Calling out/interrupting Daydreaming/being off task Off task chatting Slow to start or complete work Poor body language e.g swinging on chair, head on table etc. Getting out of seat without reason Teasing In the wrong place Not stopping play/not lining up	Proximal praise- Notice, acknowledge and praise those who get it right Use of non-verbal clues Distract or re-direct See if the child needs help Move closer or move the child (without fuss) Reminder of what is expected	Reminder of behavioural expectations

Stage 2		
Behaviour	Possible Adult Response	Consequence
Repeated/persistent Stage 1 Unsuitable language (not swearing) Disturbing others Nudging, touching, poking other children Interfering with others' things Name calling Wrong place, wrong time (eg in classroom <i>unsupervised</i> at lunchtime) Careless play resulting in damage or injury Inappropriate use of technology Making rude remarks	As stage 1 A verbal warning should be given at this stage, unless already given Appropriate ignoring/praise/reward of others Give limited choice eg "put the pen on the table or my desk" Give time frame Move the child Allow them space for reflection time Diversionary tactics Model/make clear what you expect Discussion about class rules/expectations	Warning Restorative conversation to be had at an appropriate time

Stage 3		
Behaviour	Possible Adult Response	Consequence
Repeated/persistent Stage 2 Persistent refusal to do as asked/non co-operation Swearing/offensive language Rudeness to others Getting up and leaving the room without permission Walking away from an adult Lack of respect for property Pushing/shoving/hurting others Repeated careless/rough play Stealing	As stage 1 and 2 Employ de-escalation script (appendix 2) Remove the child (or others) from the situation if required Take the child to a safe place to calm them, if required Offer time for reflection Investigate what happened fairly and neutrally Log incident on CPOMs Communicate with key staff Communicate with parents	Complete reflection sheet (Appendix 3) Appropriate protective and/or educational consequence decided by professional judgment Restorative conversation with affected individuals at appropriate time

Spitting	<p>Think about/talk about how best to restore and repair</p> <p>Refer back to the flowchart to consider reasons for the behaviour.</p> <p>Seek support and guidance from the steps tutor.</p>	
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Stage 4		
Behaviour	Possible Adult Response	Consequence
<p>Repeated / persistent Stage 3 Bullying / racism / prejudiced behaviour</p> <p>Persistent disruptive behaviour including</p> <p>Aggressive behaviour / violence / fighting/insolence</p> <p>Dangerous behaviour (to self and/or others)</p> <p>Leaving the school building / site during school hours</p> <p>Deliberately causing damage</p>	<p>As stage 3</p> <p>Employ STEPS physical intervention strategies to intervene, ONLY if absolutely necessary</p> <p>Inform/seek help from SLT</p> <p>Ensure all others are safe if a dangerous situation develops</p> <p>Observe and follow at a distance but do not chase a child who runs</p> <p>If a child runs off site, call parents and police</p> <p>Call parent and arrange meeting with HT/SLT member</p> <p>Log incident on CPOMs and alert relevant members of staff</p> <p>Consider whether additional support is appropriate.</p>	<p>Complete reflection sheet (Appendix 3)</p> <p>Immediate protective consequence to be put in place.</p> <p>Restorative conversation with affected individuals at appropriate time</p> <p>SLT/Headteacher to consider suspension/exclusion where a child is repeatedly reaching a stage 4.</p>

Stage 5		
Behaviour	Possible Adult Response	Consequence
<p>Repeated / persistent Stage 4 behaviours or serious one off behaviours eg physical aggression causing serious harm to another child; physical aggression causing injury to a member of staff; bringing into school and/or using a dangerous weapon; persistent bullying; persistent discrimination towards others; possession of illegal substances including alcohol and illegal drugs.</p>	<p>Employ STEPS strategies to intervene, ONLY if absolutely necessary</p> <p>Inform / seek help from a member of SLT</p> <p>Ensure all others are safe if a dangerous situation develops</p> <p>Observe and follow at a distance but do not chase a child who runs</p> <p>If a child runs off site, call parents and police</p> <p>Call parent and arrange meeting with HT / SLT member</p>	<p>Fixed term internal or external suspension</p> <p>Permanent Exclusion decided using professional judgement</p> <p>Seek additional specialist support.</p>

Appendix 2: De-escalation script

De-escalation script

Adults should be aware that children who demonstrate difficult or dangerous behaviour may initially be upset, angry or distressed and that the actions we take should try to calm the situation.

The key principles of de-escalation are:

- Use the child's name
- Acknowledge their right to their feelings
- Tell them why you are there

In this way, we employ a focussed, calm and consistent approach through the school.

- Learner's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and

Appendix 3: Reflection sheet



Reflection Sheet

Name:

Date:

Stage:

You have been given reflection time to think about your behaviour. Your job is to complete the sheet and then discuss this with an adult to plan for a return to pro-social behaviour in school.

Which emotions or feelings led to this happening?

Angry	Frustrated	Upset	Excited
Fearful	Worried		

I did the wrong thing because

I disturbed the learning of others	I stopped learning	I upset someone's feelings	I was not respectful to property
I did not follow instructions	I retaliated		

What did you say or do that has led you needing to reflect on your behaviour?

Which helpful habits do you need to develop to help manage your behaviour?

Say sorry	Be honest	Listen to others	Be kind
Show good manners	Tell others about my feelings	Be friendly and smile at others	Follow instructions
Share more			

List three things you could do or think to behave differently and more calmly next time:

1. _____
2. _____
3. _____

Would you like someone to help you plan how to improve your behaviour in the future? **YES/NO**

Who would you like to help you? _____

Your signature: _____

An adult will discuss this with you.

To be completed by the adult after the restorative conversation

Possible educational consequence

Verbal apology		Clean up the mess	
Written apology		Damage repaired	
Picture/Card		Other:	

Any additional comments

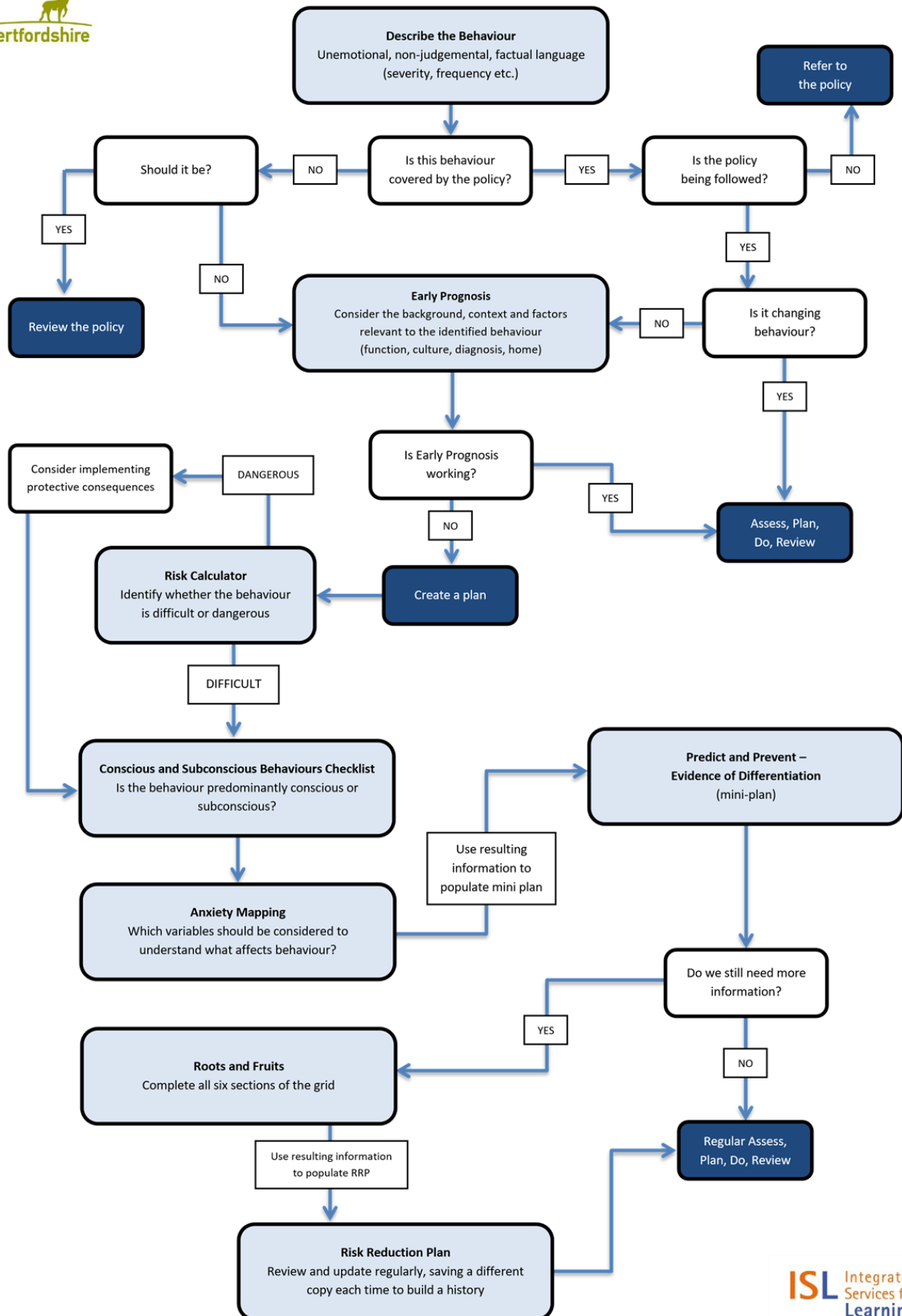
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Incident logged on CPOMS **Yes/No**

Teacher signature: _____

Once completed please pass this think sheet to a member of SLT.

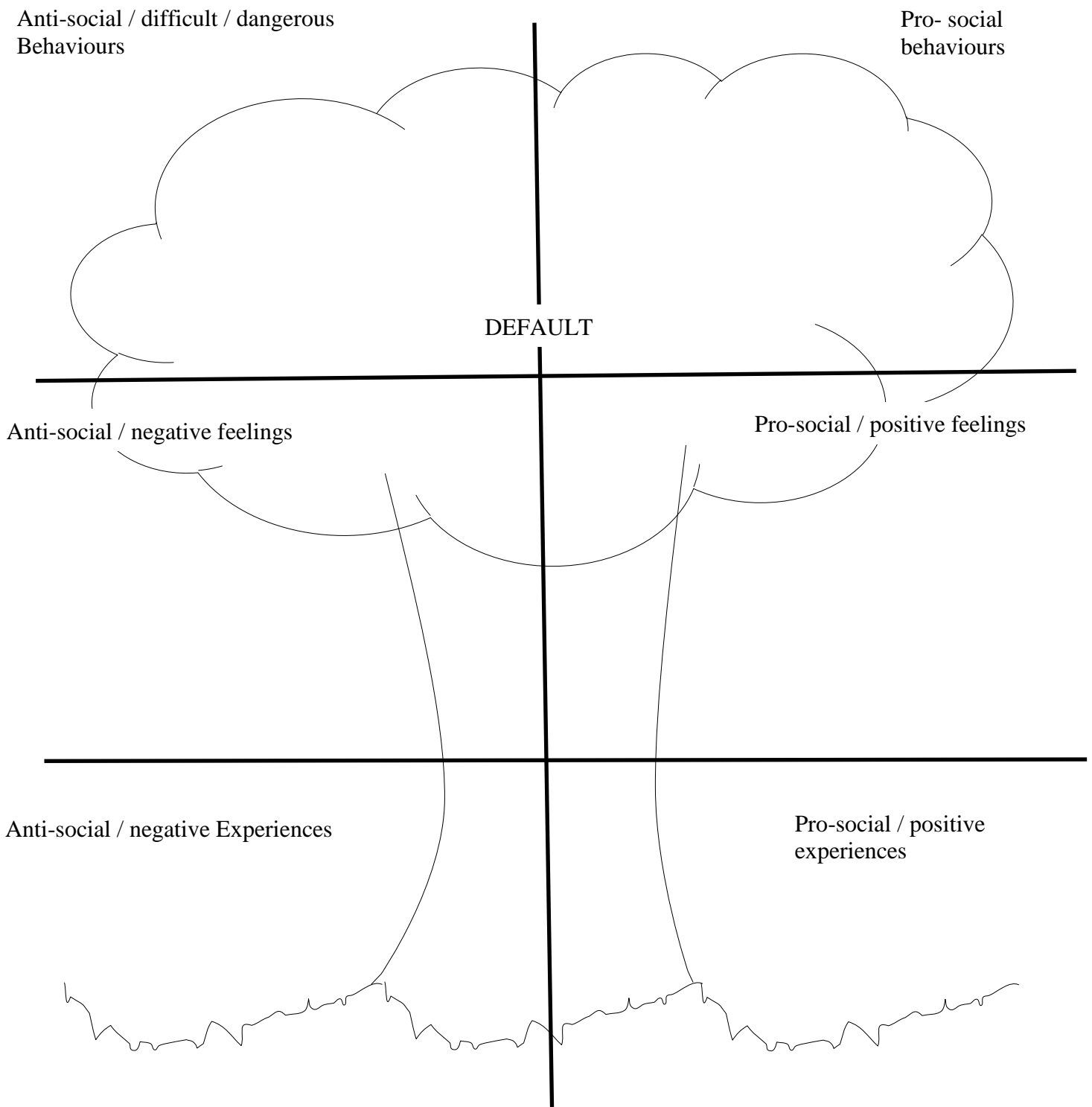
Appendix 4: Flowchart



Appendix 5: Analysis tool to explore behaviours, feelings and experiences

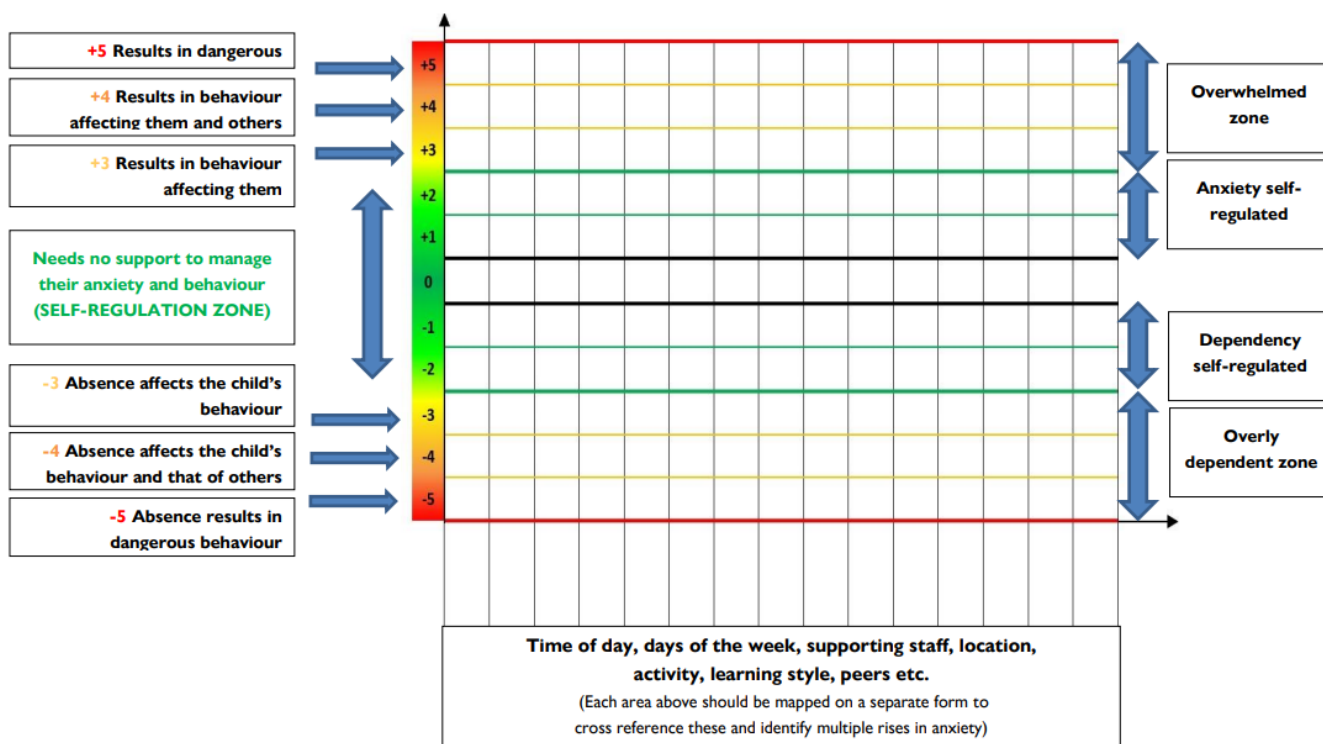
Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Appendix 6: Anxiety Mapping

Therapeutic Thinking Hertfordshire Steps Anxiety Analysis - Guidance



Therapeutic Thinking Hertfordshire Steps Anxiety Analysis - Guidance

By tracking time of day, days of the week, supporting staff, location, activity, learning style, peers etc. against the CYP's anxiety we can manage the anxiety that creates difficult and dangerous behaviours. By completing a variety of anxiety analyses we can cross reference these to identify multiple high anxieties e.g. a certain adult leading a certain activity at a certain time, meaning it is likely that these three rises in anxiety will result in the CYP being unable to self-regulate.

Anxiety analysis is a tool used over time to collect information. The aim is to plan to avoid escalation through differentiation or support. Input from a number of sources, including the CYP's view where possible, will allow us to look for inconsistency in perception.

Think of the top half of the grid being something the CYP can't cope WITH and the bottom half of the grid being something the CYP can't cope WITHOUT.

	Score	Description
Raised Anxiety	+3 to +5	Reflects raised anxiety where the pupil would need differentiation or support to cope with the experience and feelings. If there was no support offered the pupil would predictably begin to display difficult or dangerous behaviour.
	0 to +2	Reflects a raise in anxiety that the pupil could cope with without needing assistance or differentiation.
	0	Reflects that the time, location, staff or activity has no impact on the pupil.
Increased dependency	0 to -2	Reflects factors that calm or soothe the individual, where its absence could be managed without needing assistance or differentiation.
	-3 to -5	Reflects an overwhelming reliance on a factor which if removed or absent the pupil would need differentiation or support to cope with the experience or feelings. If there was no support offered, the pupil would predictably begin to display difficult or dangerous behaviour.

An experience or person or time that is -3 for one pupil may be -2 in another pupil.

Raising anxiety (+1 to +2) is essential for some elements of education. Without raised anxiety students would not attempt new things or experience new opportunities essential to learn and grow.



Appendix 7: Risk Assessment Calculator

For assessing and managing foreseeable risks for pupils who are likely to need Restrictive Physical Intervention

Risks which score 6 or more (probability x seriousness) should have strategies listed on next page

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Appendix 8: Individual Risk Management Plan

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date Signature of Parent / Carer..... Date
Signature of Young Person..... Date.....

Appendix 9

Steps – Early Prognosis (Blank)

Date:
Staff member:

Context (home and school)

- Complete if required

Diagnosis

- Complete if required

The behaviour

An unemotional, non-judgemental, accurate description, including the severity and frequency.

What do you see? What do you hear?

Function

Sensory		Action:
Escape or avoidance		Action:
Attention		Action:
Tangible gain		Action:

Cultural expectations

- Complete if required

Hypothesis:

Action:

