



St. Peter's
CE Primary Academy

BEHAVIOUR POLICY

Policy Date: September 2025

Review Date: September 2028

1. Introduction

The Diocese of Salisbury Academy Trust (DSAT) and its academies, have a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment. Each Academy recognises the importance of a behaviour policy, that sets out the behaviour expectations of all pupils in DSAT Academies and aims to explain to teachers the powers and duties they have in respect of pupil behaviour. A strong and clear policy on behaviour is essential when supporting staff who manage behaviour in our Academies on a regular basis, including rewarding and sanctioning pupils.

This policy is for all staff and volunteers in DSAT Academies and is compliant with statutory guidance on Keeping Children Safe in Education and Discipline and Behaviour in Schools.

2. Aims of the Policy

2.1 Our aim is:

- To create an environment that encourages and reinforces good behaviour in line with Christian values;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the Academy's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and the Academy in the implementation of this policy;
- The adults encountered by the students at the Academy have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on the students.

2.2 As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contributions of all.

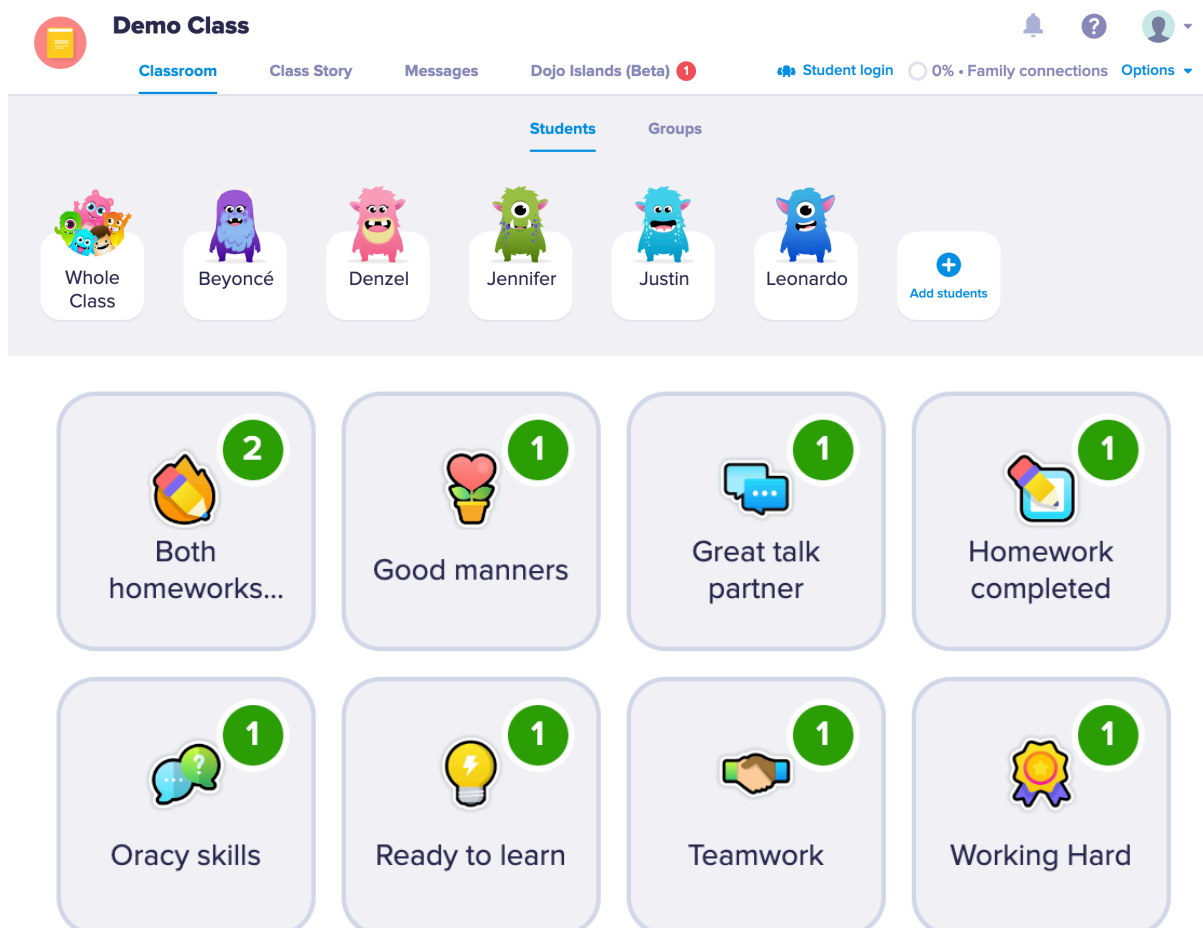
3. Approach

- To involve all of the Academy community in making and celebrating the rules
- To ensure that everyone knows and practises the core values
- To regularly use a variety of strategies, such as Circle Time, to promote high standards of behaviour
- To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- To ensure that all staff are conscious of the example they set the whole time
- To focus on the child's behaviour and not the child him/herself
- To seek guidance from outside agencies when extra support is needed
- To take ownership of behaviour issues

- 3.1 We believe it is important that the Academy provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the Academy community have the right to feel secure and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.
- 3.2 We aim to establish a caring ethos where the quality of all relationships is positive. We recognise the importance of training, so that children gradually develop self-discipline and we provide opportunities for them to make independent choices and become increasingly responsible for their own actions.

4. Rewards

- 4.1 Our emphasis is on rewards to reinforce good behaviour, rather than on sanctions. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The most common reward is praise, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for students.
- 4.2 **ClassDojo** is the online portal that we use to reward positive behaviour. Class Dojo is a positive behavioural platform that celebrates classroom successes. Class Dojo allows children to collect virtual Dojo points from staff when they show positive behaviour linked to our values and school rules.



- 4.3 These points can then be spent on a variety of rewards which vary very slightly across the phases of the school e.g., choosing a learning partner for the day, eating lunch with the Head of School. Example of rewards:

| Dojo Rewards | |
|-------------------|--|
| Numbers of points | Reward |
| 10 | Change your Dojo monster |
| 20 | Biscuit jar |
| 30 | Raffle prize |
| 40 | 10 minutes iPad time |
| 45 | Be first in the lunch line |
| 50 | Have the teacher's chair for the day |
| 60 | Eat lunch in the classroom with a friend and watch something on the screen |
| 70 | 20 minutes iPad time with a friend |
| 80 | Choose your partner for a day |
| 85 | Lunch with Mrs Morris |

- 4.4 GEMs will be given to pupils for outstanding growth mindset and behaviour on the playground. Each gem can then be 'cashed in' for a Dojo point.
- 4.5 Within Collective Worship, the school community celebrates attendance, Good Work, Class Champions (linked our school values).
- 4.6 In collaboration with the Executive Headteacher or Head of School, pupils that require the physical act of 'moving' can have a bespoke, safe equivalent set up.

5. Sanctions

- 5.1 Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Academy community. In an environment where respect is central, disapproval, is a powerful sanction.
- 5.2 The use of sanctions should be characterised by certain features:
- It must be clear why the sanction is being applied;
 - It must be made clear what changes in behaviour are required to avoid future sanctions;
 - Group sanctions should be avoided as it breeds resentment;
 - There should be a clear distinction between minor and major offences;
 - It should be the behaviour rather than the person that is punished.
- 5.3 When discussing behaviour incidents with children, it is important that all adults talk to them with a quiet, calm and non-confrontational voice.

- 5.4 The following sanctions are permitted for use in the Academy:
- Formal verbal warning that is recorded
 - Moved Seats
 - Moved Classroom (and loss of breaktime – overseen by class teacher)
 - Sent to Senior Staff (and loss of lunchtime – overseen by class teacher/Phase leader with phone call home)

The following sanctions are recorded on Arbor and regularly reviewed by the SLT:

| Behaviour Types + Add | | | |
|--|---|----------|---|
| <input type="checkbox"/> | Behaviour Type Name | Severity | Priority in My Classroom |
| <input type="checkbox"/> | Bullying | -4 | Notifications set up ✘ |
| <input type="checkbox"/> | Homophobic incident | -4 | Notifications set up ✘ |
| <input type="checkbox"/> | Moved to Senior Staff (continued low-level) | -4 | Notifications set up ✘ |
| <input type="checkbox"/> | Moved to Senior Staff (Safety) | -4 | Notifications set up ✘ |
| <input type="checkbox"/> | Moved to Senior Staff (Vandalism) | -4 | Notifications set up ✘ |
| <input type="checkbox"/> | Moved to Senior Staff (Violence) | -4 | Notifications set up ✘ |
| <input type="checkbox"/> | Racist Incident | -4 | Notifications set up ✘ |
| <input type="checkbox"/> | Moved Classroom (repeated low level) | -3 | Notifications set up ✘ |

Low level disruption and rewards are captured in termly ‘snapshots.’

The latter four sanctions are part of the class behaviour ladder.

- 5.5 In extreme circumstances, Fixed Term or Permanent exclusions will be considered in line with the Exclusions Policy. Alternative provision may also be considered in extreme circumstances and pupils from within the Spire Hub can spend between a half and a full day at one of the schools. In our case, that includes Wilton or Shrewton Academy.
- 5.6 It is important not to say, “Why did you do that?” We encourage adults to work through the following questions:
- What happened?
 - What were you thinking?
 - How were you feeling?
 - Who else has been affected by this?
 - What do you need to do now so that the harm can be repaired?

All staff have a list of questions designed to restore justice and enable reflections attached to their staff lanyard.

6. Monitoring and Evaluation

- 6.1 Rewards and all sanctions more serious than informal verbal warnings will be recorded and monitored to provide the Academy with regular information on how effectively the behaviour policy is working. The Academy will also monitor to ensure that rewards and sanctions are distributed fairly. Data will be analysed by:
- Gender
 - Ethnicity
 - SEN
 - Age
- 6.2 This work forms part of our policy on Equal Opportunities.
- 6.3 Home / School agreement:

- Every parent is expected to sign the Home / School agreement when their child starts at the Academy as an indication of the partnership between home and the Academy. This agreement should be re-issued to parents regularly to remind them and their children of its importance.

7. Pupils' Conduct Outside the Academy Gates

- 7.1 Staff have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.
- 7.2 Non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school are sufficient grounds for punishment to be imposed on all pupils who are involved.
- 7.3 Staff may discipline pupils for inappropriate behaviour in the following circumstances:
- Misbehaviour when the pupil is taking part in any school-organised or school-related activity;
 - When travelling to or from school;
 - When wearing school uniform;
 - When identifiable as a pupil at the school;
 - When behaviour at any time could have repercussions for the orderly running of the school;
 - When the student poses a threat to another pupil or member of the public;
 - When behaviour could adversely affect the reputation of the school.
- 7.4 In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

8. Detention

- 8.1 Staff have the authority to issue a detention to pupils.
- 8.2 Staff must make sure pupils and parents are aware that detentions (including detention outside of school hours) is used as a sanction.
- 8.3 The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
- Any school day where the pupil does not have permission to be absent;
 - Weekends - except the weekend preceding or following the half term break, and;
 - Non-teaching days - 'training days', 'INSET days' or 'non-contact days'.
- 8.4 The Headteacher can decide which members of staff can give pupils detentions. For example, they can limit the power to senior leaders or they can decide that all members of staff, including support staff, can impose detentions.

9. Confiscation of Inappropriate Items

- 9.1 There are two sets of legal provisions which enable school staff to confiscate items from pupils:
- 9.1.1 The **general power to discipline** - enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not

describe what must be done with the confiscated item and the school behaviour policy may set this out; and

- 9.1.2 The **Power to search without consent** for 'prohibited items' including:
- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

9.2 Statutory legislation sets out what must be done with prohibited items found as a result of a search.

9.2.1 Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

10. Reasonable Use of Force

10.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

10.2 Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

10.3 The Academy can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.