



**ST PETER'S SCHOOL
POSITIVE RELATIONSHIP POLICY (Behaviour)**

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Reviewer: Assistant Head Teacher (Mike Gregory)

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Document Control		
Edition	Issued	Changes from previous
1	01/01/23	Rewritten in line with STEP On training from Cambridgeshire County Council – replaced previous behaviour policy.
2	01/01/24	Review frequency changed to every other year. Change of sanctions throughout to consequences Change unsociable to Difficult – Anti Social Behaviour

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
<p>This policy links to other school policies on:</p> <ul style="list-style-type: none"> Anti Bullying Policy Teaching and Learning Code of practice for adults Safeguarding policy Searching, screening and confiscation (2018, DfE) Checked for compliance with section 89 of the Education and Inspections Act 2006 Guidance for safer working practice for those working with children and young people in education settings - May 2019 <p>Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (September 2023)</p> <p>Informed by: Cambridgeshire County Council Responding to Prejudice-Related Incidents Model Policy</p> <p>Cambridgeshire County Council Behaviour Policy Guide – Supported by Step On Approaches</p> <p>https://www.cambslearntogether.co.uk/asset-library/2021-10-05-Behaviour-Policy-Guide-v1.3.pdf</p> <p>DfE Guidance for Therapeutic Behaviour Policies Mental Health and Behaviour in Schools (March 2016 – Revised November 2018)</p> <p>Transforming Children and Young Mental Health Provision Green Paper (December 2017)</p>	

1.0 INTRODUCTION

1.1 At St Peter's School, we recognise that fostering positive student attitudes to learning and wider school life is an essential pre-requisite to achieving our main aims as a school. Relationships between all stakeholders (for example students, staff and parents) are crucial in fulfilling this ambition. It is imperative that all adults act as role models so that students can become successful adults. These positive relationships enable us to engage students in a therapeutic approach to behaviour management, helping them to develop pro-social behaviours and embed these for life.

Our therapeutic approach to behaviour management has been informed by Cambridgeshire Steps program.

“You can’t teach children to behave better by making them feel worse.
When children feel better, they behave better.”

Pam Leo

1.2 Pro-Social Behaviour is behaviour which is positive, helpful, and values social acceptance. Our vision is that students leave St Peter’s ready to contribute positively to our local community and are better adults than us.

The pro-social behaviour we expect to see from all members of our school community is linked to our Ethos as below:

Learn	Aspire	Exceed
Resilience	Kindness	Pride
Creativity	Endeavour	Motivation
Embrace diversity	Influence	Improve

1.3 To help students develop more consistent and embedded pro-social behaviour all adults always need to role model this behaviour, acting as ambassadors for our expectations.

1.4 When students demonstrate pro-social behaviour, however big or small, adults should recognise this behaviour, praising the student and highlighting to peers how the behaviour supports the wider community. For example “Thank you Anni for picking up those pens, I know you didn’t drop them, it helps keep this classroom tidy and organised so the next class can start learning straight away.”

1.5 Building positive relationships takes time, honesty, integrity and hard work. All adults in the school will invest in building positive and supportive relationships with students and with each other and will teach and encourage students to do the same. It is not possible for every member of staff to have transformational relationships with every student, but every student should have these relationships with at least 3 members of staff. Positive relationships are focussed on listening and understanding and staff have to actively demonstrate and promote these skills in the school community.

1.6 Everyone involved with the school should be kind at all times. Even when staff need to be assertive they should do so with kindness.

1.7 All members of St Peter's School community have a right to a positive learning environment where the views of individuals are respected and where each individual can achieve their full potential.

1.8 This policy on supporting positive student attitudes is the core policy document which brings together a number of separately published policies on related issues. It incorporates a code of good practice for staff, a code of conduct for students and sets the context for major school policies on rewards, consequences, bullying, attendance, student involvement and the recognition of achievement.

1.9 It is our intention to give this policy wide publicity among the whole school community. It forms an important part of the partnership between parents, school and students, which is the basis for successful education. We recognise that this policy must be communicated to all parties including students and discussed with them on a regular basis.

2.0 The main aims of the policy are to:

- Define our therapeutic approach to behaviour management
- Enable young people to develop self regulation so that their experiences of trauma, disability, difficulty or neuro type does not negatively impact on their future goals, the things that are important to them or other students' experience of school.
- Develop internal (intrinsic) motivation to repeat pro social behaviour and default to these when controls are not in place (for example outside the fence, in the wider community)
- Recognise pro-social behaviours such as;
 - positive attitudes to learning and to the school as a whole;
 - high levels of attendance and punctuality;
 - student achievement;
 - students recognising and respecting the rights of others;

What you will see at St Peter's

Young people are actively engaged in their learning, model positive learning behaviours and understand that everyone has a right to learn. Young people are polite and courteous and are respectful of everyone in the school and the wider community. Young people keep themselves and others safe by making sensible choices in and around the school. Young people model the school values outside of school.

How do we promote pro-social behaviour?

As staff, we will:

Consistently value all effort and input from young people and reward both effort and outcomes. We will use growth mind-set and therapeutic approaches when interacting with young people and model pro-social behaviour equitably.

We will always take responsibility to resolve issues in a positive manner and only involve others where necessary. Pro-social behaviour is evident in interactions with all members of the school community and any conflict is resolved calmly and professionally to ensure positive outcomes.

Our school community consists of:

- Young people
- All staff
- Governors
- Parents
- Visitors

As staff, we will not:

Shout or communicate aggressively to any members of the school community, unless there is an imminent risk of danger. We will not make anyone in the school community feel undervalued or seek to belittle efforts or approaches. We will not be inconsistent in their behaviours and approaches to any members of the school community.

As staff, we may:

Make reasonable adjustments in the spirit of equity over equality but we will be open and transparent about our reasons.

Difficult Anti-Social Behaviour

How do we define difficult anti-social behaviour?

Behaviours that we see in classrooms and around the school that can be easily managed. These include:

- Calling out
- Leaving seats without permission
- Name-calling
- Not respecting personal space
- Remaining off-task despite reminders
- Running in the corridors
- Talking in assembly
- Ignoring instructions
- Chewing gum
- Poor attendance and punctuality
- Vandalism
- Use of mobile phones in school
- Any actions that contravene safeguarding expectations (including sexualised behaviour)
- Refusal / ignoring instructions
- Bullying
- Racism
- Homophobia
- Transphobia
- Sexism

How do we respond to difficult anti-social behaviour?

As staff, we will:

Deal with these incidents consistently, restoratively and in a timely manner. We will ensure that consequences given are directly linked to the behaviours and conversations are conducted away from other children.

1. Verbal reminder (a discrete reminder about the pro-social behaviour we expect to see and why)
2. Turnaround time (redirecting the focus. 1:1 chat with teacher explains direct consequences of their choice).
3. Some children may require Take-up time
4. Conversations (if behaviour persists, young people should meet with the teacher after school and discuss their behaviour and/or complete their task. This time should be used with restorative approaches: Respond, Reflect, Repair, Restore.
5. Children will have a fresh start once a restorative conversation has happened.

As staff, we will not:

Give a consequence that is disproportionate to the severity of the original behaviour or overreact to situations based on our current frame of mind. We will not shout at or humiliate children. We will not devolve behaviour management or consequences to other members of staff unless "a change of face" is needed.

As staff, we may:

Involve senior leaders once they have exhausted all other options within the classroom.

When and where do we record this behaviour?

- Persistent unsocial behaviour incidents are recorded on Bromcom E behaves
- Persistent unsocial behaviour should result in a short, personalised behaviour plan/record sheet
- Inform parents and record on Bromcom
- Seek support from colleagues
- Alert a senior leader if there are no improvements in behaviour

Dangerous Anti-social Behaviour

How do we define dangerous anti-social behaviour?

These are usually behaviours that negatively impact on other people. Children displaying these behaviours

are not exercising self-regulation and are not thinking about the impact on others. These behaviours may be difficult to manage or dangerous (there is evidence of serious harm to others). These may include:

- Physical assaults on members of the school community
- Verbal assaults on members of the school community
- Dangerous/threatening behaviour around the school (throwing chairs, climbing, intimidating others)
- Running away (from classroom and school)

How do we respond to anti-social behaviour?

As staff, we will:

1. Ensure that all members of the school community are safe. Remove the young people and those at risk.
2. Only use physical intervention if necessary to stop a young person hurting themselves or others.
3. Alert other staff immediately (Preferably using Net Support Red Button or staff can use a young person to deliver a message – do not leave young people unattended)
4. Take part in restorative approaches (Respond, Reflect, Repair, Restore) and apply consequences. These include:
 - Loss of break and/or lunchtime
 - Loss of privileges
 - Conversations with staff, which can happen at any point including after school
 - Catch up – 45 minute afterschool
 - Suspension
 - Alternative Provision including Managed Moves
 - Permanent Exclusion
5. Debrief with member of pastoral team and record all information on Bromcom
6. Complete necessary paperwork, including incident report, physical intervention report and create/amend behaviour support plan.
7. Notify parents and arrange a meeting if necessary.

As staff, we will not:

Put ourselves, or others, in danger. We will not escalate the situation by responding physically or verbally. We will not use formal physical intervention or restraint unless trained. Physical intervention or restraint is always a last resort.

When and where do we record this behaviour?

- All antisocial behaviour incidents are recorded on Bromcom
- Suspensions and Exclusions recorded on Bromcom
- Incidents recorded on official forms, including critical incidents, medical forms, physical intervention, bullying, racism and harassment (all forms held in Safeguarding)
- Inform parents and record on Bromcom
- Alert Local Authority where necessary
- Alert safeguarding lead where necessary
- Inform Trust where necessary
- Notes from Readmission meetings when a suspension has been given
- Amend/create Behaviour Support Plans

Unforeseeable Behaviour

How do we define unforeseeable behaviour?

Anything that is beyond our own behaviour management capabilities. Situations where we would have to involve emergency services or specialist teams.

How do we communicate with parents about behaviour?

Communication with home

As staff, we will:

Inform parents/carers of pro-social, unsocial and antisocial behaviour in a timely manner. We will involve parents/carers in decision making.

As staff, we will not:

Make judgements about situations, backgrounds or families and we will ensure that all parents/carers are treated with respect and equity.

As staff, we may:

Offer families additional support through the Family Support Worker or Inclusion Team. We may suggest different forms of communication, including regular emailing, home-school books and scheduled meetings.

Where do we record this?

On Edukey through PSPs and through EHA referrals.

When do we use suspension?

- In the case of serious or premeditated physical assault
- When it is necessary to protect the safety of themselves or others.
- Verbal assaults on members of the school community
- Dangerous/threatening behaviour around the school (throwing chairs, climbing, intimidating others)
- In the case of serious damage to school property (e.g. windows / expensive equipment)

Suspensions can allow us time to help create a better plan to support the child and or protect others in the dynamic. They are in place for the shortest possible time and children return to school under the restorative processes.

The Head Teacher alone will decide whether or not to suspend students. The school then follows appropriate national and local guidelines.

When do we use permanent exclusion?

In a therapeutic framework we may use permanent exclusion where we are unable to use the current resources to keep the child and or other people in the dynamic safe from significant harm. This is only used as a last resort.

2.0 Staff expectations (see Code of Conduct for All Adults for more detail)

- 2.1 At St Peter's, we wish to have a community in which students and teachers can work together to achieve our school aims and ensure that all students reach their full potential. Developing positive attitudes and pro-social behaviours in students is an essential pre-requisite to achieving these aims and it is vital that the policy is understood and applied by all staff.
- 2.2 All staff must accept responsibility for promoting the positive relationships policy and this code of good practice gives guidance as to how this objective may be achieved. Staff should endeavour to adopt a positive attitude to students at all times, modelling and recognising pro-social behaviour. They should take every opportunity to publicise and celebrate the successes of the school as a whole, and of individual students in particular. Negative and cynical comments should be avoided.
- 2.3 Students should be praised for pro-social behaviour, good work and good conduct. Praise is much more effective than criticism in achieving positive development.
- 2.4 The quality of relationships within the school is vital for our success in promoting positive attitudes. Staff relationships with students should be based on a philosophy which:
 - Teaches young people pro-social behaviour
 - emphasises rights, responsibilities and rules;

- minimises hostility and embarrassment in staff/student interactions;
- develops and maintains respectful treatment of students as individuals;
- provides due right of reply to the student;
- creates a working and social environment for students that is both positive and supportive;
- is based on mutual respect.

2.5 Staff should set a good example to students at all times in terms of attendance, punctuality, standard of speech, manner and dress. When out and about in the school, staff should be seen to take the initiative at every opportunity. It is important to start a dialogue with the students, to greet students and to engage them in conversation.

2.6 Staff should never ignore poor behaviour. Students will take this to mean that the behaviour is condoned. For the most part, just a quiet word will be enough to remind students about antisocial behaviour.

2.7 In the classroom, it is vital that all teachers create and sustain a positive, supportive and secure environment. Well-prepared, stimulating lessons generate positive attitudes and earn respect. It is important to:

- arrive before the class, if possible, and start on time;
- be prepared for the lesson;
- have high expectations of all students;
- place emphasis on achievement at the highest possible level for each individual;
- ensure adequate adaptation of learning in order to extend and motivate all students;
- make appropriate use of the recognition system;
- set out the aims of the lesson clearly at the beginning;
- place emphasis on attendance at lessons and ensure that a register is seen to be taken;
- insist that students are silent when you are talking to them or when class discussion is taking place;
- set appropriate ground rules for your classroom;
- set homework according to school policy;
- mark all work promptly and constructively;
- encourage creative dialogue; confidence in discussion is important;
- keep an attractive, clean and tidy classroom; maintain interesting wall displays;
- use students' first names.
- be a visible presence around school encouraging positive behaviour at all times

2.8 It is important that all staff maintain school policies in their classroom. These are:

- maintaining the school dress code in the classroom;
- expecting punctuality and an apology and explanation for lateness ;
- that offensive or abusive language, including sexualised language, name calling of peers and 'banter', is not tolerated and that this is challenged and recorded;
- no eating is allowed in class;
- ensuring orderly, safe and quiet movement around the school;
- ensuring that students respect the property of others including that of the school;
- ensuring that rooms are tidied before the lesson commences if necessary. This includes picking litter up from the floor and that all rooms are left litter-free and tidy after use;
- ensuring that rooms are graffiti-free.

2.9 Teaching is an essentially co-operative exercise with teachers and students working together. It is not correct to assume that students will automatically know the ground rules necessary for effective communication and classroom interaction. For self-responsibility and self-discipline to become established, it is essential that staff teach the necessary rules and skills in such a way that students feel involved in drawing them up and committed to maintaining them

2.10 The policy requires our approaches to discipline to be positive too. It is vital to have a balance between a positive policy, recognition and consequences. This does not mean that we should be afraid to apply consequences firmly but fairly when necessary. Discipline is applied most effectively at the point at which the problem has arisen. If possible, inappropriate behaviour is best tackled in the front-line by the class teacher and not passed down the line for someone else to solve. Students are much more likely to respond positively to actions taken by the teacher in whose lesson they have contravened the positive behaviour policy. Teachers should, of course, seek appropriate advice and support from senior colleagues and inform them of repeated indiscipline or incidents of a serious nature. In maintaining the positive relationship policy in your classroom you should:

- Model and recognise prosocial behaviour – teaching this where necessary
- establish your authority firmly and calmly ;
- insist on high standards of behaviour, work and respect ;
- apply the code of conduct uniformly, fairly and consistently ;
- be positive and avoid escalation and confrontation;
- follow the school policy on consequences

Try to do all you can to avoid the following reactions, all of which have been shown to lead to deterioration in good behaviour:

- **shouting** at students. This is humiliating for them and for you and is evidence that you are losing your self-control. Remain calm and speak in a normal voice.
- use **abusive language** or swear at students.
- **humiliating** students. Cynical and humiliating remarks build resentment and is likely to lead to confrontation.
- **over-reaction**. Positive behaviour needs to be encouraged by actions on a sliding scale. Usually a quiet word is enough. Over-reaction merely provides an audience for the perpetrator.
- **criticising a person rather than his or her behaviour**. "Shut up, you are an idiot" is not a constructive way of dealing with someone who is talking during a discussion. Draw attention to the effects of their actions. Be positive towards the "sinner" but condemn the "sin".
- **blanket punishments** - whole class punishments should be avoided as they breed resentment in the innocent.
- **over punishment**. Consequences need to be on a sliding scale: always try to use the minimum possible to make the necessary point. All such consequences need to be followed through by action.

For a list of possible supportive strategies please see appendix 2

2.11 Students should only be sent out of the classroom in the most extreme cases and this should never be a first reaction. Students should not be left sitting outside classrooms or standing in corridors for more than a very short time (maximum 2 minutes). If their behaviour is so extreme that the lesson cannot continue, the **Emergency Support System ("Red Button")** should be used as described at the end of Appendix 1. **Under no circumstances must a student be sent on their own to their Student Support Manager (SSM), Head of Year or senior member of staff.** This course of action is unsafe, unlikely to be effective and will disrupt other lessons. Unless in extreme circumstances, Heads of Year and other senior colleagues cannot be expected to deal with students when they are responsible for a class of their own.

2.12 If classroom antisocial behaviour is persistent or extreme, planned withdrawal is one of the options for consequences. This may be arranged with the Head of Department, Student Support Manager, Head of Year or SLT as appropriate. Departmental learning support will operate in the first instance.

2.13 Physical contact with students should be avoided. **Under no circumstances must physical punishment be administered.** This is illegal and a serious breach of the school's disciplinary rules for staff. The law does allow the physical restraint of students where it is judged necessary to prevent serious injury to the student or

others. This is likely to be a very rare occurrence and does not include restraining or barring the way of a student attempting to run away from a teacher. This should be avoided, as it is likely to lead to escalation of the incident. **Further advice on the use of physical restraint is provided in a separate guidance document.**

- 2.14 All staff joining the school will receive an induction about how we encourage positive attitudes to learning at St Peter's and model the behaviour we expect students to display. Regular staff updates and tweaks will take place at least yearly.

3.0 Student Expectations

- 3.1 The school believes that successful learning and teaching can only take place in a stable, caring and orderly environment. We attach, therefore, great importance to good discipline and to encouraging the development of responsible and positive attitudes. We believe that young people may need to be taught pro-social behaviour, not just for their time in school but for their futures.

- 3.2 The school's high expectations of students are made clear to them from the start and re-emphasised regularly.

- 3.3 Students should always treat one another and other members of the school community with kindness and respect. They should actively challenge and report peer or peer abuse as described below:

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

- 3.4 We want to provide every opportunity for children to learn to respect one another. We are aware of our responsibilities under the [Equality Act 2010](#) to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it. We celebrate the wide range of ethnic groups, cultures, languages and religious beliefs that are to be found in our school community and beyond. We seek to be welcoming to all different types of people and families and equally inclusive of people who have a disability and those who do not. This forms part of our wider work within school in promoting the British Values of mutual respect and tolerance.

We recognise that prejudice-related incidents do happen and we take them extremely seriously, recognising that they can cause harm to all those involved, as well as to our wider school community. By effectively tackling prejudice-related incidents, we seek to create a positive school environment for everyone and to safeguard the wellbeing of all pupils and staff. In doing so, we aim to fully meet our obligations under the 2010 Equality Act, as well as best prepare our children for life in modern Britain and to thrive in a diverse, globalised world.

In this section we will:

- establish an agreed definition of prejudice-related incidents;
- share the principles behind our programme of preventative education;
- detail how we respond to, report and monitor prejudice-related incidents.

Defining Prejudice Related Incidents

At our school we define a prejudice-related incident as:

- any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics.

We recognise the following protected characteristics, as outlined in the Equality Act 2010:

- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

We will investigate, record and report all incidents, including those that are reported to be unintentional. We recognise that just because someone did not intend to offend, it does not mean that the incident did not cause harm. Our response will always aim to educate so that everyone understands the potential harm which can result from such behaviour. Intention is important when considering the actions that need to be taken with the perpetrator, but a lack of intent does not prevent an incident from being considered prejudice-related.

We recognise that prejudice-related incidents may take a range of forms, which include but are not limited to:

- use of prejudicial language; ridicule and jokes; verbal abuse; physical assault; graffiti or damage to property; discriminatory behaviour e.g. refusing to work with a person; incitement to behave in a prejudicial manner; bullying, including cyber bullying.

Prejudice-Related Incidents and Bullying

We recognise that:

- **any** child may be affected by bullying
- sometimes bullying is related to prejudice.

All incidents of prejudice-related bullying in schools constitute a prejudice-related incident. However not all prejudice-related incidents would constitute prejudice-related bullying. To determine if prejudice-related incident/s are bullying, refer to our definition of bullying:

- *repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.*
(Antibullying Alliance definition).

We know that experiencing bullying can have a significant, negative and lasting impact on a child's emotional and mental wellbeing. We also recognise the negative impact that engaging in bullying behaviours or witnessing the bullying of another can have. See our Antibullying Policy for information about how we respond to reports of bullying.

The Role of Preventative Education

We recognise that effective preventative education can reduce the chance of prejudice-related behaviour occurring. We know that children learn about building respectful relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school ethos, wider enrichment opportunities and the interventions and support offered all contribute to the development of these skills. All members of staff understand their role in supporting our strong inclusive culture.

Our preventive education fulfils the following relevant sections of the DfE statutory requirements for [Relationships Education and Health Education \(2020\)](#).

We teach students:

- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
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These aspect of the Curriculum will be taught via:

- Personal Development through designated lessons and tutor times.
- Other curriculum areas as appropriate to the subject and content.
- Wider ethos

Responding to Prejudice-Related Incidents

All prejudiced language or behaviour should be challenged and how that challenge is made will depend on the circumstances and severity of the incident, and on any previous similar incidents involving either the victim or perpetrator. The terms victim and perpetrator are used within this policy as they are terms that are easily understood, however care should be taken not to use these terms in front of involved parties.

When dealing with any possible prejudice-related incident, members of staff will:

- treat every issue seriously – remembering that someone's perception is their reality at the time and that incidents should never be dismissed or ignored
- respond immediately – acknowledging that the incident has happened and offering support to the victim of the incident
- reinforce the school's position on discrimination and prejudice
- focus on the perpetrator's behaviour, rather than the person – making sure that they know that the behaviour is not acceptable
- ensure that witnesses know what behaviour was not acceptable and why.

Prejudice-related incidents will always be properly investigated (by a class teacher or senior leader as is deemed most appropriate). The person investigating will:

- offer immediate support to the victim, acknowledging their feelings, reassuring them that the matter will be treated seriously and ascertaining whether they have been the victim of prejudice on previous occasions
- ensure that both perpetrator and victim have a fair hearing and are given the opportunity separately to fully explain the incident
- approach witnesses to gain their accounts of the incident (in writing if appropriate)
- where appropriate, bring both parties together to give them a chance to be involved in resolving the situation
- determine whether the incident was indeed prejudice-related or not, and ensure that the reasons why are explained to all parties involved
- give the perpetrator the opportunity to take responsibility for their actions and to try to repair the harm that they have caused
- address underlying issues (for example, with a playground dispute in which prejudice-related abuse has been used, the original dispute should be resolved as well as prejudice-related behaviour)
- ensure that all parties, including the witnesses, understand what is being done to address the incident and the reasons behind this
- inform relevant members of the senior leadership team and parents/carers where this is deemed appropriate

- follow up with the perpetrator and victim after an agreed time period to decide whether any further action is needed
- where appropriate, ensure that there are subsequent curriculum opportunities for all pupils in that class/year group to develop their understanding of prejudice and discrimination, and to address any prejudiced attitudes.

Recording and Reporting Prejudice-Related Incidents

Whenever a member of school staff deals with an incident that may be considered to be prejudice-related, they should report that to the safeguarding team who using a the appropriate prejudice related incident form. The safeguarding team will triage the concerns and communicate with the pastoral team around support for the victim and appropriate actions for the perpetrator.

The concern should be recorded on a prejudice incident form available in the safeguarding office.

Designated Safeguarding Lead will then report all prejudice-related incidents to the LA using the online system 'PRfE' (Prejudice Reporting for Education: [Prejudice Reporting for Education \(PRfE\)](#)). PRfE is an online reporting tool and every incident logged in PRfE captures details on the nature of the incident, type of prejudice, details of the victim and perpetrator and what actions were taken by the school. All incidents logged in the system are anonymised and do not include data that could identify individual pupils. This allows trends to be analysed by the school and the LA.

There may be occasions where a prejudice-related incident may need to be reported to the police as a potential hate incident or a potential hate crime. Police and the Crown Prosecution Service classify hate incidents as any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to disability, race, religion, transgender identity or sexual orientation. (*N.B. this list is shorter than the list of protected characteristics*). If a crime may have been committed the category of a potential hate crime may apply. As the age of criminal responsibility in England is 10 years old, this category is unlikely to apply if the perpetrator is under 10. Criminal offences might include behaviour such as: malicious communications, assault, public order offences, criminal damage, harassment or sexual assault.

If the perpetrator of a prejudice-related incident is a member of staff, the school's disciplinary policy will be followed. However, following a full investigation, this will still be recorded as a prejudice-related incident.

Roles and Responsibilities

Governors are responsible for:

- ensuring that the school complies with equality legislation.
- monitoring the frequency and pattern of any prejudice-related incidents and the actions taken by school staff to address them.

The Headteacher with support from the rest of the Senior Leadership Team, is responsible for:

- ensuring that there are effective policies, procedures, recording and reporting systems in place for dealing with prejudice-related incidents
- ensuring that all prejudice-related incidents are dealt with effectively and that staff and pupils receive appropriate support
- providing training and ensuring that all staff, pupils and parents/carers are aware of their responsibilities
- monitoring the frequency and nature of prejudice-related incidents and the effectiveness with which the school tackles and seeks to prevent them
- reporting prejudice-related incidents to the Governing Body and Local Authority
- setting and monitoring equality objectives in partnership with the Governing Body and other school leaders.

Teachers and all other members of support staff are responsible for:

- challenging prejudicial attitudes and behaviours

- complying with school policies and procedures
- promoting equality through the curriculum
- modelling respectful behaviour
- responding to prejudice-related incidents according to school/college policy
- reporting incidents when they occur.

4.0 ANTI-BULLYING

4.1 St Peter's has an established anti-bullying policy which is subject to regular monitoring and review. The policy was originally established in full consultation with students, staff, Governors and parents. The complete policy is available as a separate document.

4.2 The main principles of the anti-bullying policy are:

- Every student at St Peter's School has the right to enjoy learning free from intimidation;
- The staff and students at St Peter's School will not tolerate any unkind action or remark, even if these were not intended to hurt or offend ;
- Challenge all forms of discriminatory behaviour on the grounds of gender, disability, race, sexual orientation, gender identity, sexualised language or religious belief.
- Any wilful, unkind action or comment will be considered bullying ;
- Students should support each other by reporting all instances of bullying to a teacher ;
- All bullying will be dealt with seriously ;
- Parents and friends should help victims of bullying ;
- Bullying is too important NOT to report;
- The school that does not accept 'banter' as an excuse for harmful language and we will build a culture where this is not tolerated;
- Cyber bullying (the use of the internet, social media and digital devices as a tool for bullying) and its' impact on students in school, whether conducted during school hours or not, is not tolerated by the school.

5.0 RECOGNITION

5.1 At St Peters, we believe it is very important to recognise achievement of all kinds. We believe that young people respond positively to praise and are motivated by it.

5.2 Individual classroom teachers are encouraged to praise pro-social behaviour, good work and celebrate success in both formal and informal ways. The use of e-Behave is essential.

5.3 Teachers are encouraged to report examples of pro-social behaviour, good work and achievement to senior staff. The success of individual students will be recognised by the Group Tutor, the Student Support Manager, the Heads of Year and the Senior Leadership Team.

5.4 Assemblies are also used to celebrate whole-school and individual successes.

5.5 The school has a well-established system of recording good behaviour, effort and attainment. This is done through the eBehave system, nominations from staff and the analysis of half termly assessments.

5.6 School achievement and individual successes are promoted in the local media. The Publicity Officer makes regular press releases and invites local newspapers and television into school to report events. Stories concerning school and individual success and photographs appear in the local newspapers, most weeks. A press cuttings folder is maintained in the school library and displayed on the Notice Board in the Reception Area.

- 5.7 Pupils are taught our expectations, processes and systems actively and consistently by staff across the curriculum and explicitly through Personal Development, assemblies and tutorials. We make sure that the behaviour we teach students is clear, reflective and modelled by staff. We revisit important features across the age range to ensure that behaviour is embedded. We plan new interventions depending on trends in behaviour, for example around sexual harassment.

6.0 CONSEQUENCES

- 6.1 The vast majority of students will respond well to the positive relationship policy and code of conduct. The school recognises, however, that a minority of students will exhibit difficult or dangerous anti-social behaviour from time to time and that consequences will be necessary.
- 6.2 If students are unable to work in the class with support they will continue to complete work elsewhere in the faculty whenever possible (Departmental Learning Support). A move to departmental learning support is recorded and analysed as a -3 behaviour event.
- 6.3 The school adopts a policy of graded consequences according to the seriousness of the offence. These consequences are normally accompanied by restorative conversations, but are applied firmly and fairly. This is done through the e-Behave system.
- 6.4 Dangerous anti social behaviour or concerns are always communicated to parents who are usually invited to school to discuss the matter with the relevant member of staff. Such parental involvement is of great importance; successful education can only take place when school, parents and students are working together.
- 6.5 The variety of consequences used by the school are outlined, with the level of observed behaviour in Appendix 1. In the case of discriminatory behaviour, the school treats these very seriously, with details of any incidents on the grounds of gender, disability, race, sexual orientation, gender identity, sexualised language or religious belief logged in school. Parental contact is made with the victim and perpetrator and the situation is monitored. Consequences apply and will depend on the severity of the case.
- 6.6 Suspension will be used only in cases of very serious indiscipline. The Head Teacher alone will decide whether or not to suspend students. Permanent Suspension is used only in the case of very extreme or repeated indiscipline and is subject to confirmation by the School Governors. The school then follows appropriate national and local guidelines (DfE Sept 2023).
- 6.7 The wrong behaviour choices can arise from many causes and the use of consequences is not always the appropriate response. We need to distinguish between general misbehaviour and that caused by the personal and social circumstances or special needs of the particular student.
- Appropriate advice and support will be given through the student support system, using outside agencies as appropriate.
- 6.8 A copy of this policy is available on the school website.

7.0 ATTENDANCE AND PUNCTUALITY

- 7.1 At St Peter's, we attach great importance to maintaining high levels of attendance and instilling good habits of punctuality. The attendance target is 96%. This means missing less than 8 school days each academic year.
- 7.2 The attendance policy is an essential feature in encouraging positive student attitudes. It also is a focus of co-operation with parents and the local community. The policy sets out the way in which the school

encourages high levels of attendance. The policy also sets out how the school monitors attendance and follows up absence.

- 7.3 The school uses the Bromcom Management Information System to monitor attendance in every lesson as well as at the start of each school session.
- 7.4 We give high importance to establishing effective working relationships with the Education Welfare Service and regular meetings take place between Student Support Managers, the Attendance Officer and senior staff.

8.0 STUDENTS' RESPONSIBILITY AND INVOLVEMENT

- 8.1 At St Peter's, we believe positive student attitudes are much enhanced by involving students as far as possible in the organisation of the school.
- 8.2 Student questionnaires are used at both the whole school level and at individual department levels.
- 8.3 Students are encouraged to participate in sporting and other competitive activities. Students are encouraged to represent their tutor group in the various competitions.
- 8.4 The school has a Student Leadership model which is led by the Head Boy and Head Girl team. Students apply for membership of the Year 11 student leadership team at the end of Year 10 and hold the post for a year.
- 8.5 Student Leaders are encouraged to help with major school events such as open evenings, parents' meetings, awards evenings, sports events, drama productions, musical events and charity events.
- 8.6 Sixth Form students are encouraged to become involved with lower-school activities and tutor groups.
- 8.7 Each year, staff a Head Boy and Head Girl, each with a Deputy are appointed. This team represents the school at various functions and activities.

9.0 SEARCHING AND CONFISCATION (Searching, Screening and Confiscation July 2022 DfE)

- 9.1 School staff can search a pupil for any item if the pupil agrees. Only staff authorised by the Headteacher can search a student.
- 9.2 Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
- 9.3 You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- 9.4 There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- 9.5 All searches must be recorded in the [search log](#) live, so that the questions are asked of the student at the time of the search.
- 9.6 Prohibited items are: (The ability to give consent may be influenced by the child's age or other factors)
- knives or weapons
 - alcohol

- illegal drugs
- stolen items
- smoking paraphernalia
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

9.7 Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

9.8 Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. Any illegal substances must be recorded in the substance log and reported to the police. Any weapons must be reported to the police. The assistant head teachers for pastoral care/safeguarding will contact the police as appropriate.

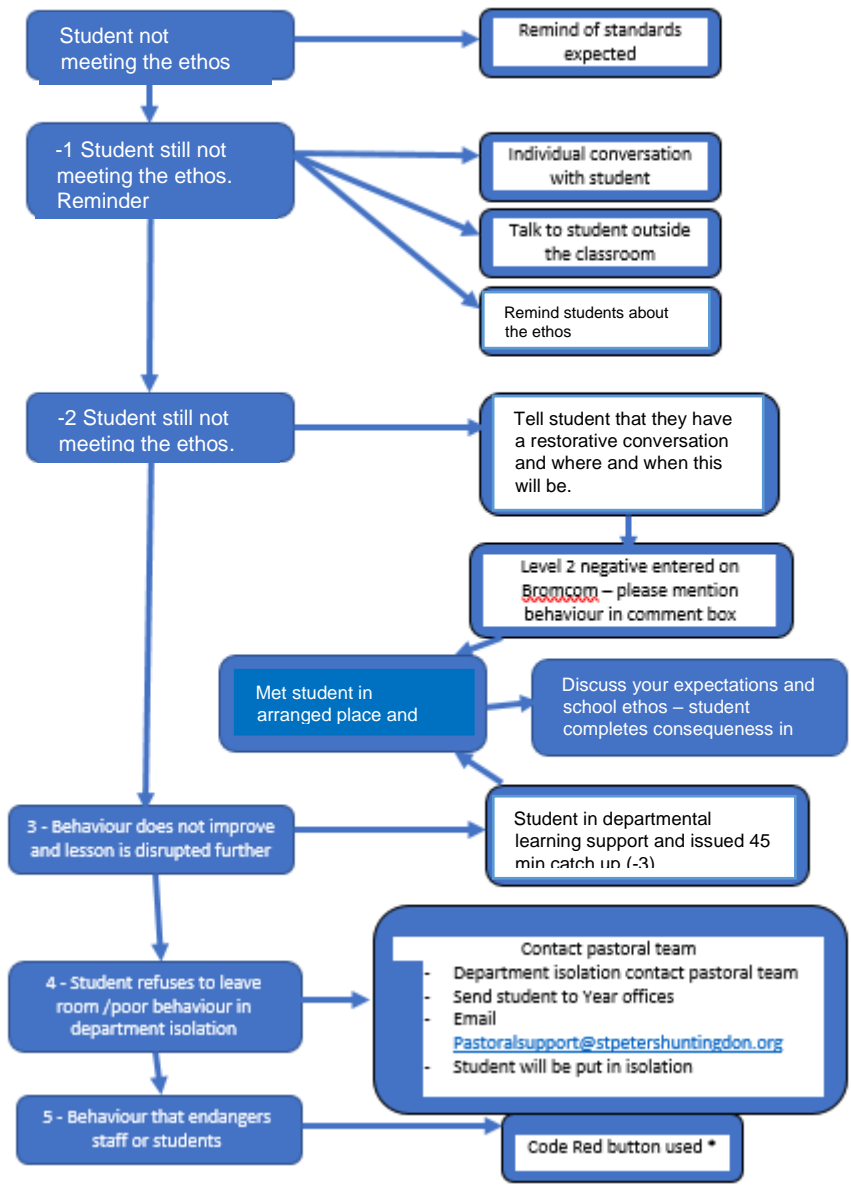
The school is not responsible for lost/damaged or confiscated items.

Appendix 1

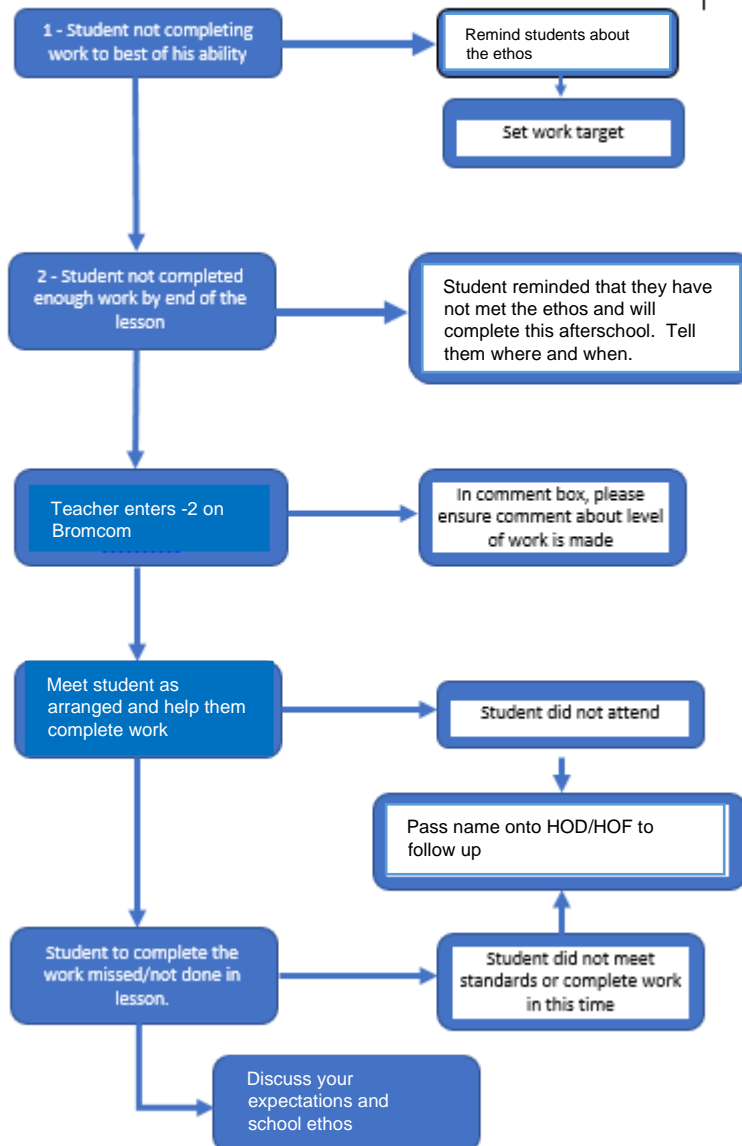
Recognition and Consequences

Level	Positive	Negative
1	Meeting the Standard. In lesson recognition.	Not meeting the standard (Reminder)
2	Teacher recognition. Contact Home.	Restorative conversation up to 15 mins (set by class teacher)
3	Department recognition. Contact Home. Postcard.	45 minute afterschool (extreme poor behaviour/ fail level 2 to be completed centrally)
4	Year Team / Senior Leader recognition.	
5	Headteacher recognition	Exclusion

Restorative Conversation (-2)



Restorative Conversation for work (-2)



Appendix 2

In the first instance of inappropriate behaviour, it is important to praise and recognise pupils for the behaviour adults expect and to give attention to pupils who are making pro-social choices. When a child is not meeting the behavioural expectations, staff will may use the following ideas to support their conversations and refocus the student on learning.

1	Praise the pro-social behaviour of other learners. Give their attention and praise to those demonstrating positive behaviour.
2	Analyse what is causing the child to behave in a certain way and put actions in place to lessen the child's anxiety or anger.
3	Provide a non-verbal warning (e.g. by changing position in the classroom to be nearer the child to regain their attention).
4	Redirect the child's attention to their work / appropriate activity with a question or statement.
5	Provide a positive reminder of the behaviour expected.
6	Issue a verbal warning, using language of choice that includes a reminder of the consequences.
7	Move the child to a different position in the classroom to lessen any anxiety.
	Reflect, repair and restore (after an incident) Once the child is calm, relaxed and reflective, the experience will be revisited with an adult. The adult may ask the child questions to: <ul style="list-style-type: none">• Explore what happened.• Explore what people were thinking and feeling at the time.• Explore who has been affected and how.• Explore how we can repair relationships. • Summarise what has been learnt so child/ren and adults are able to respond differently next time.

Glossary

Anti-social behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour.

Being therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic.

Bribery: The threat or action of withholding desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour a child is unwilling to contain

Consequence: A logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as

dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact on the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

Pro-social behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsociable behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings