St. Peter's Behaviour Policy

Loved by Jesus, we love, we learn, we live and grow together for Him

Service Tolerance Peace Endurance Truth Enjoyment Respect

Date Approved/Approving Body:	14th October 2026
Signed:	L. Murphy
Minuted:	
Date of Next Review:	October 2027

This policy is underpinned by the Behaviour Principles Statement ratified by the Lumen Christi Catholic Multi Academy Board of Directors.

Statement of Intent

At St Peter's, every individual is called to be one of God's holy people. Our behaviour policy is rooted in Gospel values, promoting love, respect, forgiveness, and empathy.

Underlying Philosophy

Our school is a place of learning and it is important that behaviour is managed so that the aims of the school can be achieved. The purpose of our behaviour policy is to support this process through:

- The creation of a positive and orderly atmosphere where teaching and learning can take place
- The creation of a safe and secure learning environment for pupils and staff through the clarification of expectations, roles, rights and responsibilities
- The reduction of teacher stress through the identification of effective systems and practices

Vision, Aims and Purpose

As a Catholic school, we promote Christian values and attitudes through our Religious Education and by the example we set as staff. We encourage all pupils to follow our School Rights and Responsibilities, helping them to become responsible, well-rounded citizens who contribute positively to our school, parish, and wider community.

As a school we

- Promote the school's core values and Gospel values in all aspects of school life.
- Set high expectations for behaviour, encouraging self-discipline and a respectful attitude towards authority.

- Create a safe, calm, and supportive learning environment that nurtures positive relationships and community cohesion.
- Encourage pupils to work co-operatively, showing care and concern for others.
- Develop pupils' independence and responsibility in their learning and conduct.
- Support pupils in striving to reach their full potential—academically, socially, and morally.
- Reinforce and celebrate good behaviour consistently across the school.
- Define clear and acceptable standards of behaviour for all.
- Ensure consistency and fairness in responses to both positive and negative behaviour.
- Promote self-esteem, self-discipline, and mutual respect.
- Ensure that the school's expectations and behaviour strategies are clearly communicated and understood by all.
- Foster strong partnerships between home and school in supporting pupil behaviour.
- As staff, we lead by example—demonstrating mutual care, cooperation, and respect in all our interactions. Through our shared commitment to these principles, we aim to build a nurturing and aspirational environment where every child feels valued and empowered to succeed.

Our School Rights and Responsibilities

There are four basic rights for both adults and pupils in our school:

- The right to feel and be safe
- The right to learn
- The right to be treated with respect
- The right to be the person God wants me to be

Everyone has the responsibility to protect these rights through their own behaviour and actions:

- The responsibility to make sure others feel and are safe
- The responsibility to allow others to learn in class
- The responsibility to treat others as we would like to be treated
- The responsibility to allow others the opportunity to develop as God wants them to be

At St Peter's Catholic Primary School, we recognise that a successful behaviour and discipline system must be rooted in the promotion of positive behaviours. As a Catholic school, it is paramount that our approach reflects Gospel values, especially those of truthfulness, compassion, forgiveness, understanding, and empathy.

We believe that acceptable behaviour is essential for effective teaching and learning, and must be demonstrated in all aspects of school life. Our strategies are designed not only to guide behaviour but also to nurture the whole child—spiritually, emotionally, and socially.

We also acknowledge that behaviour can sometimes be influenced by educational needs, mental health challenges, or other vulnerabilities. In such cases, we respond with an individualised graduated approach, ensuring that each child receives the support they need to succeed.

At St Peter's, we understand that the way children learn to handle and respond to situations shapes their future. Our behaviour policy is therefore not just about managing conduct—it is about helping our pupils grow into kind, resilient, and responsible citizens.

Leadership and Management

The school standards committee has overall responsibility for:

- Monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

The Principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Mental Health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the SENCO, Principal and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist pupil and young people's mental health services, to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.

- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with SENCO to refer to educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

The SENCO is responsible for:

- Collaborating with the governing board, Principal and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community, particularly when inappropriate choices are made
- Reporting any unacceptable behaviour to a member of staff.
- Being honest and telling the truth.
- Treating others as we would like to be treated ourselves.
- Listening to all staff and follow instructions immediately.

- Showing good manners to all staff at all times.
- Walking around school quietly and calmly.
- Taking care of our school as if it were our home.
- Showing respect for other people's belongings.
- demonstrating how to accept failure/disappointment with humility and success/praise with grace

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
Extra support and induction will be provided for pupils who are mid-phase arrivals.

Parents are responsible for

As parents of St. Peter's pupils, you play a crucial role in the school's system of discipline. We will inform you of any concerns and can assure you that all behaviour incidents will be dealt with fairly and investigated thoroughly by our staff. Therefore, we ask that you will:

- Listen, take account of and value every child's voice
- Offer encouragement and praise to your pupil especially when they receive awards and taking an active interest in the child's school life
- Provide full support for the discipline procedures within the school
- Co-operate with teachers when sanctions are necessary so presenting a united front to the pupil
- Attend meetings about your child's learning and behaviour both at individual and school level
- Support your pupil with their homework
- Bring issues with other pupils or parents to the attention of the school. Parent on parent, parent on child conflict will not be tolerated on school premises

We have an open-door policy and will always welcome parents who wish to discuss any concerns, however, we do expect staff and parents to support each other in a relationship built on trust and mutual respect to ensure that pupils are enabled to reach their full potential.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Please respect our staff, they are here to help you. Verbal, physical, aggressive, offensive, intimidatory or disrespectful behaviour will not be tolerated.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
Changes in attendance, punctuality, emotional wellbeing or presentation may also be indicators of safeguarding concerns. Mental health concerns will always be considered within the wider safeguarding context.
The school recognises that children may sometimes display challenging or distressed behaviour as a result of unmet safeguarding needs, trauma, abuse, neglect, bereavement, mental health difficulties or other vulnerabilities. Staff will always consider whether behaviour may be a sign that a child requires additional help, support or protection.
Where this may be the case, we will follow our Child Protection and Safeguarding Policy and consider whether pastoral support, an Early Help intervention or a referral to Children's Social Care is appropriate.
Please refer to our Child Protection and Safeguarding Policy for further information.

SCHOOL SYSTEMS

HOW WE PROMOTE POSITIVE BEHAVIOUR

At St Peter's Catholic Primary School, positive behaviour is explicitly taught, modelled and reinforced as part of everyday school life. Rooted in our Mission Statement, *"Loved by Jesus, we love, we learn, we live and grow together for Him,"* we teach pupils to become responsible, respectful and compassionate members of society by following in the footsteps of Christ. Through our Religious Education curriculum, Personal, Social, Health and Economic (PSHE) education, Catholic Social Teaching, British Values, collective worship, assemblies and daily interactions, pupils are taught the values, attitudes and behaviours that enable them to flourish within our school community and beyond. Our school values of Service, Tolerance, Peace, Endurance, Truth, Enjoyment and Respect are woven throughout the curriculum and daily routines, helping pupils understand their rights and responsibilities and the impact their behaviour has on others. Staff consistently model these expectations and use classroom routines, restorative approaches, pupil leadership opportunities and positive relationships to teach and reinforce good behaviour. Behaviour expectations are regularly revisited, practised and celebrated so that pupils develop the self-discipline, moral understanding and citizenship skills needed to make positive choices and contribute positively to society.

We encourage our pupils to develop our core values and follow the school rights and responsibilities and succeed in school by awarding good behaviours with a range of rewards:

See appendix 1- Good behaviours

Verbal Recognition and Praise

Issued for on-task behaviour and general good behaviour. To create a positive classroom climate, we aim to publicly acknowledge positive behaviour 5 times more often than negative behaviour.

Certificates/Postcards

We issue certificates for positive behaviours in classroom, whole school environment or the community.

House Points

Children earn House Points for demonstrating positive learning behaviours and living out our school values. House Points contribute to their House Team's total and help foster teamwork, pride, and a sense of belonging.
Each week, the House Team with the most points earns a star on the House Point Chart. At the end of each half term, the House with the most stars wins a reward chosen by the pupils, such as extra playtime.

Dojo Points

Children also earn Dojo Points for their individual achievements, effort, positive attitudes, and behaviour. When a child receives a Dojo Point, parents are notified through Class Dojo so that successes can be celebrated at home as well as in school.

As children accumulate Dojo Points, they receive the following awards:

- **50 Dojo Points** – Bronze Certificate
- **100 Dojo Points** – Silver Certificate
- **200 Dojo Points** – Gold Certificate

- **500 Dojo Points** – Platinum Certificate

While Dojo Points contribute to a child's personal rewards, they also add to their House Team's overall House Point total. This means every achievement helps both the individual child and their House Team to succeed.

Golden Table

As part of our positive behaviour culture, selected children are invited to join the Principal or Vice Principal at the Golden Table each Friday for lunch. This special experience celebrates exemplary behaviour, fosters a sense of pride and belonging, and provides an opportunity for relaxed conversation. Children are encouraged to share what they enjoy about school, suggest ideas for improvement, and build positive relationships with school leaders. The Golden Table reinforces our commitment to recognising and nurturing respectful, responsible, and engaged learners.

Friday Snacks

Each Friday, children who have demonstrated the school values are invited to snacks with the Principal. This special time celebrates their contributions to our school community and gives them a chance to share their favourite piece of work from the week. Through relaxed conversation and recognition of their efforts, children feel valued and encouraged to take pride in both their behaviour and learning. Hot Chocolate Friday helps strengthen relationships and promotes a culture of appreciation, achievement, and personal growth.

RESPONDING TO NEGATIVE BEHAVIOUR

We pride ourselves on a fair and consistent behaviour system at St. Peter's and, in line with gospel values, we promote positive behaviour strategies, focusing on good behaviours and forgiveness. However, there are times that pupils make poor choices and sanctions and consequences may be given

Our behaviour system is categorized into Four areas:

Disrupting the right to Learn code 1
Disrupting the right to Respect code 2
Disrupting the right to Be Safe code 3
Disrupting the right to Respect and be Safe Code 4 (dinner time codes)

Each right has example codes of how it might be broken.
See Appendix 2: Not keeping the School Rights and Responsibilities

Where mis-behaviour occurs, the following hierarchy is used to respond to these behaviours.

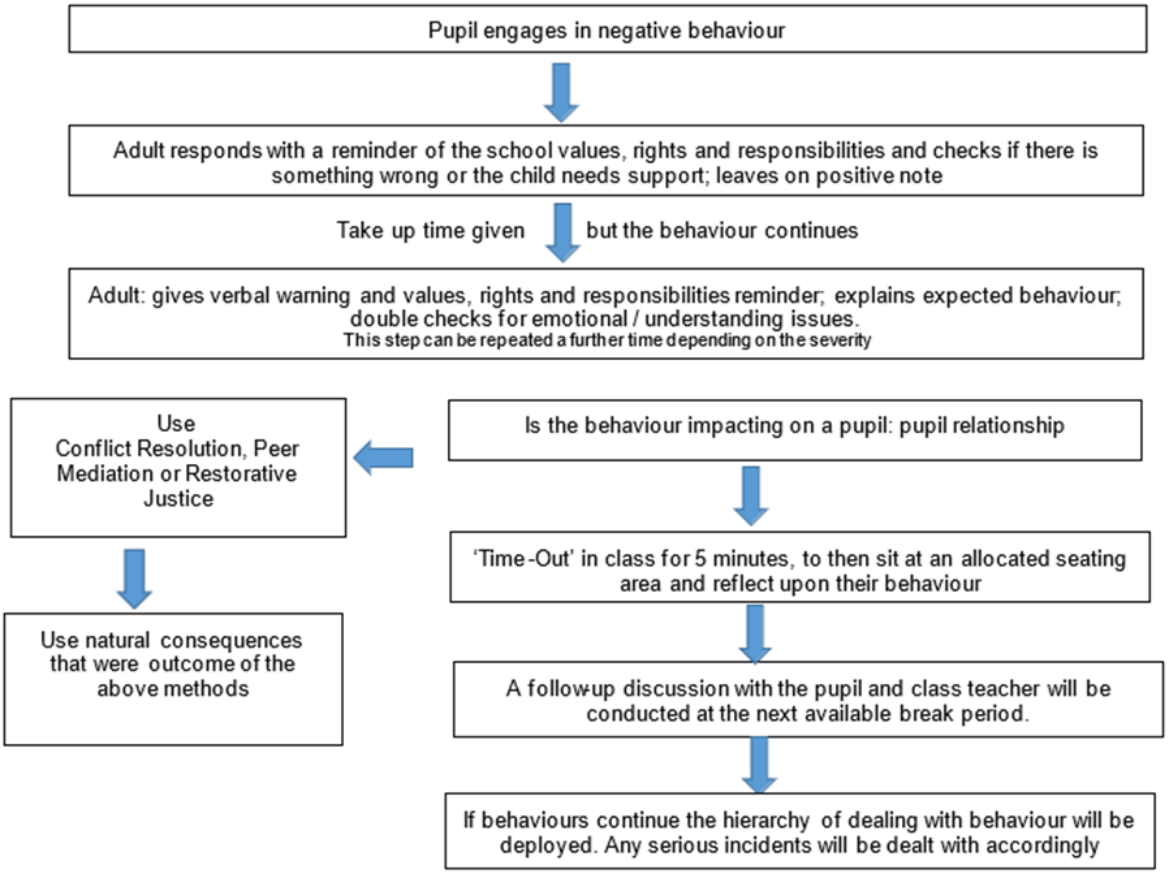
1. Minor Incidents: Handled by class teacher/member of staff on duty.
2. Medium Incidents: May be handled by teacher if one-off incident. Otherwise, the Principal or Vice Principal should become involved.
3. Significant Incidents must always be referred to the Principal and Vice Principal (logged on My Concern) to be dealt with in collaboration with the class teacher.
4. Very Serious Incidents dealt with by Principal or Vice Principal, teacher and parents (logged on My Concern)

All incidents are recorded on weekly school behaviour charts. These are used by all staff, including lunchtime supervisors, and are collected each Friday for monitoring by SLT.
See appendix 3 for examples of how misbehaviours are dealt with

When a pupil engages in a behaviour that is not in line with our values, rights and responsibilities, we will respond in the following ways.

- If the behaviour has damaged a relationship, we will manage the behaviour through Conflict Resolution, Peer Mediation or Restorative Justice. This should result in a natural, proportional consequence to discourage this behaviour in the future - and help the pupil.
  See Appendix 4: Restorative Conversations

- We will respond using a consistent system of consequences. Between each consequence, the child will be given 'take up time' to think about their actions and improve their behaviour



Behaviour Charts

Mis-behaviours are recorded on weekly behaviour charts. Class teachers record on the charts daily, as necessary. These are then collected at the end of the week for analysis and concerns are discussed in the weekly pastoral meeting. For lunchtime supervisors the folder is collected daily by a supervisor and is returned to the Vice Principal at the end of lunchtime for monitoring.

Reflection Time

Where behaviour needs addressing more thoroughly pupil will go to reflection time. Pupils need to go to reflection time because they have broken one of the school core values, rights or responsibilities or because of a culmination of

smaller behaviour incidents over a period of time. In reflection time pupil will complete a put it right reflection sheet and have the opportunity to speak to an adult about what better choices could have been made.

Working together with Parents

- Dojo behaviour logs will be communicated with parents via the dojo app
- If your child is on the weekly behaviour chart more than three times in a week a phone call/dojo notification will be made to parents by the class teacher
- If the following week your child is on the behaviour chart more than three times in the week a phone call will be made to parents by Key Stage lead
- If your child continues to be on the behaviour chart in subsequent weeks then a phone call will be made to parents by Vice Principal to arrange a meeting to discuss the support that your child may need
- If there is no significant improvement in your child's behaviour, there will be a meeting with the Principal

Individual Plans

At St Peter's Catholic Primary School, we are committed to supporting every child in making positive behaviour choices and ensuring equality of opportunity for all. When a child's behaviour continues to cause concern, we will work closely with them and their family by introducing an Individual Behaviour Plan.

This plan is designed to:

- Help the child understand expectations.
- Encourage reflection on their choices.
- Celebrate progress and improvements.

To ensure fairness and inclusion:

- The strategies outlined in a pupil's support plan will take priority over the general rewards and sanctions of the school's Behaviour Policy.
- The plan will be shared with parents, who will be kept fully informed and involved.
- It will be sent home daily or weekly for review and signing, promoting open communication between home and school.
- The plan will be closely monitored and regularly reviewed to ensure it remains effective and responsive to the child's needs.

Our aim is to work in partnership with families to help every child thrive emotionally, socially, and academically.

Behaviour data will be monitored regularly by senior leaders to identify trends, patterns and any disproportionate impact on particular groups of pupils, including pupils with SEND, disadvantaged pupils and those with protected characteristics.

Golden Time

Golden Time takes place every Friday and serves as a structured reward for pupils who consistently demonstrate positive behaviour throughout the week.

All pupils begin the week with the opportunity to earn full Golden Time. However, loss of Golden Time will occur if a pupil is placed on the behaviour chart. The amount of time lost is determined by:

- The number of entries on the behaviour chart.
- The type and severity of behaviour demonstrated.
- Whether the behaviour was repeated or resolved through restorative approaches.

This system is applied consistently across the school and is managed by the class teacher in consultation with the pastoral team. Decisions are based on recorded behaviour incidents and follow the graduated response outlined in this policy.

Golden Time is a privilege, not an entitlement. It is directly linked to the school's expectations and values. When considering the withdrawal of privileges, leaders and staff will take account of pupils' age, SEND, disability, vulnerability and individual circumstances to ensure decisions remain reasonable, proportionate and equitable. Where behaviour is linked to an identified SEND, disability or vulnerability, staff will consider appropriate adjustments before withdrawing privileges

This approach ensures fairness, promotes accountability, and reinforces the school's commitment to high standards of behaviour.

Bullying

At St Peter's Catholic Primary School, we take bullying very seriously. Bullying is when someone deliberately hurts another person, again and again, and there's an imbalance of power—meaning the person being bullied finds it hard to stop it or defend themselves.

Bullying can happen in different ways, including:

- **Emotional** – leaving someone out on purpose, teasing, or tormenting
- **Physical** – hitting, kicking, or stealing belongings
- **Verbal** – name-calling, sarcasm, spreading rumours
- **Online (Cyberbullying)** – sending hurtful messages, sharing harmful content, or using AI-generated material to target others
- **Prejudice-based** – targeting someone because of their race, religion, gender, or disability
- **Sexual** – making inappropriate comments, gestures, or physical contact

We treat all forms of bullying as child-on-child abuse, and we respond in line with national safeguarding guidance, including *Keeping Children Safe in Education (KCSIE,* Preventing and Tackling Bullying (DfE, 2017)*)* and our school's Anti-Bullying Policy.

Mobile Phone Use

At St Peter's Catholic Primary School, we aim to maintain a calm, safe, and focused learning environment. In line with the Department for Education's guidance on mobile phones and behaviour, the following rules apply:

- Pupils are not permitted to bring mobile phones onto the school site unless they have written permission to walk home alone.
- Phones must be **switched off before entering the school playground** and handed into the school office before school begins
- Phones are stored securely by staff and returned to pupils at the end of the day.
- Phones must **not be switched on until pupils have left the school premises**.

Online behaviour

At St Peter's Catholic Primary School, we expect pupils to demonstrate respectful, responsible and safe behaviour both in school and online. We recognise that technology plays an important role in children's lives and actively teach pupils how to use digital technologies safely, responsibly and in accordance with our school values.

In line with the Department for Education's *Behaviour in Schools* guidance and *Teaching Online Safety in Schools* guidance, the school may apply sanctions for behaviour that takes place online, including outside school hours, where that behaviour:

- causes harm, distress or risk to another pupil, member of staff or member of the school community;
- disrupts the education, safety or orderly running of the school;
- damages the reputation of the school; or
- involves a pupil who can be identified as a member of St Peter's Catholic Primary School.

Examples of online misbehaviour include:

- cyberbullying;
- online abuse, threats or harassment;
- the sharing of inappropriate, harmful, explicit or illegal content;
- misuse of social media or messaging platforms;
- the creation, sharing or distribution of harmful AI-generated content, manipulated images, deep fakes, misinformation or disinformation; and
- any online behaviour that places the safety, wellbeing or dignity of others at risk.

The school's powers to respond to such behaviour are supported by Section 89 of the Education and Inspections Act 2006. Incidents occurring outside school will be investigated and addressed where they have, or are likely to have, an impact on the safety, welfare, education or reputation of the school and its community

Off-site behaviour

At St Peter’s Catholic Primary School, we expect our pupils to show kindness, respect, and responsibility—whether they are in school or representing us in the wider community.

In line with DfE's Behaviour in Schools (Feb 2024), the school may apply sanctions for misbehaviour that occurs outside the school premises when a pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of St Peter's

Sanctions may also be applied for misbehaviour outside of school, even if the above conditions do not apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Searching, Screening and Confiscation

St Peter's Catholic Primary School follows the Department for Education's guidance Searching, Screening and Confiscation and exercises its powers lawfully, proportionately and with due regard to safeguarding, pupil welfare and individual rights.

The school may search, screen or confiscate items where this is necessary to maintain a safe, calm and orderly environment and to protect pupils, staff and visitors from harm.

Searching and Screening

The Principal and authorised members of staff have the legal power to search a pupil or their possessions where there are reasonable grounds to suspect that the pupil may be in possession of a prohibited item or any item that is harmful, illegal, unsafe or disruptive to the education, welfare or safety of members of the school community.

Prohibited items include, but are not limited to:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and vapes
- Fireworks
- Pornographic images
- Any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage property

Searches will be conducted respectfully, sensitively and in accordance with statutory guidance. Staff will consider the age, maturity, SEND needs, vulnerabilities and understanding of the pupil when determining how a search should be conducted.

Where a search is required, staff will seek to minimise embarrassment, preserve dignity and ensure the wellbeing of the pupil throughout the process.

Confiscation

Staff may confiscate any item that is prohibited, harmful, unsafe, illegal, disruptive to learning or contrary to the school's behaviour expectations.

- Prohibited items found during a search will be confiscated and will not normally be returned to the pupil.
- Illegal items will be handed to the police where appropriate.
- Items suspected of being evidence of a criminal offence may be retained or passed to the police.
- Other confiscated items may be returned to parents/carers following discussion with a member of the Senior Leadership Team where appropriate.

The school will make reasonable decisions regarding the retention, disposal or return of confiscated items in accordance with Department for Education guidance.

Recording, Safeguarding and Parental Communication

All significant searches and incidents involving prohibited or harmful items will be recorded in accordance with the school's safeguarding and behaviour procedures.

Parents/carers will normally be informed when:

- A search has taken place;
- A prohibited, harmful or concerning item has been found; or
- A safeguarding concern has been identified.

The school may delay informing parents/carers where doing so could place a child at risk of harm or compromise an ongoing safeguarding investigation.

Any safeguarding concerns identified during a search will be referred immediately to the Designated Safeguarding Lead (DSL) and managed in line with the Child Protection and Safeguarding Policy.

All actions taken under this section will be lawful, reasonable, proportionate and consistent with the school's duties under safeguarding legislation, the Equality Act 2010 and current Department for Education guidance.

Suspected Criminal Behaviour

If we believe a pupil may have been involved in criminal behaviour, we will:

- Assess the situation carefully to decide whether it should be reported to the police.
- Preserve any important evidence (e.g. items, messages, or recordings) so it can be shared with the police if needed.
- If we decide to report the incident, a senior member of staff (such as the principal, a member of the leadership team, or the pastoral lead) will contact the police.
- We will not interfere with any police investigation, but we may continue our own school-based investigation and apply appropriate school sanctions—provided this doesn’t conflict with police actions.
- If the police are contacted, our Designated Safeguarding Lead (DSL) will also consider whether to inform children’s social care services, depending on the nature of the incident.

Sexual Harassment and Sexual Violence

At St Peter's Catholic Primary School, we take all incidents of sexual harassment or sexual violence seriously. These behaviours are never ignored and are always met with a suitable and supportive response**.**

What pupils need to know:

- If something makes a pupil feel uncomfortable—even if it seems small—they are encouraged to speak to a trusted adult.
- We will listen, take it seriously, and respond appropriately.

How the school responds*:*

Our response will always be:

- Proportionate – appropriate to the situation
- Considered **–** based on the facts and needs of those involved
- Supportive **–** ensuring the wellbeing of all pupils
- Case-by-case – tailored to each individual incident

What happens next:

We follow clear procedures to keep children safe. These include:

- Listening to and recording the report
- Carrying out a risk assessment, if needed, to decide the best course of action:
    - Managing the incident within school
    - Referring to Early Help services
    - Referring to Children's Social Care
    - Reporting to the police

For more details, please see our Child Protection and Safeguarding Policy.

Dealing with Allegations of Abuse Against Teachers and Other Staff

At St Peter's Catholic Primary School, we take all allegations seriously and investigate them thoroughly, ensuring that any allegation is dealt with quickly, fairly, and consistently. This protects the child while also supporting the member of staff involved.

Quick Resolution and Fair Process

- Allegations must be resolved as quickly as possible to benefit all parties. Unnecessary delays at any stage of consideration or investigation should be eradicated.
- Suspension is not the default response. It should only be considered if there is no reasonable alternative. If suspension is deemed necessary, the reasons must be clearly recorded and communicated to the individual.
- Allegations that are malicious must be removed from personnel records. Allegations that are unsubstantiated, unfounded, false, or **malicious** must not be referred to in employer references.

Responding to False or Malicious Allegations

If an allegation is found to be deliberately false or malicious:

- **Against a member of staff**: Disciplinary action may be taken in line with our Behaviour Policy.
- **Against another pupil** (e.g. involving sexual harassment or violence): Disciplinary action will also be considered.
- The school may apply appropriate sanctions, which could include temporary or permanent exclusion, and referral to the police if a criminal offence may have been committed.

Support and Safeguarding

- We will work with the Local Authority Designated Officer (LADO**)** where appropriate.

- We will consider whether the pupil who made the allegation needs support. A false allegation may be a cry for help, and we may refer the pupil to Children's Social Care**.**
- We will ensure that any staff or pupils who have been wrongly accused are supported pastorally, and feel safe, respected, and valued.

Suspension and Permanent Exclusion

At St Peter's Catholic Primary School, we are committed to creating a safe, inclusive and supportive environment in which all pupils can flourish. We work proactively with pupils, families and external agencies to promote positive behaviour and prevent exclusion wherever possible.

Suspension and permanent exclusion are serious sanctions and will only be used as a last resort, when other reasonable strategies and support have been considered or where a serious breach of the school's behaviour policy has occurred.

The Principal may suspend or permanently exclude a pupil only for disciplinary reasons and will ensure that any decision is lawful, reasonable, fair and proportionate. Decisions will be made on the balance of probabilities, taking account of the individual circumstances of each case, including any safeguarding concerns, special educational needs and disabilities (SEND), disability, social worker involvement or Education, Health and Care (EHC) Plan.

Suspension or permanent exclusion may be considered where a pupil:

- seriously breaches the school's behaviour policy;
- poses a risk to the safety, welfare or education of others;
- engages in violence, threatening behaviour or serious misconduct; or
- persistently demonstrates unacceptable behaviour despite appropriate support and intervention.

Before making a decision, the Principal will consider all relevant evidence and the school's legal duties under the Equality Act 2010 and the Children and Families Act 2014. Where appropriate, the views of the pupil, parents/carers and relevant professionals will be taken into account.

Following any suspension, the school will work closely with the pupil and their family to support a successful return to school, including the use of reintegration meetings and appropriate pastoral support where required.

The governing body will fulfil its statutory responsibilities in relation to the review of suspensions and permanent exclusions in accordance with current Department for Education guidance. The school will also work with the Local Authority to ensure suitable alternative education is arranged where required by law.

Full details of procedures relating to suspension and permanent exclusion can be found in the school's Exclusion Policy and current Department for Education statutory guidance.

Supporting Pupils with SEND

The school acknowledges its duties under the Equality Act 2010 and the Children and Families Act 2014. Behaviour responses and support strategies will take account of pupils' individual needs and circumstances, and reasonable adjustments will be made where appropriate.

At St Peter's Catholic Primary School, we recognise that some pupils may experience difficulties with behaviour as a result of a special educational need or disability (SEND), social, emotional or mental health needs (SEMH), adverse childhood experiences, attachment needs, communication difficulties, medical conditions or other vulnerabilities.

We are committed to promoting positive behaviour through an inclusive, supportive and graduated approach which enables all pupils to achieve success and participate fully in school life.

We recognise that behaviour can be a form of communication and that unmet needs may sometimes be reflected through a pupil's presentation, conduct or emotional regulation.

Identifying and Supporting Need

Pupils who require additional support may be identified through:

- Teacher observations and referrals
- Parent/carer concerns
- Pupil voice
- Behaviour monitoring and analysis
- Attendance and safeguarding information
- Advice from external agencies and professionals

Where behaviour causes concern, the school will seek to understand the underlying factors contributing to the behaviour rather than focusing solely on the behaviour itself.

Support may include:

- Pastoral support
- Individual behaviour plans
- Risk assessments
- Reasonable adjustments
- Targeted interventions
- Emotional wellbeing support
- SEN support plans
- Involvement of external agencies

Parents/carers will be involved throughout the process and will be encouraged to work in partnership with the school to support their child.

Preventing Behaviour Difficulties

The school aims to identify potential barriers to success and take proactive steps to reduce the likelihood of behaviour difficulties arising.

Strategies may include:

- Adapted teaching approaches
- Clear routines and visual support
- Movement and regulation breaks
- Alternative seating arrangements
- Sensory adjustments
- Safe and supportive spaces for regulation

- Support during unstructured times
- Transition support
- Staff training in SEND and behaviour needs

Responding to Behaviour Incidents

Where a pupil with SEND displays behaviour that falls below expected standards, staff will consider:

- Whether the pupil understood the expectation or instruction;
- Whether the pupil was able to regulate and respond appropriately at that time;
- Whether the behaviour may have arisen from a disability, special educational need or underlying vulnerability;
- Whether any reasonable adjustments are required;
- Whether additional support or intervention is needed.

Whilst having SEND does not excuse unacceptable behaviour, the school recognises its legal responsibilities and will ensure that behaviour responses remain reasonable, proportionate and appropriate to the individual circumstances.

Where necessary, sanctions may be adapted to ensure fairness and compliance with the Equality Act 2010.

Ongoing Concerns

Where a pupil continues to experience significant difficulties with behaviour, the SENCO, pastoral team and senior leaders will work together to review the support being provided and determine whether further assessment or intervention is required.

This may include:

- Consultation with parents/carers
- Observation and assessment
- Referral to external professionals
- Early Help support
- Review of existing provision
- Application for additional support funding where appropriate
- Consideration of an Education, Health and Care Needs Assessment

Pupils with an Education, Health and Care Plan (EHCP)

For pupils with an EHCP, the school will:

- Implement and monitor the provision identified within the plan;
- Work in partnership with parents/carers, the Local Authority and external agencies;
- Review behaviour support strategies regularly;
- Consider requesting an emergency annual review where behaviour concerns indicate that current provision may no longer be meeting need.

Safeguarding and SEND

The school recognises that pupils with SEND can be more vulnerable to safeguarding risks and barriers to communication.

Where behaviour changes significantly, becomes persistent, or raises concerns about a pupil's welfare, staff will consider whether safeguarding processes should be followed alongside behaviour procedures.

Any safeguarding concerns will be reported to the Designated Safeguarding Lead (DSL) in accordance with the Child Protection and Safeguarding Policy.

Further Information

For further information, please refer to:

- SEND Policy
- Child Protection and Safeguarding Policy
- Inclusion Policy
- Supporting Pupils with Medical Conditions Policy

Local Authority Contact (Birmingham SENAR Team)

- Email: senar@birmingham.gov.uk
- Telephone: 0121 303 1111
- Website: Birmingham Local Offer

Power to Use Reasonable Force:

Key staff are trained in Team Teach- A positive handling programme and will use this technique when needed.

- All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Any significant incident involving the use of reasonable force will be recorded, monitored and reviewed by senior leaders in line with current Department for Education guidance

Schools can use reasonable force to:

- remove disruptive pupil from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – *it is always unlawful to use force as a punishment.*

The school is committed to the use of proactive and preventative approaches, including de-escalation strategies, to minimise the need for physical intervention.

Further Information

A list of banned items: the following items are not permitted in school

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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 property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks;
- Inappropriate images.

Discipline in school – Teachers' Powers: What the law allows:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules/rights or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits, taking part in another school-related activity, travelling to and from school or when wearing school uniform.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers can confiscate pupils' property.
- Teachers have a specific legal power to impose detention (parent consent is not required. They will be informed through a behaviour incident slip sent home with the child).

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

- The Principal will report behaviour, suspension, exclusion, bullying and safeguarding-linked behaviour trends to governors at least termly.

The data will be analysed every week by staff
The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Legislative Framework

This policy complies with:

- Education Acts 1996, 2002, 2006
- Equality Act 2010
- Health Act 2006
- KCSIE 2026
- DfE Behaviour in Schools (2024)
- SEND Code of Practice (2015)
- Use of Reasonable Force and Restrictive Interventions (DfE 2026)
- Voyeurism (Offences) Act 2019

It operates alongside:

- Safeguarding Policy
- Anti-Bullying Policy
- SEND Policy
- Exclusion Policy
- Positive Handling Policy
- Complaints Policy
- Searching, Screening and Confiscation Policy

Links with other policies

This behaviour policy is linked to the following policies

- Safeguarding / Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Exclusion Policy
- Positive Handling Policy
- Complaints Policy
- Searching, Screening and Confiscation Policy
- Mobile Phone Policy

Appendix 1 Good Behaviours

Children are rewarded for always being the best versions of themselves, the person God intended them to be. Here are some examples of good behaviours children are rewarded for.

These are examples of good behaviours children may demonstrate at St. Peter's and examples of rewards they can achieve

It is our expectation that these skills and qualities will be modelled and displayed by all stakeholders at St Peter's- staff, governors, volunteers, visitors, parents and children.

Behaviour	Rewards
• Being sensible inside and outside of the school building • Shout outs from the community • Caring for others • Personal achievement • Committed to high standards • Keep the School Rights and responsibilities • Effort • Completion of work • Fairness and honesty • Consistency • Good manners • Determination • Helpfulness • Initiative • Independence • Organisation • Positive encouragement • Perseverance • Preparedness to compromise • Positive motivation and attitude • Reliability • Presentation of work • Respectfulness • Responsible behaviour • Study skills/research skills • Self-discipline • Supportiveness of others' achievements • Thoughtfulness	• Verbal praise from teacher and other adults • Awarded house points • Extra responsibilities • Pointing out good behaviour • Smile/nod/thumbs up/saying "well done", etc. • Comments written in workbooks • Stickers • Extra play • Showing good work to the class, or other teachers • Showing work to Principal and/or Vice Principal • Receiving an acknowledgement of praise or commendation from the Principal or Vice Principal to be sent home to parents e.g. postcard, dojo home • Principal Awards • Good work and special mention certificates Specific mention to parents through personal conversation

Appendix 2: Not keeping the school Rights and Responsibilities

NB: Other codes can be added if needed and the rights and responsibilities descriptions will be reviewed to ensure it is fit for purpose

Not keeping the school Rights and Responsibilities

Disrupting the right to Learn
Code 1

This is when children are not ready to engage in their own learning, or if they are preventing others from learning

A. Calling out during lessons without permission.
B. Leaving their seat without permission.
C. Not engaging in the learning activity after reminders and support.
D. Talking when an adult or another pupil is speaking.
E. Talking when quiet working is expected.
F. Deliberately distracting others from learning.
G. Making unnecessary noises that disrupt learning.
H. Deliberately wasting learning time.
I. Playing with equipment or resources instead of using them appropriately.
J. Interrupting the learning of others.
K. Other.

Disrupting the right to Respect
Code 2

This is when children are not being respectful to themselves or to others.

A. Not following a reasonable instruction.
B. Refusal to follow a reasonable instruction.
C. Continuing to talk after a reminder to work quietly.
D. Deliberately disrupting classroom routines.
E. Deliberately providing false information.
F. Damaging or misusing school resources, equipment or property.
G. Rudeness or disrespect towards staff through words, actions or gestures.
H. Rudeness or disrespect towards other pupils through words, actions or gestures.
I. Inappropriate behaviour in the toilets.
J. Inappropriate behaviour in cloakrooms or corridors.
K. Not lining up appropriately after reminders.
L. Swearing or using inappropriate language.
M. Stealing.
N. Deliberately excluding others from activities or games.
O. Name-calling or unkind comments.
P. Deliberately touching or interfering with another person's belongings.
Q. Persistent disregard for school expectations and routines.
R. Misbehaviour likely to bring the school into disrepute.
S. Other.

Disrupting the right to be Safe
Code 3

This is when children are not keeping themselves safe or compromise the safety of other.

A. Entering a restricted or unauthorised area.
B. Running away from staff supervision or leaving a designated area without permission.
C. Rough play, including play fighting.
D. Throwing objects which could cause injury.
E. Bringing prohibited or unsafe items into school.
F. Deliberate misuse of school equipment which could cause harm.
G. Inappropriate use of mobile phones, social media, messaging platforms or online technology, including swearing, name-calling, sharing unkind messages, images or content.
H. Creating, sharing or distributing harmful AI-generated content, manipulated images or misinformation intended to upset, embarrass or target others.
I. Threatening, intimidating or aggressive behaviour.
J. Deliberate damage to property which creates a risk of harm to others.
K. Other.

Child-on-child abuse is taken very seriously and will never be dismissed as banter, falling out, part of growing up or having a laugh. It may occur both inside and outside school, including online.

L. Bullying, including cyberbullying, prejudice-based bullying and discriminatory bullying.
M. Physical abuse such as hitting, kicking, pushing, biting, spitting, scratching, hair-pulling, shaking or otherwise causing physical harm.
N. Abuse in intimate personal relationships between children.
O. Sexual harassment, including sexual comments, jokes, gestures, online sexual harassment, unwanted attention or inappropriate touching.
P. Sexual violence.
Q. Exposure or indecent behaviour.
R. Racist behaviour or racial discrimination.
S. Religious discrimination.
T. Homophobic, biphobic or transphobic behaviour.
U. Disability-related discrimination.
V. Discrimination relating to any protected characteristic.
W. Deliberately making false allegations against another pupil.
X. Other.

Disrupting the right to Respect and be Safe
Code 4
(Dinnertime codes)

This is when children are not following lunchtime routines, expectations or instructions, affecting the safe and positive running of lunchtime

A. Throwing food or drink.
B. Running in the dining hall.
C. Leaving the dining hall with food in their mouth.
D. Deliberately making a mess.
E. Refusing to clear away trays, plates or litter appropriately.
F. Not following reasonable instructions from lunchtime supervisors.
G. Being rude or disrespectful towards lunchtime supervisors through words, actions or gestures.
H. Being rude or disrespectful towards other children through words, actions or gestures.
I. Deliberately leaving others out of games or activities.
J. Queueing inappropriately.
K. Pushing or barging in queues.
L. Entering out-of-bounds areas.
M. Leaving the lunchtime area without permission.
N. Misusing playground equipment.
O. Unsafe use of playground equipment.
P. Misusing dining hall equipment or furniture.
Q. Not standing still when the bell or whistle sounds.
R. Bringing balls, toys or equipment into prohibited areas.
S. Refusing to return equipment at the end of lunchtime.
T. Other.

Appendix 3 Dealing with misbehaviours

Incident severity	How to deal with incidents
Minor e.g. • Lack of co-operation initially • Not accepting reasonable reminders • Minor rudeness to staff but stopped • Poor standard of work due to lack of effort • Low-level disruptive behaviour but stops • Code 1 and 2 behaviours	**Early response** • eye contact, • say name, • surprised facial expression, • change voice – lower tone, change volume (quieter). • Move child closer to teacher. **Early verbal intervention** • e.g. "Are you OK?" or "Do you need me to sort this out?" • Giving a quiet word of warning. • Repeat work which was unsatisfactory due to bad behaviour, during break or lunch time. Giving a choice or consequence. • Giving time-owed (child makes up time lost by inappropriate behaviour) • Asking child, "What could make this situation fair or better?" • Asking child, "How could you put this right?" **Recording** • Behaviour incident recorded on behaviour chart. Charts will be monitored weekly by SLT
Medium **e.g.** • Being deliberately rude/disrespectful to staff and pupils • Code 2 behaviours	• Use other children to say what is wrong or how to make matters better. • Take to one side and discuss one to-one. • Loss of privilege/playtime • Giving time-owed (child makes up time lost by inappropriate behaviour). • Sit child alone/away from main group of children. • Pupils may be provided with a short period of regulated reflection time appropriate to their age, stage of development and individual needs. This will be used to support self-regulation, reflection and readiness to return to learning successfully. **Parental Engagement** • If a child is on the behaviour chart more than 3 times in a week the class teacher is to inform parents via dojo/telephone. • If behaviour persists a meeting in person with the teacher and Key Stage lead to be held. **Recording** • Meetings with parents to discuss behaviour will also be recorded on My Concern management System • Behaviour incident recorded on behaviour chart. Charts will be monitored weekly by SLT

Significant e.g. • Refusal to co-operate • Openly defiant to staff Damage to property • Disrespect to adults and peers • Significant physical, verbal or written abuse of others and property, • including racially motivated • Systematic bullying/excessive teasing • Misuse of ICT in school (see Internet Policy)	• Child should report to the Principal or Vice Principal for timeout. • Send child with work to a paired class for a specified length of time. • Write letter of apology or similar at age appropriate level. • Daily report or Home School Communication Book. **Special Educational Needs** • If a child is involved in a number of significant sanctions, or if their behaviour is hindering their own work or the work of others, the child must be brought to the attention of the SENCo who will discuss the problem with outside agencies as appropriate, to help the child modify their behaviour and prevent future difficulties **Parental Engagement** • Parent(s) to be notified by behaviour lead and telephone conversation or in person meeting to be held with behaviour lead. • If behaviours persists a meetings in person with the Principal or Vice Principal to be held to agree actions **Recording** • Meetings with parents to discuss behaviour will also be recorded on My Concern management System • Behaviour incidents recorded on behaviour chart. Incidents of a significant nature are reported to Principal and Vice Principal the same day. • When a significant incident is being investigated with a child, an additional adult observer should always be present in the room and should take notes of what is said by both parties. This should be recorded on My Concern and shared with parents.
Very serious Incidents e.g. • Very serious physical, verbal or written abuse of children or staff. • Deliberately dangerous actions • behaviour presenting a serious risk of harm to self or others	• Call for the Principal or Vice Principal to remove child from class or playground. • Physically accompany child to desired outcome, by staff, when child is refusing to co-operate, or to prevent further damage to property. • Remove child from situation, which might be achieved by removing the rest of the class rather than the child him/herself, not leaving the child on their own. • Full investigation by Principal • Parents may be asked to collect a pupil following a serious incident. Any suspension will be authorised only by the Principal and implemented in accordance with current DfE Suspension and Permanent Exclusion guidance.

	• Permanent exclusion from school, in line with the Disability Discrimination and Equality Act **Parental Engagement** • Parent(s) to be notified by Principal and telephone conversation or in person meeting to be held with behaviour lead. • If behaviours persists a meetings in person with the Principal or Vice Principal to be held to agree actions **Recording** • Meetings with parents to discuss behaviour will also be recorded on My Concern management System • Behaviour incidents recorded on behaviour chart. Incidents of a very serious nature are reported to Principal or Vice Principal immediately. • When a very serious incident is being investigated with a child, an additional adult observer should always be present in the room and should take notes of what is said by both parties. This should be recorded on My Concern and shared with parents.

NB: This list is not exhaustive and behaviours will be dealt with in a bespoke manner where needed.
We value the relationships we have with our parents and the support you give to us. We believe that open, honest and transparent communication between home and school is the key to keeping children at the centre of all we do.

Appendix 4: Examples of restorative conversation prompts

Restorative Conversations help children through a difficult situation, such as a fight with a friend or disruptive behaviour. These are suggestions of how a conversation may be approached

STEP 1. OPEN THE LINES OF COMMUNICATION.

Let children know that you will listen to them and their perspectives, then do just that. This is not the time for lectures or judgement. Say:

- How's it going?
- I wanted to talk with you about _____.

STEP 2. ALLOW THEM TO EXPLAIN THE SITUATION FROM THEIR PERSPECTIVE.

Try to see the situation from their point of view. Remember that children, as adults, may often feel very differently about the same event. Say:

- What happened?
- Can you tell me more about _____.
- What were you thinking at the time?
- What were you feeling?

STEP 3. IDENTIFY WHAT LED UP TO THE INCIDENT AND ANY ROOT CAUSES.

Help the child gain a greater understanding of the situation by asking about what happened before or what else may have affected their behaviour. Remember young children may have a very myopic view of what happened. Say:

- It sounds like you felt _____. What made you feel that way?
- What happened before it started?
- What else do you think was going on with _____ ?
- Has this happened before?

STEP 4. IDENTIFY THE IMPACT.

Help the child see how their behaviour affected those around them. They may need help understanding consequences they can't see, such as hurt feelings. Say:

- What happened to you? To your friend? To your family?
- What have you thought about since?
- Who else do you think has been affected/upset/ harmed by your actions? How?
    - When I heard/saw _____, I felt _____because I _____.

- What role do you think you played in this situation?
- How do you feel now?

STEP 5. ADDRESS NEEDS AND REPAIR HARM.

Help the child decide how to make things better or solve the problem. Lead them to a resolution they can feel good about, even if it is a consequence. Say:

- What can you do to make things better?
- If you were _____, what do you think you would need?
- What do you need to help you do that?
- What would you like to see happen?
- What could you do to make sure this doesn't happen again?
- What can you do differently next time?

STEP 6. CREATE AN AGREEMENT.

This may be a verbal agreement, a checklist or even a written letter or contract. Remember to follow through on your own promises. Say:

- Based on our talk, I heard that you will _____. I will also _____.
- Can we agree on this plan?
- I'm going to check on you in a while to see how things are going.
- Thank you for sharing with me! I'm so happy we can work together to make things better!