

Dear Parents/Carers,

It is clear that pupil behaviour at St Peter's is generally good but, as we are continually looking to improve, Mrs Devereux and myself were tasked with reviewing behaviour and how effective the current behaviour policy is. The summary of our finding follows and identified that our current policy needed to be overhauled in order to enable our pupils to moderate their behaviour more effectively. Over the next few months, the policy will be re-written in consultation with Mr Doyle and the school's senior leadership team. Once this has been finalised, it will be communicated with all stakeholders before implementation.

Thank you to everyone who completed the behaviour questionnaire and for your continued support in general.

Mr Dowling and Mrs Devereux

## **St Peter's Behaviour and Policy review October 24**

### **Parent Summary**

The behaviour review took the views of all stakeholders and the evidence was gathered through targeted questionnaires (parents and teachers), class drop-ins for pupil voice and drop-in sessions for all staff. Through this review, it has become apparent that the current behaviour policy is not appropriate for our setting and needs overhauling. Through targeted analysis the following summary identifies general headlines and recommendations.

### **Headlines**

#### **Positive**

- Pupils feel safe at school.
- Pupils feel that school staff support them to improve their behaviour.
- An overall majority of all stakeholders feel that the school supports children with behavioural challenges or special needs well.
- The majority of parents feel comfortable contacting school to discuss concerns about their child's behaviour.

#### **Negative**

- Language used is confusing and complex for the pupils.
- The pathway of sanctions isn't clear or graduated.
- The policy is not applied consistently due to lack of clarity and manageability.
- Behaviours leading/linked to each to each stage of the policy are not clear resulting in inconsistency of application.
- Rewards are inadequate (Children do not feel valued for their good behaviour choices).
- The system is not visual enough for pupils to regulate their own behaviour.
- Restorative Practice is not working as a whole school approach to behaviour management.

## **Recommendations**

- 1) We need a clear, concise and manageable behaviour policy.
- 2) Language used needs to be simple and visual so that it is easy to understand for all learners and adults (inclusivity).
- 3) There needs to be a graduated pathway of sanctions (adapted for Key stages). This also needs to encompass each stage the behaviour reaches.  
(including removal from class, suspension, managed move/exclusion)  
**Children have requested that there needs to be more “middle sanctions” so they can more easily regulate themselves and these sanctions are progressively more severe.**
- 4) Behaviours linked/leading to each stage clearly detailed to aid consistency of application.
- 5) The pupils have requested that there are visual reminders on the wall in class for e.g red, amber, green cards for them to physically move (visual and kinaesthetic reinforcement).
- 6) The reward system needs to be completely overhauled. This again needs to be clear, concise and meaningful for our pupils and link in to the behaviour policy.
- 7) A clear, manageable parental communication strategy is detailed within the policy.
- 8) Alongside this, an effective manageable tracking system is in place to support all staff in reporting poor behaviour and that can be monitored effectively to identify trends.
- 9) Restorative Practice has a place to support the behaviour policy but needs clear pathways for when there is a need. This should be separated from the consequence stage and be managed separately by a member of staff with relevant experience.
- 10) Any behaviour training should be undertaken as a whole school for consistency.

### **Pupil voice summary:**

The children want clear boundaries so they know when to modify their behaviour, they want the opportunity to self-regulate their behaviour. They intrinsically want to do this but if the boundaries are not clear they have difficulty in doing this. They appreciate the need for sanctions and agree that these help to modify their behaviour and the thought/memory is an active deterrent that helps them to regulate. A clear, concise, consistent and manageable policy would allow them to do this effectively.

**A good policy is not designed to control pupils but to enable them to control themselves.**