

St Peter's Church of England Junior School

Graduated Behaviour Response

(Appendices to the DEMAT Behaviour Policy)

2025-26

VISION STATEMENT

Jesus CHAMPIONED St Peter, believing he could be the rock for the first church. We have an unyielding belief in our children and champion them to have a rock-like foundation in learning and get the keys to their future success, just like our namesake.

“A rock for the community, where you unlock your future success”

AIMS

To embed a strong sense of character that unlocks positive, pro-social behaviours.

To implement a consistent behaviour management framework that is clear and understood by all members of the St Peter's Junior School community

WHOLE SCHOOL RULES and CHARACTER CURRICULUM



Classifying behaviour- A Graduated Response

Behaviour can be classified into categories: Desirable, Disruptive, Difficult and Dangerous.

Desirable Behaviour:	Staff members responsible for feedback:	Communication
Pillar behaviours exemplified	All staff Desirable behaviours will be taught through assemblies, PSHE and the Vision and Values Curriculum	HOUSEPOINTS Certificates Verbal to parents where appropriate Dojo where appropriate Postcards home

Disruptive Behaviour		
1. GENTLE REMINDER 2. WARNING AND RESET YELLOW CARD GIVEN	1. non verbal, or verbal 2. Staff members responsible for feedback:	
Running indoors Shouting out in class Swinging on their chair or fiddling with equipment Talking in class Entering the school building needlessly at break/lunchtime Misusing equipment Not lining up in a ready, respectful, safe way Refusal to complete tasks set Being dishonest Encouraging misbehaviour in others Being unkind, using unkind words, with the intent to upset General swearing (not directed)	Class teachers, Teaching Assistants, and Midday Supervisors Private individual/group conversation: Yellow card - restorative break time detention with classteacher or behaviour room at lunch (5 mins)	Patterns logged on bromcom Parent discussion where appropriate Referrals where necessary through SENCO pathway
4. Difficult Behaviour: Red card	Staff members responsible for feedback:	
Persistent disruptive behaviour Repeat of yellow card disruptive behaviours <ul style="list-style-type: none"> 3 separate yellows over 5 days becomes a red card; In a single day, if a yellow card has not restored pillar behaviour, it will turn into a red. 	Class teachers, Teaching Assistants, Midday Supervisors and SLT Reminder, warning and expectations made clear Red card- REMOVAL to alternative class to complete work set. Restorative activity completed by child. Lunch detention- Behaviour reflection room Contact with parents via phone call/dojo (AHT) and letter to be Red sent home as confirmation	Red card letter sent home by teacher to parents. Verbal follow up with parents where needed.

5. Dangerous Behaviour: STRAIGHT TO RED	Staff members responsible for feedback:	
<p>Persistent difficult behaviour (if already had a red with alternative SLT).</p> <p>Throwing objects Stealing Absconding from class Disrespectful to staff- personal and offensive name calling or accusations Anti- social behaviour eg. Swearing or being overtly loud, making noises that disrupts the learning.</p>	<p>Headteacher and Senior Leadership Team</p> <p>Straight to a red card - Internal isolation in school with SLT, followed by Thrive Practitioners where appropriate. This will be a morning, afternoon or full day as appropriate.</p>	<p>Red card letter sent home detailing internal isolation by SLT.</p>
6. Dangerous behaviour leading to suspension/PERMANENT EXCLUSION		
<p>Frequency of Red cards is considered when deciding to suspend eg. 2 red cards in a week would move to a Fixed Term Suspension as this is demonstrating persistently difficult, dangerous behaviour has not been regulated.</p> <p>Physical assault of staff or pupils Verbal assault towards other pupils or staff Drug related Sexual misconduct Racist or prejudicial language Bullying Damaging property of vandalism Throwing large items eg. chairs (with intent to harm) Absconding, or attempting to abscond off site. eg. Fence climbing with intent to leave the school site, running around school to evade safe supervision.</p>	<p>Parents contacted immediately- authorisation to be given by Headteacher or SLT to inform of suspension.</p>	<p>Suspension letter to be sent to parents via email or in hand.</p> <p>Meeting with Parents (SENCO where appropriate) to plan a safe re-integration. This is essential and the child may not be permitted back into school until all parties have agreed the expectations for a child's future behaviour.</p>
<p>7. PERMANENT EXCLUSION</p> <p>Single serious incident or Persistent breach of the behaviour policy</p>	<p>This will be considered in line with the DEMAT and Cambs and DFE Suspension & Exclusion policy</p>	

READY, RESPECTFUL, SAFE during playtime	READY, RESPECTFUL, SAFE during playtime
Where a child receives a yellow or red card at playtime, they will have a consequence with their teacher.	Yellow jacketed staff on duty will follow the behaviour policy and send children to the behaviour reflection room for the appropriate amount of time.
Unsafe behaviour on the playground will not be tolerated. Examples can be found in the graduated response.	A member of SLT on duty will use the graduated response to decide on consequences and communicate to parents.

For a small number of pupils a Risk Reduction Plan may be applicable and will be reviewed with the SENCO and agreed by parents.

De-escalation and adaptation

In some instances, children will require de-escalation before the tiered sanction scripts can be used effectively.

De-escalation script to be used where appropriate	
PACE	Playful deescalation may be appropriate Accepting the emotion and not the behaviour Curiosity can be shown to help distract Empathy - sharing and exploring the emotion but not empathy to the behaviour

SEND Adaptations:

- 5 point scale used collaboratively with the child/parents
- Mental Health Support
- Social stories : repeated message being consistent across the team
- Use of language may be adapted where ADPR/EHCP actions require eg. economy of language used or particular phrasing where cards are triggers.

Bullying definition

Bullying is defined as the repetitive harming of one person or group by another person or group. It is deliberately hurtful and repeated, over a period of time. Bullying is unacceptable and will result in severe consequences. Details of our school's approach to prevention and addressing bullying are set out in our Anti-Bullying Policy.

Links with other policies

The behaviour policy is linked to the following policies:

- *Anti-Bullying Policy*
- *Staff Code of Conduct*
- *Exclusions Policy*
- *Child Protection Policy*