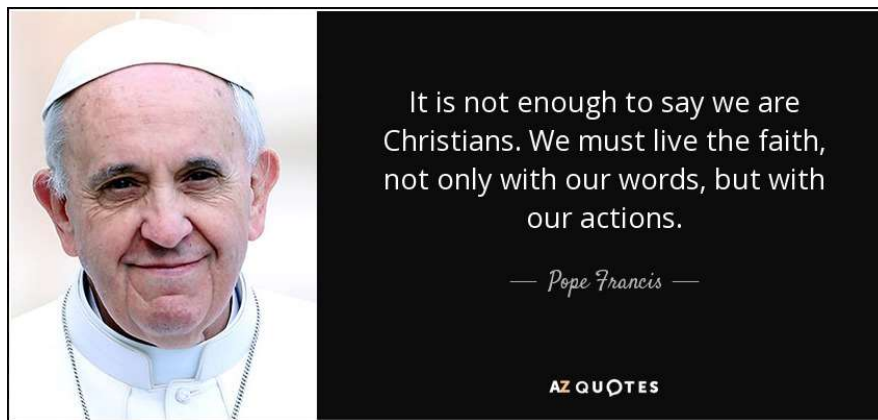




St Michael & St John's RC Primary School

BEHAVIOUR POLICY 2025-2026 for Consultation

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.



Context

SSMJ is a Roman Catholic School. The school, home and parish work together for the benefit of every child. Each child is valued and celebrated as a unique individual made in the image of God the Father, Son and Holy Spirit. As a school, we encourage the children to be kind and helpful to each other and to forgive one another as our faith tells us to. We treat each other with respect and encourage every child to be the best that they can be in all aspects of life.

At SSMJ we believe that high standards of discipline are achieved through high expectations. Working together as a team, all staff, parents, children and governors support each other with a common goal.

Aims

The primary aim of our behaviour policy is to encourage children to accept responsibility for everything they do, as their actions are their **own choice**.

We aim to:

- Encourage a safe, calm, purposeful and happy atmosphere within the school.
- Foster positive caring attitudes and relationships towards everyone where achievements at all levels are acknowledged and valued.
- Develop skills and attitudes of acceptance and recognition of all feelings and how they are dealt with individually in an understanding environment.

- Encourage increasing independence and self-discipline so that each child builds up their resilience and learns to accept responsibility for his/her own behaviour and learn how to self-regulate it.
- Have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Make boundaries of acceptable behaviour clear and to ensure safety.
- Raise awareness about appropriate behaviour.
- Help pupils, staff and parents have a sense of direction and feeling of common purpose.

“Educating is not a profession but an attitude, a way of being; in order to educate it is necessary to step out of ourselves and be among young people to accompany them in the stages of their growth. Give them hope and optimism for their journey in the world. Teach them to see the beauty and goodness of creation. The sole objective of the educating community is to develop mature young people who are simple, competent and honest, who know how to live with fidelity, who can live life as a response to God’s call, and their future profession as a service to society.”

Pope Francis 2013

“God loves all of us, without any limits or conditions.”

Pope Leo XIV 2025

Mission Statement

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

What does our mission statement mean to our children?

It means that we are to follow the teachings of Jesus and the Gospel Values in every aspect of our lives both inside and outside of school. We treat everyone as we would wish to be treated and always strive to be the best versions of ourselves. We are aware of the needs of others and these might be different to our own.

What will this look like in our school?

We live it out through our school values and Christian values which are displayed around school and are modelled by staff:

Aspirations

Love

Respect

Courage

Unity

These values are directed related to our mission statement and help St Michael and St John's to be a happy and joyful place to pray and learn together. Dojos are linked to the school values and are consistent across classes.

In times of choice we ask ourselves:

- WWJD (What Would Jesus Do?)

“Love the Lord your God with all your heart and with all your soul and all your mind.
Love your neighbour as yourself.”

(Matthew 22:37-40)

“Do to others as you would have them do to you.”

(Luke 6:31)

- What stories/teachings from the Bible/PSHE/Catholic Socialist Teaching will help to follow that good example. Staff model their own thought processes as a guide to the children.

Catholic Social Teaching

Catholic Social Teaching is embedded within our curriculum using Caritas and CAFOD resources. Elements of each are visible in every aspect of our teaching. It is an important aspect within our teaching as it is a model and understanding of how to live out our faith in the wider world.

- The Dignity of the Human Person
- Family and Community
- Solidarity and the Common Good
- Rights and Responsibilities
- Poor and Vulnerable
- The Dignity of Work
- Stewardship

We expect our children to have ‘kind hands, kind words and kind feet.’

School Rules (Displayed in Classrooms)

- Respect – God/ property/ oneself and others
- Try hard – in work and play
- Be polite
- Work hard
- Be kind and thoughtful
- Be honest
- Look after property
- Do listen, Be safe

Rights

We believe that every member of our school community has a right:

- To feel safe
- To feel valued as a unique individual and understood
- To feel inspired to learn
- To learn and to teach without unnecessary interruption
- To be treated with respect
- To feel acknowledgement of success
- To feel supported
- To be heard
- To feel important and everyone matters
- To be treated fairly
- To have a nominated 'adult to talk to'

“St Michael and St John’s Roman Catholic Primary School is a welcoming place to be. Pupils are friendly and respectful. They are willing and keen to celebrate others for who they are and who they wish to be. Pupils said that they feel cared for and safe.”

Ofsted July 2023

“Leaders, staff and governors have high expectations of pupils’ learning and behaviour. This includes those pupils with special educational needs and/or disabilities (SEND). Pupils enjoy their lessons and try their best in all that they do. Pupils throughout school, including children in early years, typically achieve well.”

Ofsted July 2023

“Pupils behave well. On the rare occasion that a pupil forgets to follow the school rules, adults and school prefects quickly and sensitively remind them how to behave.”

Ofsted July 2023

“The pupils at Ss Michael and John’s are a credit to their school and its community. They behave exceptionally well. They have strong attitudes to learning and have developed an impressive level of confidence, assertiveness and eloquence in the context of kind, respectful and meaningful friendships.”

Catholic Schools Inspection July 2024

As an Attachment and Trauma informed school (February 2025) our school prides itself on the warm relationships between staff and children and this is made possible by only appointing staff who display warmth, cheerfulness and a level of consistency in their

personality and by also having efficient systems in place, as well as having high levels of supervision. Staff work hard to motivate and challenge children on their journey of faith inspiring them to be the 'best they can be'.

Through a structured and clear system of behaviour rewards and sanctions we will achieve very high standards of behaviour, always emphasising the importance of learning and concentration in classes and being reflective.

By addressing any low-level behaviour, we reduce the likelihood of more significant behaviour issues. Staff understand that behaviour is always a form of communication and it is staff's role to understand what the children are saying.

We are a happy school and we strive to have no-one feeling lonely on the playground. You will not hear shouting from staff in our school and the children have a strong sense of what is right and wrong and are encouraged to reflect on their behaviour and the impact it has on others.

In PHSE/Catholic Social Teaching lessons, we provide children with the opportunity to learn about behaviour, feelings and emotions. We discuss different emotions and different situations and talk about how to respond at different times.

"Education is not about knowing things or taking lessons but about being able to use three lingos: those of the head, the heart, and the hands... learning so that you can think about what you feel and do, can feel what you think and do, and can do what you feel and think. Unity within a person."

Pope Francis

Promoting Self-regulation

Any child at any time can struggle with their emotions and at SSMJ we feel it is important to help children acknowledge those emotions and feelings are 'normal' meaning everyone feels them at some point and then give the children those self-regulation strategies to cope and then continue with their learning.

First we need to understand the terminology of 'self-regulation' which is defined as

"The ability to do what needs to be done to be in the optimal state for the given situation."

This is not about children 'getting away' with behaviour but about children being given the opportunities to learn from choices and enable them to cope with better choices in the future. It is about acknowledging and making children aware they have not made a correct choice for learning and that has resulted in other circumstances happening. It is important that incidents are acknowledged and discussions take place about 'how to put it right' but children should understand they are not defined by that incident and be allowed to move on. Every child should be allowed to make mistakes, understand what led to them and learn from them.

We have recently introduced 'Zones of Regulation'. This is a resource used to support children with self-regulation and acknowledging feeling any emotion is ok, but we need to move our emotions back to a place where learning can take place. The learning takes place through lessons and provides children with the resources to move themselves back into the

'green zone' where the most effective learning can take place. This is defined as 'Emotional Coaching'.

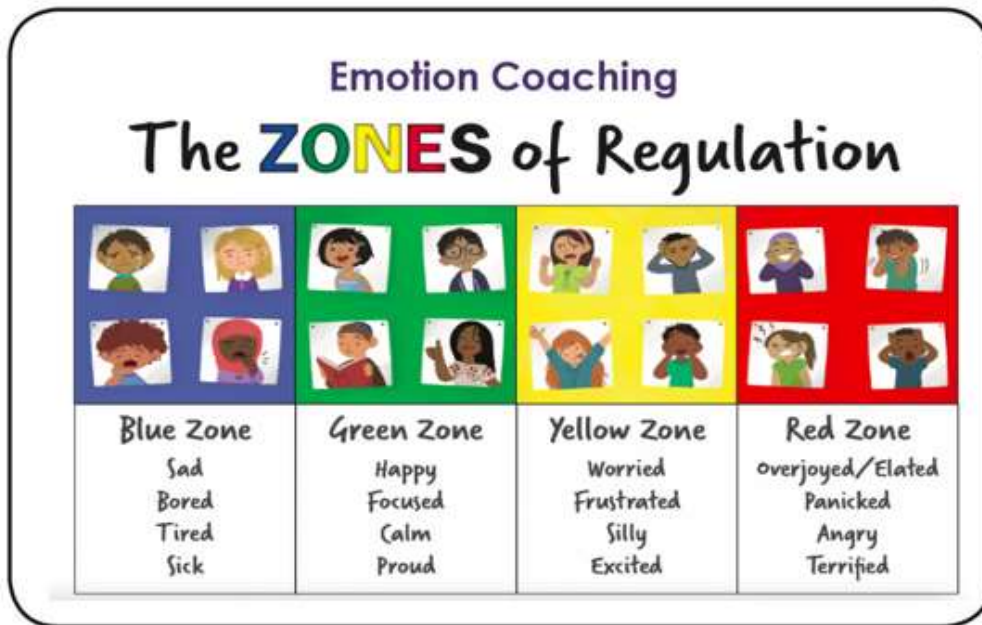
Zones of Regulation Learning Objectives:

1. What the four zones are and which emotions belong to each zone.
2. How to identify which zone you are in.
3. What triggers are cause you to move out of the green zone.
4. How to recognise what zone others are in.
5. Strategies to move **back to the green zone** from yellow, blue, or red
6. Expected behaviour vs unexpected behaviour
7. Size of the problem.
8. How your actions affect what zone other people are in (comfortable and uncomfortable thoughts).

Zones of Regulation

Zones of Regulation will be established in every classroom and around school, to help children to understand and self-regulate their own emotions. A poster showing the four zones will be displayed and referred to in the classroom and around the school. Within PSHE lessons, reference will be made to the Zones of Regulation and children will build up to having their own individual toolboxes, which are to help with self-regulation. Zones of Regulation strategies may also be referred to within Individual Behaviour Plans.

To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which Zone of Regulation they are in.



Emotional Coaching:

What happened? – its important the child feels there is an open forum and guilt is not assumed.

It is important to understand that for some children they will not be able to understand what they are feeling as in the moment they are only able to think of their own emotions. It is important that staff structure responses to help engage children and support them in identifying how they are feeling and why. For some children this may mean telling the children how they feel.

“I can see you look a little red and are feeling”

“If that had of happened to me I think I would have felt....”

“How do you feel?”

“How do you think they feel?”

“What were your feelings at the time?”

“How can you fix this?”

“What examples can you think of when you have seen someone be unkind?” Bible stories/teachings can be used.

“What can you do next to repair this /put things right?”

As part of the ‘Zones of Regulation’ all children have a ‘Zones Board’. Each child is encouraged to place their photo/name on the colour square they are currently on. This will be done on entry to the classroom so adults and other children are aware of how children in the classroom are feeling. As adults and children acknowledge the different zones, strategies to use may be suggested by staff and children which may include:

- A chat with a peer or adult about what has brought them to that zone and how we can get back to green zone. Filling out a think sheet to allow them to sequence and organise their thoughts.
- A child doing a ‘job’ to give them time to think about what has brought them to that zone.
- A five-minute quiet reading/activity time to help them think and to bring them back to the green zone.
- A few minutes’ meditation session where they concentrate on their breathing and bringing themselves back to the green zone.

Routines

These may differ from class to class but are discussed with the children when they start a new class in September.

As an Attachment and Trauma informed school we understand the importance of the following taking place as a matter of routine:

- Every child is greeted by the class teacher every morning and welcomed to school.
- Every child is bid farewell at the end of each day by the class teacher.
- Children are expected to line up outside the classroom until an adult is present and then enter quietly ready to start learning.

- Routines for lining up, staying in places etc.
- What are the routines for answering questions- hands up/ don't shout out etc
Considerations are made using assessment for learning strategies like whiteboards, agree build and challenge for an opportunity for all children to feedback where possible.
- Class organisation: routines of where things are kept – kept consistent throughout the year.
- When the 'Right hand Up' signal is used it is important that the adult **gives only one clear verbal reminder**. It is also very important that **all other adults in the area respond immediately to the signal**.
- For children with additional needs, routines may form part of their support plan targets. Adults around are expected to support those children and reinforce clear instructions.

Responsibilities

Children have a responsibility to allow others to get on with their work and sort out any disagreements. Children are encouraged to take responsibility - it is up to them to make the right choices. They should be encouraged to develop a "team spirit" where they are made aware that wrong choices affect others and they should reflect on the impact on their class and their class teacher. The children should be reminded we are all 'one family' and all work together sharing our core Gospel values. The children need plenty of encouragement to make the right choices and **should be thanked and rewarded when they do**. Stages throughout the incident should be acknowledged where right choices have been made on the journey to the wrong outcome. This is helping to support the child with the self-regulation and learning from their own emotions.

Praise and Positive Rewards

Often what means more than extrinsic rewards and sanctions are comments from staff and smiles. We value the impact of stopping a child and saying

"I noticed just how kind you were to ..."

"thank you, that was really kind of you",

"good example of"

"I like the way you...."

"I am very impressed that you ..."

"I understand you find this tricky sometimes so well done"

"I can see you listened to....."

Positive Consequences (Rewards)

At SSMJ we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are also necessary and appropriate.

We use the following positive rewards:-

- Non-verbal rewards such as a thumbs up sign, a smile, high five.
- Praise
- Caritas Award – links school and community behaviour
- Showing work to another teacher and to the Headteacher
- Showing work to other children – perhaps via i-pad or standing in front of class.
- Stickers; star charts, star of the week prizes
- Achievement Certificates in Friday's Celebration assembly
- Headteacher Awards
- Top Table Reward
- Positive note/phonecall home to parents
- Posting on Twitter/Dojos or Facebook
- Displaying work
- Individual dojo points
- House Team points
- Jar of Joy
- Other class specific rewards can be used to encourage co-operation, team work and cohesion.
- Termly the winning house (house points) will receive a 'house treat'.
- When the jar of joy is full, the class receive a treat.
- When individuals meet designated dojo targets by demonstrating our school values they will receive a bronze, silver and gold badges with platinum in exceptional circumstances.

EYFS

In EYFS children are learning continuously about behaviour through their actions and the actions of others. Staff recognise that children communicate in a variety of ways and behaviour is just another way children can communicate. Children are often reminded that they come to school to learn and part of that learning is learning how we act and the impact of those actions on others.

Through the use of stories, role play and discussions children begin to understand and manage emotions. Children in EYFS develop key skills in self-regulation that allow them to take control of their emotions. Staff understand how important it is for children to be able to talk about the way they feel (have a voice) and to reflect with the children on mistakes made and how we all can learn from them. Golden rules are displayed within the classroom and verbally spoken frequently to allow children to make a better choice of how to behave. Staff develop strong relationships with the children and quickly identify triggers supporting children through decisions they make to stop behaviour escalating. To ensure children feel safe and secure firm boundaries are set which all staff adhere to.

Staff guide and model behaviours to help children develop a positive sense of self by taking time and listening to what the children have to say. Staff acknowledge children's hard work through praise and rewards such as dojos.

Staff consistently remind children to 'be the best they can be' and to set simple goals and have confidence in their own ability. As part of Continuous Provision and the Characteristics of Effective Learning staff challenge children to challenge themselves and to aim higher.

Staff understand and strive towards developing strong partnerships with parents to help empower pupils to make positive behaviour choices consistently. Where behaviour has been noticed on several occasions teachers will contact home to discuss how the child can move forward seeking support where necessary.

In EYFS Staff may use some of the following strategies within class below to help guide children with their behaviour:

- A general prompt of 'Kind hands, kind feet, kind words'
- A general reminder of school rules
- Have high expectations of behaviour understanding it takes time for children to learn – acknowledge trying.
- Asking not to do something and explaining why not. E.g. you might fall down the stairs.
- Pointing out another child who is following the rule 'I like the way Is...'
- A specific reminder of which rules are being broken
- Removal from the activity with a discussion about the event with an adult and how we can show a better example of Jesus.

Staff acknowledge the need to be flexible supporting children with behaviour as each child is a unique individual and will respond differently. It is important that every opportunity is a learning one and staff know best how each child learns.

In class Rewards

Dojo Points are awarded by teachers and Teaching Assistants for good work and positive behaviour and attitudes in class. Children earn individual Dojo points and each year can be awarded a bronze, silver, gold and platinum badge as follows:

Bronze = 100 Dojos

Silver = 200 Dojos

Gold = 300 Dojos

Platinum=500 Dojos

Jar of Joy – each class has a jar of joy which children work together to fill, in line with our mission statement, by bringing joy to their class either by their attitude, actions e.g. kind deeds or words. When the jar is full, the class teacher (in agreement with SLT) will arrange a suitable class reward.

Whole School Rewards

Every child is a member of one of the four houses, named after Abbeys – Bolton, Fountains, Whalley or Sawley.

The members for each house are divided equally according to abilities across a range of aspects including sport, academic ability and behaviour. When the children have been allocated a team they will then stay with this house for their entire school life. We also try to allocate siblings to the same house team. House Points can be given by any staff member across school and class totals are provided to Year 6 pupils on a Friday lunchtime for announcing in whole school worship on a Monday. Each week the winners are announced and this is displayed in the hall. The running totals are displayed and at the end of each term the winning house receives a treat.

- The Wow Wall - The star of the week can then display their photograph.
- Writer of the week – the child receives a certificate and their writing is displayed on the board for a week.
- Timestable Rockstar board celebrates individual and team ‘Rockstars’
- School values - certificates may be awarded to children for demonstrating one of our school values.
- Specified focus subjects e.g. reader of the week, sports person of the week.
- Children are presented with special achievement awards, medals and certificates during the Friday assemblies. These recognise the diversity of achievement in school. For example, children receive swimming certificates, and football medals, and their achievement is celebrated by all.
- Children may also bring awards they have achieved out of school. These may well relate to sporting achievements, or any other activity which they have achieved success out of school.
- Head teacher awards are presented weekly. These are awarded to groups, classes or individuals for exceptional effort, attainment, achievement, behaviour/conduct or improvement in any aspect of school.
- Good attendance is valued and acknowledged.
- Caritas Award – recognises a wider community recognised impact.

If a child chooses not to make the right choice, there are consequences - see SANCTIONS.

Negative Consequences (Sanctions)

In order to discourage children from making poor choices we believe it is important to teach them positive behaviours. If a child misbehaves staff should ask him or her to stop the behaviour and explain why it is inappropriate or unacceptable or unsafe. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

At SSMJ we do this through 'Think Sheets' and 'dojo points' within our system of logical consequences designed to teach children that there is a consequence to inappropriate behaviour or poor choice. Consequences are linked to the inappropriate behaviour and should be set within the context of the school community.

At all stages below an apology is also expected.

E.g - when one child has been unkind to another we use phrases such as:

See 'Emotional Coaching' Above

At all times, it is the behaviour or actions which are being criticised and **not the child.**

If behaviour is unacceptable and interrupting learning or the good order of the class/school, approaches such as these are used:-

- Non- verbal techniques such as facial expression or gesture.
- Verbal acknowledgement of unacceptable behaviour.
- Verbal reprimands, preferably on a 1:1 basis.
- Breaking the cycle – a movement, a job, a task, a suggestion
- A check in with 'Zones of Regulation' – where are we moving to and how do we move back to green?
- Time out
- Removal of some time to talk to the teacher at playtime or complete a think sheet
- Referral to the Deputy head teacher.
- Payment for loss/damage to property.
- The setting of a task to do e.g. a letter of apology.

Structure for Sanctions

Teachers will manage behaviour in their own classrooms to suit the needs of their particular children in relation to school policy. Behaviour management will relate to the School Code of Conduct.

Rewards and sanctions in each individual class must be awarded fairly and consistently.

Teachers' responses need to be appropriate to the level of seriousness of the behaviour.

Certain kinds of behaviour, e.g. vandalism, fighting, verbal abuse to staff, bullying, leaving school premises without permission, would mean a pupil would be dealt with by the SLT and have a more serious consequence. The incident would be logged on C Poms by the member of staff dealing with it and the incident would be communicated to the parent.

The child will complete a 'think sheet' appropriate to their level of ability and when appropriate discuss the incident in a restorative manner to repair harm.

Low level behaviours: these behaviours should be dealt with by the **Class Teacher**:

Moderately serious behaviours: these behaviours should be dealt with by the **Class Teacher**;
In addition a think sheet would be completed.

Serious behaviours: these should be referred to a member of **SLT**. (The DHT in the first instance).

(NB The word persistent is used in a school context. Persistent means daily.)

Serious behaviour can also refer to persistent low level behaviour at level 1 and level 2 that could become a much more significant problem).

This level of behaviour requires the involvement of the SLT and a letter will be sent or a phone call made to request parents/carers to attend at a meeting.

In the following tables we have listed **examples** of inappropriate behaviours and a range of negative consequences which **may** be used, as deemed necessary.

Low Level	Moderate Level	Serious Level
Shouting out Time wasting/poor effort Running in school Pushing in line Chewing gum Unintentionally hurting another person Borrowing without permission Leaving work area untidy Any persistence of low level behaviours would move into the moderate level	Consistently shouting out Persistent poor effort Telling lies Being cheeky or uncooperative Bad Language Distracting others Intentionally hurting another person Threatening / aggressive behaviour Unprepared for work (continuously) Fighting Stealing Disrespect Vandalism – graffiti etc Repeated incidents of any moderate behaviours – Head teacher informed.	Serious assault Vandalism e.g. extreme damage to school property / toilets Refusal to follow instructions. Serious physical / verbal threats made to staff Drugs / solvents Violent outbursts, verbal / physical Leaving school without permission Putting others safety in jeopardy. Child on Child Abuse

Table 2 – Sanctions and Procedures - examples

Low	moderate	Severe
Verbal reminder Withdrawing attention	Think Sheet – reflection – (See paragraph below) (time deducted from free time to complete think sheet).	As moderate plus (as required):

Repeat activity properly Sit alone / stand out / time out Reward others Break the cycle – give them a task, a thought, an idea to work with. Related sanction e.g. completing work, cleaning up mess. 1:1 discussion Loss of time	Standing out at wall at break time / lunchtime (facing the play) Buddy system Phone call or letter to parents from class teacher Loss of privileges 1:1 Discussion Referred to teacher on Senior Leadership Team	Involve parents Involve Inclusion Manager (SEND) Implement Support Plan (Individual Behaviour Plan) Weekly behaviour report Involve outside agencies Chronology on c poms. See Positive Handling Policy 2024

Child-on-Child abuse

Child-on-Child abuse is defined as abuse between children under 18 years of age. St Michael and St John’s RC Primary School has a **zero-tolerance approach to abuse**, including child-on-child abuse.

St Michael and St John’s RC Primary School will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](https://www.proceduresonline.com)

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.

- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL / SLT.

The school's procedures for managing allegations of child-on-child abuse are outlined in the School Behaviour Policy.

St Michael and St John's RC Primary School and Mrs Zoe Mabbott (DSL) will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved

- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

Lunch time behaviour

The same rules apply at lunch time as during the rest of the school day. Lunch time welfare should be treated with the same respect as other adults in school and have access to the school system of rewards and sanctions. The Lunchtime staff will report any incidents to the Class Teacher once they have been dealt with and record any necessary incidents on CPOMs. The class teacher will follow up further if required. Lunchtime staff are supported by the Deputy Headteacher and they are contactable every lunchtime and are around to help support with behaviour.

Lunch time rewards

- Verbal approval- “you’ve followed the Golden Rules today”/ “you made good choices today” etc
- Stickers
- Extra responsibilities
- Top table, the child can invite a friend to sit alongside them
- House points

Lunch time sanctions

- Verbal reminder of rules
- Distraction/diversion
- Time out, **with reason explained**
- Removal from the football pitch/game
- Refer to Class Teacher
- For serious /significant incidents, refer to Senior Leadership Team

When informing the class teacher of the incident, decide (together) if a think sheet is required.

NB. It is essential that Class Teachers are kept informed about significant or persistent behaviour incidents during lunchtime.

Recording

Each class teacher logs incidents of unacceptable behaviour on CPOMs making staff aware where necessary of any additional support that child may need in the short term. It is important that staff are able to gain a full account of what has happened so they understand the steps the child has taken and identification what needs to be done differently next time. Behaviour is about steps and the steps taken, these need to be identified so the child can be

supported in identifying what they did right and what they need to do differently next time. It's important staff consider individual circumstances and what the child is communicating and requires support with.

The number and frequency of think sheets is monitored by the Headteacher and by governors (in an anonymised format) at termly meetings.

Think Sheets

These are used at lunchtime/playtime as consequences outside of learning time and by class teachers for behaviour management if necessary.

Think Sheet Level:

There is one type of think sheet used throughout school that must be completed with the child and an adult who knows the child well as they talk through what has happened. These have been purposefully designed to support the methods of self-regulation and children learning about behaviour. The think Sheet must include child's voice and then uploaded to CPOMs.

For examples of incidents please see the table above.

Parental Contact

Positive feedback will be given to parents as often as possible, both informally and formally (through reports, parents' evenings, celebration assemblies, Dojo, Twitter, Facebook and the school website).

When a pupil's behaviour becomes a concern, parents will be invited into school to discuss the issue with the class teacher or with a senior leader as appropriate.

Where concerning behaviour continues in spite of the above procedures the child will be referred to the Senco who will work with the class teacher and parents to develop an appropriate behaviour support plan which will be discussed at a meeting with the child, the parents, the teacher and the Senco.

The plan will be reviewed regularly and updated appropriately. Where necessary the Senco will make a referral to a specialist teacher or outside agencies.

In very exceptional circumstances the procedures for internal isolation, fixed period and permanent exclusion may be initiated, by the Head teacher, following LEA guidelines.

Responsibilities

Staff Responsibilities

It is the responsibility of the class teacher to ensure that school rules are upheld in their class and that the behaviour policy is applied across the school. All staff will endeavour;

- To be a good Catholic role model.
- To remember the core saying of 'every moment is a learning one'.
- To provide your children with the opportunity to develop Christian values in a Catholic setting within the framework of the Gospel Values and the school values: Aspirations, Love, Respect, Courage, Unity.
- To develop children's knowledge of Catholic Social Teaching principles of The Dignity of the Human Person, Family and Community, Solidarity and the Common Good, Rights and Responsibilities, Poor and vulnerable, The dignity of Work and Stewardship.
- To reflect on our behaviour and conduct by asking ourselves WWJD (What would Jesus do?)
- To provide a happy, healthy environment where everyone feels cared for, included and secure.
- To treat all children fairly and with respect;
- To model thinking processes about choices made.
- To ensure that your child achieves his/her full potential as a valued member of the school community.
- To provide a creative approach to a broad and balanced curriculum and meet the individual needs of your child.
- To form positive relationships with parents and children;
- To recognise and value the strengths of all children;
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy.
- To celebrate achievements within the school and the community.
- To promote positive attitudes and high standards of behaviour through building good relationships and developing a sense of responsibility.
- To support your child in their spiritual, moral, social and cultural development through encouraging fairness, honesty and co-operation and self-respect, self-motivation and independence.
- To be open and welcoming at all times and offer support and advice to all our families.
- To contact home if there is a problem with attendance, punctuality or any other concerns.
- To use positive and negative consequences clearly and consistently;
- To support children in decisions made. Identify what may cause distress or not support a child before the events happen. E.g. if lining up is difficult for a child anticipate this and put in steps to suit an individual child's needs (knowing the child well)

Children's Responsibilities

- Show our school values of Aspirations, Love, Respect, Courage, Unity.

- Reflect on my behaviour and conduct, asking myself WWJD (What would Jesus do?)
- Be sensible, honest, reliable, polite and well behaved.
- Be safe in my work and play.
- To model our Gospel Values and Catholic Social Teaching.
- Try my best with my work both in school and at home.
- Listen carefully to instructions.
- Listen to staff as they support the decisions you make.
- To show consideration for others
- To consider the effects of their actions on others
- Look after others and be a good and loyal friend.
- Keep the school tidy and free of litter.
- Respect God, all adults and children
- Respect the school environment, my property and other people's property.
- Ask if I ever need help or am worried about anything.

Parents' Responsibilities

- To make children aware of appropriate behaviour;
- To encourage independence and self-discipline;
- To show an interest in all their child does in school;
- To support the school in implementing this policy; and
- To be aware of and support the school rules.
- To attend meetings as required, to discuss your child's behaviour.
- Speak to class teachers about your child's behaviour understanding all points of view.

Head Teacher's Responsibilities

- To monitor the implementation of the behaviour policy to ensure consistency throughout the school.
- To keep records of all reported serious incidents of misbehaviour, including racial incidents.
- To consider internal isolation, fixed term suspensions for individual children for very serious acts of misbehaviour.

Governors' Responsibilities

- To set down these general guidelines and review their effectiveness.
- To support the head teacher in carrying out the guidelines.
- The head teacher has the day to day authority to implement the school behaviour policy but governors may give advice to the head teacher about particular issues.
- The head teacher must take this into account when making decisions about matters of behaviour.

Links with other policies

Acceptable use of technology

Children are regularly taught about the acceptable use of technology and any serious misuse is dealt with promptly by the Head teacher with assistance from the Computing Lead, Online Safety Lead and Technician if necessary. Children have their own logins for the computer and i-pads are allocated and are closely monitored when using technology by staff. There are separate guidelines for dealing with On- line safety issues contained within the Online Safety Policy. The Headteacher receives a daily log of any inappropriate online searches and these are followed up in a timely manner.

Bullying

All incidents of bullying are treated very seriously.

A separate policy on bullying details the school approach to bullying and the strategies adopted to combat it.

Racial incidents

All racial incidents, including racial comments or abuse, will be reported immediately to the Headteacher. Such incidents will be regarded as extremely serious and recorded. Anonymised information is reported to governors termly.

Please also see:

SEN Policy – reviewed annually

Child Protection and Safeguarding Policy – reviewed annually

This policy should be read in conjunction with the latest Department for Education Guidance – Please click on the link below:

Behaviour in schools - Advice for headteachers and school staff 2024

[https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools - advice for headteachers and school staff Feb 2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)



Behaviour in Schools

Advice for headteachers and school staff

February 2024

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002

- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2023) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Positive Handling Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Anti-bullying Policy

Reviewed January 2024 (with consultation from parents) & July 2024 & June 2025 (With consultation from parents)