St John's Catholic Primary School

Behaviour Policy

2026- 2027

Policy Statement

At St. John's we seek to nurture the whole child in a caring and stimulating environment. We aim to ensure the safety of our pupils, to foster their personal, moral and social development and to create an environment that is conducive to effective learning. Our policy is based upon the premise that effective learning can only be achieved within a well-disciplined setting where the expectations are known and upheld.

We wish to encourage in our pupils an awareness and understanding of acceptable and unacceptable modes of behaviour. The ethos and organisation of the school have a particularly significant part to play in the intellectual, social and moral development of our pupils. We aim to create a caring school community in which respect for others, for environment and for learning is key.

We offer a curriculum, which allows pupils to acquire the social skills they will need to become confident, responsible and independent members of society.

We seek to create a working partnership with; teachers, parents, governors, children and other members of the community. The school is an integral part of the wider community and our policy respects and reflects the values and expectations of the community in which the school is set. It is important that the school promotes – and is seen to promote – an established code of standards and expectations that is supported and upheld by all partners.

We aim to identify and support those pupils who are potentially or actually disaffected and to offer them positive guidance and encouragement. Our faith demands a duty to tolerance and reconciliation: like Jesus, a commitment to all children no matter how challenging the circumstances.

We believe that approval and encouragement provide a constructive means of encouraging pupils to fulfil their potential. Whilst we acknowledge that sanctions must be imposed rigorously and consistently for unacceptable behaviour, we primarily seek to offer a positive form of discipline by praising and rewarding good behaviour and effort.

We recognise the need for consistency and continuity in our approach to behaviour and discipline.
We aim:

- To create a positive, trusting and caring atmosphere that is conducive to learning
- To promote shared values and expectations within the school community and a clear
- articulation of them
- To establish positive relationships based upon respect for self, for others, for the
- environment and for learning
- To work at developing self-discipline in all pupils
- To ensure knowledge of and commitment to school policy on the part of all parties; pupils, teachers, parents, governors and members of the wider community.

This will be achieved through:

- A consistently applied system of rewards and sanctions
- Pupil participation in the formulation of class conduct rules/codes of behaviour
- Parental consultation, involvement and support
- Clear procedures for dealing with bullying
- Induction in policy for new staff

Staff will seek to demonstrate by example and articulate to pupils:

- An awareness of right and wrong
- Responsibility for one's own actions
- Understanding of the consequences of behaviour
- Courtesy, consideration and tolerance
- Respect for own and others' property
- Trust and honesty
- A sense of justice and fairness

Context

This policy is linked with other related policy documents. Please refer to the following policies for guidance on:

- Health and Safety Policy
- Safeguarding Policy
- Attendance Policy
- Teaching and Learning Policy
- Home school agreement
- Anti-Bullying Policy

Classroom Management

The staff agreed that there are key strategies for preventing inappropriate behaviour through effective classroom management. Every lesson has a clear structure to ensure a consistent approach with resources easily accessible and readily available. The classrooms and work spaces around the school are tidy and stimulating to help encourage value and respect for the learning environments.

All teachers ensure lessons are well planned in advance to engage pupils and maintain pace in lessons. This includes using different teaching styles to support individual and group learning.
Routines are established and consistently applied. Teachers ensure that children complete assigned work to the best of their ability, including homework.

All staff use praise, rewards, positive supervision and give appropriate feedback to children to promote good behaviour and self discipline. At the beginning of every year, the teacher and children agree a set of rules for their class which are displayed in the classroom.

Provision for children with SEN should always be appropriate ensuring that the learning steps are relevant and achievable. Staff make use of PSHE materials to give the children the understanding and skills to manage their own behaviour.

Rules

Our Rules were devised as a basis for maintaining a safe, happy and busy school where everyone feels valued.

1. All members of the school community should respect one another.

2. Show respect for your own and other people's property.

3. Be polite and sensible around the school and in the classroom.

4. Be honest and always tell the truth.

5. Do your best and be responsible for your own behaviour and work.

6. Be attentive and listen carefully during lessons.

7. Be kind and helpful toward one another to make St John's a friendly and happy school.

8. Wear the correct school uniform and have the correct kit for PE.

Rewards

St John's School Council have gathered ideas from the children about rewards we could have to promote good behaviour in school. All staff considered the children contributions, and together we have agreed on the following reward systems:

- **Team Ticket.** All children in the school are put into a 'team'. There will be four teams, each team will be associated with a saint. Children can be awarded a 'team ticket' in the colour of their house for good behaviour/hard work. The children try to earn as many 'team tickets' as they can. When they get a 'team ticket' they will write their name on the back and post it in a box in their classroom. Each Thursday, before the whole school assembly, the team captain (Year 6 elected children) will collect the tickets from each class and sort the tickets into 4 boxes – one for each team. A 'lucky dip' will take place for each team in the Friday achievement assembly and the winning child from each team can choose a prize. In addition to this, team captains will count the numbers of 'team tickets' each team has got and mark it on a 'thermometer' at the front of the hall. A cumulative total will be calculated each week. At the end of the half term, the children in the team who have earned the most 'team tickets' will be awarded with a treat
- **Value of the Week** Each teacher will reward a 'Value' certificate to a child in their class. Each month we have a different Gospel Value as a focus e.g. Compassion, Honesty etc. If a child displays that value in class they may be chosen by their class teacher to receive a certificate and their name will be shared on the school newsletter.
- **Social** Praise, smiles, positive feedback, showing work to the teacher/ headteacher (headteacher certificates awarded), stickers. Children can be rewarded by doing favoured activities, such as class monitor.
- **Class Specific** Classes may have their own reward system which is age specific.
- **Parents** Letter to parents, phone call, feedback at parent's evening.

Buddies and Responsibilities

At St. John's, we are keen to promote responsibility and a sense of pride in the school. We therefore give our senior children the responsibility of assisting in the management of the school in several ways:

- School Council – the council meets at least once every two weeks to discuss school matters and school improvements.
- Librarians – the senior children are trained in the running of the system
- Child Secretaries – children will be allowed to monitor the office during lunchtimes carrying out duties such as answering the phone and checking the ASC register.
- Playground Leaders – similar to buddies, the senior children train the younger children in group games, reading activities, plays and musical activities, and other related activities.
- Y6/Reception Link – children from Y6 will be paired up with a Reception pupil at the beginning of the year in an effort to smooth their induction to the school.

Positive Lunchtimes

St. John's believes in the benefits that a positive lunchtime can bring to school life. We therefore take it, and the work of the midday supervisors, very seriously.
Following consultation with the midday supervisors and the school council, the following rules have been agreed.

- Midday Supervisors are to be treated politely, courteously and with respect at all times.
- There should be no aggressive games or behaviour at lunchtimes.
- When indoors, existing class and school rules apply.
- Children should walk whilst in the hall or in classrooms
- Children are to play outdoors except in extreme weather conditions.

Rewards

For good behaviour, midday supervisors can give a top table award to one member of each class. Four children will be chosen (1 from each class) to receive the special award during Thursday assembly. They will be able to choose one friend to sit with them on the top table on the following Friday and will go for 'first lunch'. Midday supervisors also issue stickers and act to support the positive discipline of the school.

Sanctions

If any of the rules are broken, the midday supervisors will verbally warn the child/children, give a short time-out session (e.g. 5 minutes no play), pass information to Headteacher or relevant class teacher who will then decide on the next course of action. Midday supervisors will follow the school's staged procedure. There will be a behaviour ladder displayed in each classroom to warn children of the sanctions in place.

Sanctions

Sanctions serve to warn pupils that their behaviour or standard of work is unacceptable. They are imposed when pupils fail to adhere to school/classroom rules, when they fail to put sufficient effort into their work and when they exhibit behaviour, which is likely to cause harm to themselves or to others. They also serve to give pupils an awareness of the consequences of their actions.

Discipline problems can be broadly divided into two types:

- Those that are relatively minor and can be dealt with by the member of staff concerned, class teacher, duty teacher or midday supervisor.
- Those that are relatively serious and should involve a senior member of staff. This will include frequent misbehaviour of a minor nature.

If misbehaviour is persistent and is either compromising or threatening to compromise good order in the class room and school then the staged procedure of behaviour management should be employed (see later in this policy, details of the Staged Procedure).

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil.

To be lawful, the sanction (including detentions) must satisfy the following three conditions:

- The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher.
- The decision to sanction a pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff.
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A sanction must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Members of staff use a range of effective strategies which encourage good behaviour and discourage inappropriate behaviour. For example, giving verbal praise, non-verbal signs such as a 'look', moving closer to the pupil who is misbehaving, giving warnings then praise when good behaviour is resumed.
If the behaviour does not improve, a 'one to one' meeting at playtime or lunch time must take place. A teacher may separate the child from the class to a different area to ensure other children are not disrupted. A child can be sent to a senior member of staff for a warning that their behaviour must improve (following the guidance on the staged procedure).

Staff may ask children to complete work they have not finished due to inappropriate behaviour.
Children should not be expected to be punished for incomplete or "unsatisfactory" work if there is any suggestion that it may have been too challenging or an inappropriate task for the child.

If a child persists in misbehaving s/he should be warned that their parents will be involved. The parents are called into school or a letter is sent home. The parents may be asked to call into school every week for an update on the child's behaviour/progress. This may be done at 3.20pm one evening or as appropriate.

If misbehaviour is persistent and is either compromising or threatening to compromise good order in the classroom and school then the staged procedure of behaviour management should be employed. (See later in this document details of the Staged Procedure).

Detentions

Teachers have a legal power to put pupils aged under 18 in detention. Parental consent is not required for detentions. Very occasionally, detention will be used as a sanction, for example, a child missing playtime due to inappropriate behaviour displayed in a lesson. If a detention is given at lunchtime, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

Exclusions

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available, and the need to balance the interests of the pupil against those of the whole school community. We may use Internal Exclusions, whereby a child remains in school, but is removed from the classroom and completed their lessons alongside a teaching assistant.

Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where the governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel through the Local authority.

Conduct Outside the School Gates

Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The Headteacher has specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'. The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

If a pupil is behaving inappropriately or bullying off the school premises and it is witnessed by a member of staff or reported to the school, then the schools 'staged procedure' will apply. The member of staff may discipline the pupil for any misbehaviour when they are taking part in any school organised or school related activity, travelling to and from school, wearing the school uniform or in some other way identifiable as a pupil in the school.

The Governing body has a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Preventing Bullying

See Anti-Bullying policy for detail.

Strategies for preventing bullying

All incidents considered to be bullying are recorded and monitored. The process for recording incidents is used to inform preventative strategies. Pupils will understand the school's procedures for responding to bullying and know that they are safe.

At all times children's concerns are our concerns. Pupils are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it. However, we recognise that children can sometimes be reluctant to seek help, so pupils can report their concerns anonymously by using a worry box.

It is important for children to know that procedures are being followed. In order to encourage pupils to continue to express their concerns, where appropriate, information is shared across the school about bullying incidents having been dealt with and resolved.

Assemblies are from time to time used to reinforce positive anti-bullying messages and to raise issues concerning bullying within the context of a Christian message. Activities across the curriculum (largely in Personal, Health and Social Education, R.E. and English) develop pupils' understanding of bullying and this includes key Christian messages, such as respect and forgiveness. Children are taught that each person is special and unique and that differences should be celebrated and should not be the focus of negative behaviour. In order to build children's resilience and reduce their vulnerability, pupils are coached and guided in developing coping strategies and in how to respond positively to hurtful behaviour. Pupils are encouraged to look out for each other and to show good witness behaviour by reporting their concerns for others.

Guidance is given to pupils who display behaviour which raises concern.

The Equality Act 2010

St John's Catholic Primary School complies with the Equality Duty. We have due regard with the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it and;
- Foster good relations with people who share a protected characteristic and people who do not share it.

St John's never discriminates against, harasses or victimises any pupil or potential pupil in relation to admissions, the way we provide education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding Children and Young People

Under the Children Act 1989, a bullying incident is addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.
Where this is the case, the school reports their concerns to their local authority children's social care.
Even where safeguarding is not considered to be an issue, the school may draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law

It is important to recognise that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment
Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, it is an offence for a person to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed the may elect to seek assistance from the police, but any reference to the police should only be undertaken with the agreement of the Headteacher.

Confiscation of inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a sanction. The confiscated item will be kept in a safe place by the member of staff and given back to the pupil or parent as and when appropriate.

2. Staff have the power to search without consent for 'prohibited items' including

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used
- to commit an offence, to cause personal injury to, or damage to the property of, any
- person (including the pupil)

Weapons, knives and extreme or child pornography must be handed to the Police.

Power to Use Reasonable Force

The term 'reasonable force' covers a range of actions that may be used by a member of staff that involves a degree of physical contact with pupils. Force may be used to either control or restrain.
'Control' means either passive physical contact such as standing between pupils or blocking a pupils' path, or active physical contact such as leading a pupil by the arm out of the classroom. 'Restraint' means hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Reasonable force may be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Reasonable force can be used to:

- prevent a pupil behaving in a way that disrupts a school event or a school trip;
- 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;
- restrain a pupil at risk of harming themselves through physical outbursts.

Roles and Responsibilities

The Governors

The governing body is responsible for setting general principles that inform the behaviour policy.
The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body also has a responsibility to promote equality of opportunity and reduce discrimination.

The Headteacher

The professional duties of the Headteacher shall include: "determining in accordance with any written statement of general principles provided for him/her by the governing body measures to be taken with a view to promoting any pupils, self-discipline and proper regard for authority, encouraging good behaviour on the part of the pupils, ensuring that the standard of behaviour of the pupils is acceptable and otherwise regulating the conduct of the pupils, making such

measures generally known within the school, and ensuring that they are implemented. Ensuring the maintenance of good order and discipline at all times, during the school day (including the midday break), when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities whether on school premises or elsewhere." (School Teachers Pay & Conditions Document. 1992. p29 Sect 12/13)

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported incidents of misbehaviour, from stage 3 onwards.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. On either occasion, the Governors' Discipline
Committee is informed immediately.

Teachers

"Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities."
(School Teachers Pay & Conditions Dec. 1992)

Teaching Assistants, Special Support Assistants, Non-teaching Assistants, Welfare Assistants, other Support Staff and visitors.

All adults working in the school should expect to receive equal courtesy and respect. Such workers should be supported by the teachers and Headteacher of the school and if at any time a member of the support staff feels unable to deal with a particular situation or that it would be more appropriately dealt with by a more senior member of staff then it should passed on to the relevant class teacher, duty teacher or member of the senior management team.

School and Parents
Schools are required to have, and ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school, including behaviour and attendance. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting us in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.

"The church has always recognised that it is the privilege and responsibility of the family to inform and educate their children in all matters pertaining to human growth and development."
(SAC. Cong. for Cath. Ed.)

The Parents & School & Parish

"The church has also recognised that due to the difficulties which such education encounters, parents need "a major commitment on the part of the Christian Community and call on the school, the parish and other bodies to collaborate with the family." (Bishops Conference Eng & Wales 1987).

Discipline is the responsibility of staff employed within the school. Parents and voluntary helpers should always refer discipline issues to a responsible member of staff for resolution.

School Support systems

St John's will always consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy should be consulted. Staff will also consider whether the behaviour might be the result of unmet needs, in which case the SENCO will be consulted and a multi-agency assessment may be considered.

Consultation, monitoring and evaluation

The stakeholders involved in writing this policy are the staff, pupils, parents and governors of St John's Catholic Primary School. It will be reviewed at least annually. The date of revision is Autumn term 2013. It is available to view at any time using the school website. Any stakeholder who does not have access to the internet may request a paper copy from school.

Complaints Procedure

The following paragraphs outline the arrangements in respect of formal complaints about the school's curriculum and related matters. The full policy is available from the school office.

Preliminary Discussion

Many concerns or potential concerns can best be resolved in discussion with the class teacher or the Headteacher. This is where the process should start and unless there are exceptional circumstances, there should be full discussion at the informal stage as a first step. Those with concerns will normally be advised to seek to resolve them through informal discussion before embarking on the formal stage.

Formal complaints

If attempts to settle the concern informally have failed, the Headteacher will supply the complainant with the name of the Chair of Governors and copies of relevant documents explaining the arrangements for considering complaints.

Staged Procedure

TYPE OF MISBEHAVIOUR	EXAMPLE	STAGE
LOW LEVEL MISBEHAVIOUR	{isolated occurrences} Name calling Running/shouting Pushing Discourtesy Minor damage Minor class disruption Over-aggressiveness	**STAGE 1**
LOW LEVEL MISBEHAVIOUR	{frequent occurrences} As above but occurring on a regular basis	**STAGE 2** **3** **4** **5**
SERIOUS MISBEHAVIOUR	{isolated occurrences} Pre-meditated theft Serious aggression All forms of bullying Serious verbal abuse Rude gestures Racial incidents Destructiveness Defiance of authority	**STAGE 3**
SERIOUS MISBEHAVIOUR	{frequent occurrences} As above but occurring on a regular basis	**STAGE 4** **5**
VERY SERIOUS MISBEHAVIOUR	Violent physical assault Wilful and serious vandalism Pre-meditated serious theft Use of foul/abusive language	**STAGE 5**

Action to be Taken at Various Stages

STAGE 1:
To be dealt with at the point of incident by the member of staff - teacher or member of the nonteaching staff witnessing the incident. A general rebuke is normally a sufficient sanction. Colleagues to offer support if appropriate. **All** staff should deal with incidents or potential incidents as they are witnessed.

STAGE 2:
If low level misbehaviour becomes frequent the child should be referred to a senior member of staff for a rebuke so that the child is made aware that this is seen as an escalation of the misbehaviour.
Class 2 and 4 children should be sent to the Deputy Head and Class 3 children should be sent to the
Head of KS2. Class teachers should inform parents that their child's behaviour is unacceptable and expect support. The teacher should begin to log the behaviour in the class record provided and note the incidents, frequency and strategies employed to combat the behaviour. This may be required as evidence in future disciplinary or SEN action. Report cards may be issued at the class teacher's discretion. Other members of staff including support and welfare staff who may come into contact with the child should be informed of details of any behaviour modification strategies being employed so that a consistency of approach is achieved.

STAGE 3:
Continuing misbehaviour after Stage 2 or an incident of serious misbehaviour will lead to a referral to the Headteacher. The Headteacher will interview the child and formally record the incident on CPOMS and at his/her discretion will inform parents. He/she will monitor the child's behaviour in consultation with the class teacher and may issue a Headteacher's report card.

STAGE 4:
Headteacher to continue recording incident in CPOMS. Parents will be invited to and expected to attend a Pastoral Support Meeting. School staff and members of outside agencies involved with the child will also be invited. Details of the unacceptable behaviour will be shared, strategies and targets for improving behaviour agreed and the consequences of continued misbehaviour will be explained to parents including the possibility of exclusion. The pupil may face an internal exclusion – where they are removed from class and complete their lessons in isolation alongside a teaching assistant along with separate play time.

STAGE 5:
Headteacher to formally exclude child within the framework of statutory regulations and local authority guidelines. Initial exclusion may be "fixed-term" and up to five days. Following a "fixed term" exclusion the child remains at Stage 4. Additional Pastoral Support meetings may be called, as appropriate, to monitor progress. Should there be a further need to exclude, governors will be consulted and permanent exclusion considered within the framework of statutory regulations and local authority guidelines.