

**St John's Catholic Primary School,**  
**Bridgnorth**



**Behaviour Policy**

Reviewed: September 2023

Date for Review: September 2024

*"I am the vine you are the branches" – John, 15.*

“Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.”

*Paul Dix, 'When the Adults Change, Everything Changes', 2017.*

This policy sets out the expectations of behaviour at St John's Catholic Primary School. As a caring community, we work together to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes towards learning. Providing a caring ethos, where everyone in the school community feels safe, confident, valued and respected, is very important to us. By promoting an environment where everyone can live and work together in a supportive way, we are enabling everyone to reach their full potential, emotionally, socially and intellectually. We are also very mindful of the wellbeing and mental health of all who are involved.

We have consistently high expectations of behaviour throughout our school. Our Behaviour Policy is closely linked to the ethos of our Mission Statement, 'I am the vine, you are the branches'. As a Catholic School, our view of good behaviour comes from Gospel values, and forgiveness is at the forefront of our Behaviour Policy. The underlying principle of our Behaviour Policy is **'Treat others as you would like to be treated yourself.'** Luke 6:31

Our Behaviour Policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Outstanding behaviour is central to all we do at St John's. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them.

By being good role models and rewarding pupils, it enables us to promote positive behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy.

### **Purpose of the policy**

- To create a culture of exceptionally good behaviour: for learning, for community, for life

- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To only give learners attention for positive behaviours, not negative
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

## Our Rules

The school has 4 simple rules 'Ready, Respectful, Safe and Forgiving' which can be applied to a variety of situations and are taught and modelled explicitly.



This policy provides simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions
- To produce a consistent school response to any bullying that may occur

**Consistent adult behaviour will lead to pupils consistently conforming to our expectations.**

Our Behaviour Policy is based on the five pillars of pivotal practise:

These are:

1. Consistent, calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative follow up.

1. The school rules will be promoted at all times by the whole school community.
2. Boundaries and guidelines of acceptable behaviour will be clear and concise.
3. All staff will expect high standards of behaviour at all times.
4. Children will be taught to be polite, respectful, well-mannered and well-behaved.
5. In line with our mission statement, this policy will be used sensitively and consistently by staff to encourage and promote outstanding behaviour encouraging our children to think about '**What would Jesus do?**'
6. Each member of staff is held responsible for the behaviour of the children in their care.
7. Where a member of staff is experiencing difficult behaviour in their classroom, they will discuss it with the Senior Leadership Team, who will agree an appropriate strategy of help and support.
8. Parents will be involved at an early stage where a learner is experiencing problems with behaviour.
9. When there is a serious problem with a learner's behaviour, the headteacher will, where appropriate, involve outside agencies.
10. In extreme cases, when a pupil fails to respond to the help, support and other interventions they have received, it may result in the child being excluded from school by the headteacher in accordance with the Local Authority Guidelines (hard copies of this are available in our school office).

### **Expectations of Adults**

At St John's, we expect **all adults** to demonstrate the following behaviours: calmness, consistency, positivity, kindness, laughter, gentleness, supportive, respect given no matter what **and praise good conduct publicly**.

Adult behaviours we **don't expect to see** are: aggression, shouting, negativity, humiliation and **reprimanding in public**.

***We praise in public, we reprimand in private.***

We expect **all staff** to:

1. **Meet and greet** at the classroom door.
2. Refer to '**Ready, Respectful, Safe and Forgiving**'
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

### Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

### Senior leaders will:

- Meet and greet families at the beginning of the day on the school gate.
- Be a visible presence around the school and especially at transition times.
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
- Regularly share good practice.
- **Support** colleagues in managing learners with more complex or entrenched negative behaviours.
- Regularly review provision for learners who fall beyond the range of written policies.
- Carry out regular learning walks to support, coach and model expectations.

### Recognition and Rewards

*"If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour." Paul Dix*



At St John's we believe that time should be spent celebrating the good behaviour of children across the school and we recognise and reward learners who go '**above and beyond**' our standards.

(Appendix ii)

We use a range of positive recognition strategies to reinforce expected behaviour, so that all children develop their self-esteem and sense of self-pride.

- Rewards in individual classes consist of: verbal praise, encouragement and certificates. Teaching Assistants work with the class teachers to support this positive ethos. Children will be regularly and consistently praised for behaving in the right way, being polite and demonstrating the school's Catholic values and ethos. We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.
- Our 'Stars of the Week' get to sit at the front during assembly. One 'Star of the Week' will be chosen from each class and will be a child who has gone **above and beyond** in our school rules and values during the week
- Positive postcards: these will be given out to children who have gone **above and beyond** (two per class each half term)
- Phone calls home: these will be given each half term to members of the class who have gone **above and beyond** (two per class per half term)
- Weekly recognition of children who demonstrate going '**above and beyond**' the standard of behaviour we expect, will be awarded a 'Hot Chocolate Invite' and they will take home a souvenir photograph of the occasion.
- Positive Recognition Boards displayed in each class demonstrate the words, thoughts and actions of pupils who go **above and beyond** our standard. (See full list of rewards: (Appendix iii))

## **CPOMS**

CPOMS is our school's online behaviour record which is used by staff member to log behaviour incidents that arise. Each staff member has their own personal log in and every child is on the system.

## **Managing Behaviour**

De-escalation of inappropriate pupil behaviour by staff avoids low-level behaviours escalating and becoming more serious. When pupils are behaving in a way that is not appropriate, staff should use a range of strategies to support the pupil to get back on track without giving attention to the negative behaviour. Engagement with learning is always our primary aim. For the vast majority of our learners a gentle reminder is all that is needed. (Appendix iv) for '**Practical steps in managing and modifying poor behaviour.**'

If a range of strategies, such as those described above, have been implemented and have not had the required impact, staff should get alongside the pupil and deliver a positive and supportive "script". Staff will create a script that they feel comfortable with. An example of this could be:

- 1) *I've noticed that .... (you are not ready to learn), reference previous good behaviour*
- 2) *I need you to ... (give pupils choices, phrase the choices so that whatever the choice the pupil makes it will be the right choice)*
- 3) *I know you can do this/...you are better than this/thank you for listening*

This should be no more than a **30-second intervention**. The shorter the intervention, the less likely a member of staff is to "improvise". Staff will then walk away and give pupils time to think and act positively. (Appendix v)

### **Important note**

For some pupils, especially those with complex needs, including SEMH, the generic behaviour systems/routines do not meet their individual support requirements. These pupils have an individual tailored behaviour plan developed for them to meet their individual needs. These plans are regularly reviewed and shared with the child, parents and staff. All staff are responsible to follow the plans consistently, correctly and to support or request updates when required. The Head Teacher must be consulted when tailoring a behaviour plan.

### **Serious Incidents**

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying

- Child on child abuse
- Racist or homophobic comments
- Inappropriate name calling
- Answering adults back
- Using abusive/offensive language
- Physically striking adults

### **Bullying** (see *Anti-Bullying Policy, 2022*)

Bullying is "**the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online**". All members of staff must recognise that incidents of bullying may occur in school, particularly in the playground. It is essential that all staff remain vigilant, as bullying is most usually a covert activity causing tremendous distress to the victim and potential (psychological) damage to the perpetrators who need to understand that their behaviour is totally unacceptable.

The concept of bullying, the fact that it is not acceptable in school, for whatever reason, and the need to tell an adult if it is happening, is discussed with the children as part of the school's Personal, Social, Health Education.

Incidents of bullying should be dealt with immediately and reported to the Head Teacher who will, when appropriate, inform the parents of the children involved. All children involved will be provided with appropriate support, as agreed with the Head Teacher.

### **Consequences**

At St John's, we encourage positive behaviour that respects our Mission Statement and Values. Our approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. However, when pupils have been given the support and opportunities to make the right choices but do not modify their behaviour, staff will use the agreed, consistent consequences. **Consequences Chart.** (Appendix v)

### **Restorative Conversation:**

*"Punishment doesn't teach better behaviour, restorative conversations do", Paul Dix*

A restorative conversation needs to take place between an adult and the child at the end of the lesson in which they received a reflection. This must include the adult that has dealt with the behaviour.



Another colleague or line manager could support this. This should take the form of a coaching conversation for the pupil. Staff will have a script for the restorative conversation:

- 1) What happened?
- 2) What were you thinking at the time?
- 3) How did this make people feel?
- 4) Who has been affected?
- 5) What should we do to put it right?
- 6) How can we do things differently in the future?

**In line with the DfE guidelines, schools can use reasonable force to:**

- remove disruptive children 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;
- restrain a pupil at risk of harming themselves through physical outbursts.

At St John's, we strongly believe that reasonable force should be used as an absolute last resort, when the child may either harm themselves or others. De-escalation strategies will always be used before any form of restraint.

Where pupils frequently display negative behaviour, the school uses the **antecedent-behaviour consequence** (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A)**: what happens before the behaviour occurs.
- Behaviour **(B)**: the behaviour that occurs.
- Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption. A risk assessment will also be put in place. When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

A Behaviour Contract & revised Risk assessment is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required. Necessary staff members will be familiar with the pupil's Behaviour Contract to ensure staff are equipped to deal with instances of negative behaviour. Pupils and their parents are involved in the development of the Behaviour Contract, and this is reviewed on a fortnightly basis by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective.

### **Searching**

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

### **Dangerous Items Prohibited in School**

Illegal drugs and 'legal highs' and any equipment associated with drug taking. Guns, including toy/mock ones. Knives and other offensive weapons. Fireworks or any other explosive or flammable items. These items are to be given straight to the headteacher who will deal with them. The school reserves the right to inform the police if dangerous items are brought onto the school premises

### **Banned Items**

Any products containing solvents. Aerosols, matches, lighters and cigarettes. Electronic/battery computer games, devices and gadgets. Excess jewellery (see uniform policy) Energy drinks, i.e. those with a high caffeine content such as Red Bull or Monster Boost. Mobile phones. **Note:** Year 5 and 6 are allowed mobile phones as they are allowed to walk home by themselves, with parents written consent. These must be handed into to the office at the beginning of the day and then collected at the end of the day.

Procedures for staff - if a member of staff finds a pupil in possession of a dangerous item they should immediately confiscate it and inform the Headteacher. If a pupil is found in possession of a banned item staff will confiscate it and bring it to the office for safe-keeping.

### **Behaviour off the School Premises**

Our expectation is that all children will follow our school rules when they are travelling to and from school, on a school trip/activity, or when they are recognisable as a pupil at our school. Where behaviour falls short of our rules and expectations, we will follow the consequences procedure once the pupil returns to school. Incidences of bullying and non-criminal misbehaviour which occur off the premises, will be dealt with according to the school policies.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy

### **Governors**

The Governors will ask the headteacher each term about any problems with behaviour. The headteacher, together with the Pastoral Lead, prepares a report on behaviour at full governors meetings. Behaviour/Safeguarding is a standing item at these governors meetings.

If necessary, Governors may attend a discipline committee meeting with the parents of children who are having problems with behaviour.

### **Fixed Term Exclusions**

At St John's, we believe that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

## **Permanent Exclusion**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of St John's Catholic Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

## **Outcomes**

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aim and rules of conduct. It will be used to promote community cohesion. A one-page summary of this policy will be displayed in every classroom (Appendix vii)

## Appendix i

<b>Adult behaviours we don't want to see</b>	<b>Adult behaviours we want to see</b>
Judgemental	Calmness
Inconsistency	Consistency
Over reaction	Kindness
Negativity	Empathy
Moaning	Caring
Shouting	Fairness
Humiliation	Positivity
Sarcasm	Helping each other
Aggression	Laughter
Shaming	Nurturing
Shushing	Complimenting
Talking about children in their presence	Supportive
Negative body language	Humour
Creating/making drama	Forgiveness
	Gentleness
	Respect given no matter what
<b>Reprimand in private</b>	<b>Praise in public</b>

## **Expectations of Behaviour at St. John's**

### **THE STANDARD**

At our school, we want to reward our pupils for going '**above and beyond**' the expected standard of behaviour. This expected standard is listed below:

- Follow our 4 school rules: Ready, Respectful, Safe, Forgiving
- Have 97% attendance or more
- Walk safely around our school – *fantastic walking*
- Show good manners & be polite
- Wear our school's uniform with pride (including PE. Kit)
- Listen carefully & follow instructions
- Care for everyone in our school & everything in it
- Be helpful to everyone
- Kind words, kind hands, kind feet
- Complete tasks to the best of your ability (including homework)
- Listen to one another
- Try your best
- All forms of bullying are unacceptable
- Best handwriting & presentation in all work (including home-work)

## Appendix iii

### **Rewards**

Meet & Greet at classroom door every morning

Daily:

Verbal praise

House Points

Positive Recognition Boards

Praise in Public

Weekly:

Star of the Week – link to a school value, where possible

**Above and Beyond** Certificates (1 per class weekly)

Monthly:

Hot Chocolate Invites awards (1 per class per month **Above and Beyond**)

Personalised **Above and Beyond** postcards home (2 per month)

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Half-termly:

Positive phone calls home (2 per class each half term)

Head Teacher certificates and stickers

Deputy Head Teacher certificates and stickers

## Appendix iv

### Practical Steps in Managing and Modifying Poor Behaviour

Learners are responsible for their behaviour. Staff will deal with behaviour without delegating using the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Steps	Actions
1) Encouragement	Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
2) Reminder	A reminder of the expectations <b>Be READY, Be RESPECTFUL, Be SAFE, Be FORGIVING</b> delivered privately wherever possible. "Think carefully about your next step." "Stop and think... make the right choice." Repeat reminders if necessary (up to 3 reminders). De-escalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage. Remind them of a time they have followed the rules well. "Do you remember when you... that's the behaviour we want to see now."
3) Warning	A clear verbal warning delivered privately (side on/child's level) making the learner aware that their behaviour falls short of our expectations (use ' <b>I've noticed...</b> ' / <b>At St John's, we are ... refer to the school rules</b> ) and clearly outline the consequence if they continue; missing ten minutes from the next break/lunch time in reflection. For serious breaches at lunchtimes, the pupil will be expected to stay inside with an adult for the remainder of their lunch break.
4) Time to Think	Speak to the learner privately and give them a final opportunity to engage. If they choose not to, they will be given a 3x minute timer and a card that displays the four rules, giving the learner a chance to reflect away from others (preferably within the room). <i>If a child has two incidents in a week requiring reflection, the class teacher must inform parents and <b>record on CPOMs.</b></i>



<p>5) Restorative Conversation</p>	<p>A restorative meeting should take place before the next lesson. Staff take responsibility for leading these, receiving support from middle leaders/SLT when requested. This can be a walk and talk meeting. Follow the agreed Restorative Questions during this conversation. The purpose of the meeting is to discuss the consequences of their behaviour and establish a way forward. Repeat steps 1-4. If unwanted behaviour continues, a formal meeting will be called.</p> <p>Imposition given if needed; additional work that must be completed that evening, countersigned by parent, and returned first thing. This is to help the child understand that there are consequences and the responsibility for making up time lost is with them, not the teacher.</p> <p><b><u>Record on CPOMs.</u></b></p>
<p>6) Meeting with parents</p>	<p>A meeting with the teacher, child and member of SLT to discuss actions taken and establish a way forward, usually if there have been three or more incidents in a week requiring reflection. <b><u>Record on CPOMs with agreed actions.</u></b></p>
<p>7) Meeting with Head Teacher</p>	<p>A meeting with the Head Teacher, child and parents. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtimes) to discuss their behaviour. <b><u>Recorded on CPOMs with agreed actions.</u></b> Could lead to TAF meeting or other referrals.</p>

Appendix v

**St John's Catholic Primary School - Consequences**

<b>Behaviour</b>	<b>Consequence</b>	<b>Next Steps</b>
<b>Swearing, Fighting or Physical Aggression</b>	<p>Follow step 6 &amp; 7</p> <p>Pupil will miss outdoor play with peers at break and lunch the following day/s (depending on whether it is a first time fight or not).</p> <p>Possible internal exclusion or fixed term exclusion.</p>	<p><u>Record on CPOMs.</u></p> <p>Arrange a meeting with parents/carers and set actions.</p> <p>During exclusion from the yard, children will work with a learning mentor and complete the following:</p> <ol style="list-style-type: none"> <li>1) Agree to do something to 'make up' with other pupil/s</li> <li>2) Research age-appropriate topics eg. What makes a good friend, respect, or other such topics</li> </ol> <p>Pastoral support if required.</p>
<b>Racist &amp; Homophobic comments</b>	<p>As above</p> <p>Details which emerge from restorative meeting will determine a next step consequence.</p>	<p>As above.</p> <p>Log with the authority and on <u>CPOMs.</u></p> <p>Pastoral support if required.</p>
<b>Continually ignoring instructions</b>	<p>Follow step 6 &amp; 7</p>	<p>Parents informed. <u>Record on CPOMs.</u></p>

		Pastoral support if required.
<b>No homework</b>	<p>Every pupil is given 1 chance to return the completed homework the following day.</p> <p>If the pupil fails to return homework after this chance, they will stay in at break time <b>in their own classroom</b> with their <b>teacher or TA</b> and complete the homework then.</p>	<p>Log missed homework privately.</p> <p>If happens twice in half term, class teacher to contact parents.</p>

## Appendix vi

### **30 seconds scripted intervention**

- Conducted discreetly with a pupil
- “I noticed you have chosen to... (turn around during teacher talk, get out of your chair without permission, refuse to begin the task)”
- “That was the agreed rule about...that you have broken.”
- “You have chosen to ... (answer back, refuse to work)”
- “Do you remember when you were brilliant...last week or last lesson?” or “Look at the rest of the class- perfect silence all working hard)”
- “That is the \_(child’s name)\_ I want to see today!”
- “Thank you for listening.”
- Then WALK AWAY and don’t look back. Eventually pupils will complete your sentences for you when you are consistent. It is VERY IMPORTANT to finish by bringing their attention to past positive behaviour or the current good behaviour of the class. Normalising compliance.

## Behaviour Policy

<p><b>4 SCHOOL RULES</b></p> <ol style="list-style-type: none"> <li>1. Ready</li> <li>2. Respectful</li> <li>3. Safe</li> <li>4. Forgiving</li> </ol>	<p><b>3 ways to recognise conduct that is 'over &amp; above':</b></p> <p>Positive recognition boards</p> <p>Above and Beyond certificates/postcards/phone calls home</p> <p>Hot Choc Invite</p>
<p><b>3 adult behaviours we don't want to see:</b></p> <p>Inconsistency</p> <p>Reprimanding in public</p> <p>Shouting</p>	<p><b>3 adult behaviours we do want to see:</b></p> <p>Calm</p> <p>Kind</p> <p>Fair</p>
<p><b>3 restorative questions for follow up:</b></p> <p>What's happened?</p> <p>Who's been affected?</p> <p>What can we do to make things better/right?</p>	<p><b>3 ways of dealing with unwanted behaviour:</b></p> <p>Use 'I've noticed...' consistently</p> <p>Refer to 'the script'</p> <p>Time out - Repair</p>