St. Andrew's Catholic Primary School

Behaviour Policy

Policy Owner:	Tom Carroll
Date Approved and Reviewed:	September 2026
Next Review Due:	September 2027

The mission of our school is:

To Live, Love and Learn Together as witnesses for Christ.

Central to this policy, and to all school life at St. Andrew's Catholic Primary School, are the moral values and attitudes based on the Gospels and the teaching Christ and the Catholic Church.

As a school who looks to Christ for the basis of its existence, the values and virtues provide the moral guidance towards forgiveness and reconciliation so, at the heart of all our actions and reflections, is our Mission:

To Live, Love and Learn Together as Witnesses for Christ

Section 89 of the Education and Inspectors Act 2006

The aim of this policy is to promote continuous high standards of general behaviour, self-discipline, self-esteem and a showing of consideration for other people at all times.

Key points:

• teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school;

• head teachers and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions;

• Governing bodies have 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.

Aims

The School will aim to:-

- The school aims to show concern, in a school that looks to Christ for the basis of its existence, for all the teaching staff together with non-teaching staff and parents, as well as the pupils.
- The school aims, through prayer, worship and liturgy, to develop the faith of each individual in school.
- The school aims to ensure that the curriculum provides a Catholic Christian setting in which the children can grow in faith and understanding and in the acquisition of skills, attitudes, values and knowledge.
- The school aims to prepare pupils to become active and responsible within the home, school, parish and the wider community in which they may live.
- The school aims to develop and maintain a sense of community and shared values by parents, teachers, children and governors, for effective teaching and learning to take place.
- The school aims be inclusive and use restorative approaches.
- The school will provide a safe and happy environment with help and encouragement to ensure every child does the best they can do.
- The school aims to be open and welcoming at all times and offer opportunities for parents to become involved in the daily life of school.
- The school aims to create a climate of mutual respect.

- The school aims to create a safe environment for every child.
  The school aims to make sure a consistent, whole school approach is taken.
- ALL staff are responsible for ALL the children and work in partnership to create a safe, happy and orderly school environment.

The Child will aim to:-

- Self-control is encouraged so the aim is for children to be responsible for their own behaviour, actions and learning through inclusive and restorative approaches.
- Children take pride in the way that they behave in school and take responsibility for the choices that they make.
- Try their best in class, listen to the teacher and finish all tasks in a reasonable time.
- Work quietly and sensibly and so as they are told, when asked.
- Take reasonable care of their own clothes, belongings and have respect for those of others.
- Arrive at school with the correct equipment necessary for the day.

The Parents will:-

- Make sure their child is punctual, attends school regularly and notify school as early as possible on the day of absence.
- To share the responsibility for the behaviour of their child and teaching staff will always work in partnership with them.
- Raise any concern about the behaviours of the child or another child in the school with the class teacher in the first instance. A member of the senior leadership team will always be available to support the reaching of a satisfactory conclusion.
- Support the school's policies on discipline, uniform, jewellery and medicines and advise school of any health or relevant family problems.

Classroom Rules

At the beginning of each school year, teachers will agree with their pupils up to 5 positively phrased rules for their classroom.

These rules should cover

1. Noise
2. How pupils gain their teachers attention and the use of the attention signal by the teacher.
3. The way people treat one another
4. Resolving difficulties and conflicts
5. Movement and safety

We believe that it is essential to highlight good behaviour. Rewards for demonstrating good behaviour include praise (verbal & non-verbal), and referral to other teachers and Senior

Leaders for extra praise. Two children from each class will be nominated by their class teacher to receive a Dove Award on a weekly basis.

Consequences for unwanted behaviour include loss of privileges, time out of class, referral to the senior leadership team, contact with parents, and in serious circumstances, exclusion from school.

The Head Teacher is the ONLY person who is authorised to carry out a suspension or permanent exclusion. In the absence of the Head Teacher this duty lies with the Assistant Head Teacher only.

Safeguarding

The Behaviour Policy will be implemented alongside the school's Safeguarding Policy and Child Protection Policy to ensure of the safety and well-being of ALL our pupils.

Values

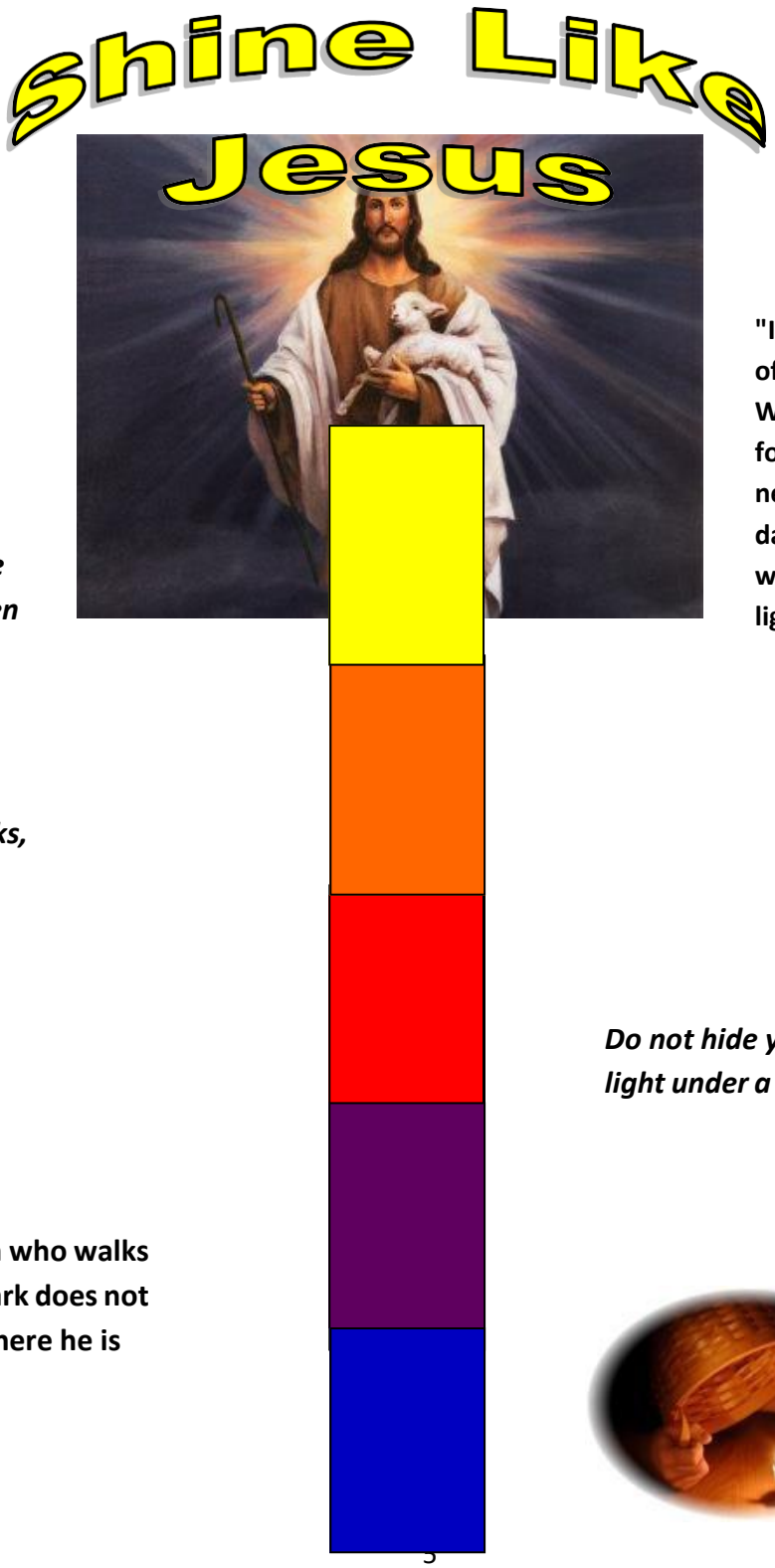
At St Andrews we follow the Gospel taught by Jesus Christ and strive to follow in his footsteps. We have our own school set of values which is chosen each half term for the whole school to try and follow. At the end of half term one child is chosen by the class teacher who they feel has demonstrated the qualities that constitute the value of that half term. The child is presented with a certificate and medal in assembly as a shining example to the rest of the school.

Ways in which our school encouraged good behaviour.

All in St Andrews school are expected to follow school, class and playground rules. We encourage this by :-

To Shine Our Light Like Jesus

In each classroom, there is a behaviour chart like this, containing all of the pupils names and photos.



Let your light shine before men in such a way that they may see your good works,

"I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."

Do not hide your light under a bushal

The man who walks in the dark does not know where he is going

This is for children showing good behaviour and learning attitudes, showing the our values and virtues.
If a child continues to 'shine' they move up to the Shine like Jesus zone. This could then be linked to getting dove points, been sent to SLT for praise, having class rewards – stickers etc. This is key in highlighting the behaviour we expect and that children doing this are recognised.
If their behaviour is not good enough, they will move down. Before they are moved down they should be warned at least once and given a chance to improve. This is the red section.
If they are then moved down to the purple section, the children will then miss their next break time and will stay with their class teacher. It is still possible for the child to move up and reclaim their break. This again is paramount to our faith – we aren't always perfect but we can be forgiven and rectify things. If a child has already been kept in once that week, they should be sent to their phase leader.
If a child's behaviour still does not improve they will move down to the blue section and escorted to a neighbouring classroom. When possible parents will be spoken to at the end of the day.
The behaviour chart is meant to encourage children. If a child has already moved down, they should be warned of further consequences and also encouraged to change. Teacher should be looking to praise them for their correct behaviour and move them back up.
Moving children down should be due to a child's individual behaviour and never used as a whole class punishment.
When TA's are working with children outside of the classroom they should still implement the system, recording any movements on a whiteboard and physically moving the children's names when they return to the classroom.

If a child's behaviour is extreme, they do not have to work their way down the chart, the should be sent straight away to the head/deputy. This is in cases of:

- Causing another child physical harm
- Comments about race, gender, disability or religious belief
- Defiance

Teachers can decide how they celebrate children reaching the top of the zone.

Other rewards

‘Time to Shine’ Awards

- Four awarded for pupils in each class, every week. These include: ‘Strong in Faith’, ‘Headteacher’s Award’, ‘Above and Beyond’ and ‘Discerning Disciple’.
- Each teacher will read their comments out loud in assembly.
- Parents of those children receiving awards will be invited to attend.
- The certificates will be displayed around the school.

Reward Postcards

- Teachers may send postcards celebrating child’s use of the Catholic faith’s values and virtues, excellent learning behaviours or academic behaviours on that day.

Collective Rewards

Dove points

- Awarded for good progress made in a lesson or when marking a book

- Collected each week and the winning house will be announced and the House Captains will collect the cup and colour.

Four Houses: St. Cecelia, St Martin, St Jerome, St Catherine

- Child allocated to house of older siblings.

- Every term **house award** for the winning house with most dove points.

- Each House to vote for treat as incentive at beginning of each term

Picture of desired treat displayed on the House display. Treats include: sports activity afternoon, creative afternoon, cinema afternoon or trip etc... All must be agreed with SLT in advance.

Marble Jar

Incentive for class to work **together,** fill their jar for a treat.

- maximum award in one go – 3 marbles.

- class vote to decide marble treat **before** starting to fill new jar – maximum length of treat, 1 hour to be held on a Friday afternoon, SLT to be informed.

- treats include: team sport activity session, short video and popcorn session, games session, arts session etc... The treat will last for a maximum of thirty minutes.

School Council

The school council meets regularly and is encouraged to become involved in issues relating to behaviour and bullying etc. promoting good behaviour throughout school. Each class is represented by two representatives in KS1 and KS2. School Council will report back to headteacher via Y6 representatives.

Monitoring and reporting

Staff are responsible for reporting any incidents of behaviour on the school CPOMS system. This is monitored by SLT and will give an overview of pupils and any behavioural patterns. This monitoring will allow for any interventions to take place where necessary.

Staff will also communicate with parents where necessary to inform and update regarding any issues.

Inclusion

All children have the right to be treated equally regardless of race, gender, disability or religious belief.

The Behaviour and Anti-bullying policy ensures each individual is valued and respected and that every effort is made to prevent instances of discrimination based on of race, gender, disability or religious belief and to deal with it effectively when it occurs.

Children with special needs identified as having difficulty managing their own behaviour are identified as having Special Educational Needs or Disabilities. They may have a 'Learning Action Plan' agreed by parents, teacher, SENCo and the pupil, which includes targets and actions. These targets will be incorporated into the school's overall approach, but effective rewards and consequences may be specified. It is imperative that all adults who interact with the child are fully informed. These will be developed from the learning continuum and recommendations from partner external agencies and will inform teachers planning for the

.

The Inclusion Team (SENCo and Family Support Worker) will:

Be supportive and give guidance to staff and children alike when dealing with SEMH issues.

Order and organise behaviour rewards and ensure that good behaviour is openly and frequently rewarded

Keep staff, including lunchtime supervisors, updated with issues of behaviour management.

A report submitted to Governing Body and provide feedback on logged incidents as required

Work alongside the Head Teacher, SENCo and lunchtime supervisors.

Help implement and support the delivery of Behaviour Action Plans for children with behaviour issues.

Refer children to and work alongside appropriate external agencies.

Links with Parents

Informal face to face conversations, telephone calls, and/or letters may be used when appropriate to communicate with parents about their children's behaviour – both positive and negative.

Complaints will be responded to, after an investigation, at the earliest opportunity and every effort will be made to resolve problems.

All parents MUST sign home / school agreements.

All parents are invited to input towards their child's behaviour action plan.

Parents are encouraged to support the policy by:

Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.

Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.

Making every effort to attend parents' evenings, parent functions and to develop informal contacts with school.

The policy will be available on the school website and a summarised version distributed at the first parents' evening in the new school year.

Playtimes

At playtimes children will aim to:-

- Play together and look after one another
- Respect the grown-ups on duty
- Let other children get on with their own games
- Stand still when we hear the bell
- Walk sensibly to our lines

Consequences

At lunchtime the lunchtime supervisor and/or teaching assistant will ensure that they know what the antecedent of any incident is.

They will share this with the teacher who will then decide on the consequence required. The teacher will ensure the parent is contacted as necessary. The teacher will consult with a member of the senior leadership team if further advice is required.

Sudden and extreme disruptive behaviour

In instances where the member of staff requires urgent assistance, they will send a trusted child (to be kept in a visible place) to the senior leaders' office or to the front office.

Disruptive behaviour will sometimes require an adaptation of environment and the senior leaders' office used as an 'Isolation Room' for 1:1 support to be given.

In some circumstances the incident may be serious enough to warrant immediate suspension or permanent exclusion.

The Head Teacher's decision to exclude a pupil reflects the Government's guidance in 'Exclusion from maintained schools, Academies and pupil referral units in England', 'Government guidance in Behaviour and discipline in schools', January 2016 and due process aligned to the *Local Authority*'s procedures. Parents of the pupil permanently excluded have the right to appeal and a panel convened by the Governing Body will hear this appeal.

Intervention at this point will be necessary. It may be that St. Andrew's Catholic Primary School need to seek support from outside support agencies. Following consultation with parents, St. Andrew's Catholic Primary School may also consider R.O.P.P (Revision of Pupil Provision.)

The Head Teacher is responsible for this action and in the event that the Head Teacher is not in school the Assistant Head Teacher is authorised to carry out the exclusion.

Referral Process

Many incidents of behaviour can be dealt with effectively by the class teacher with minimum intervention.

We acknowledge some behaviours are minor (but never the less undesirable) and others are moderately serious as well as other instances being very serious. Incidents of repeated misbehaviour will be treated as significantly more serious than one-off insarances.

Use of 'reasonable force'

(as denoted in 'Behaviour and Discipline in Schools' section 38-41) Reasonable force may occasionally be required. In extreme circumstances a child may require a hold, based on Team Teach principles. There is a trained senior leader to guide staff if the safety of the pupil or others would be compromised if the action not taken. The Head Teacher or senior leader must record any use of 'reasonable force' in the Serious Incidents Reasonable Force' Book kept in the Principal's office.

For those children who have been previously identified as having a higher risk of physical intervention, a risk assessment and management plan will have been drawn up between a senior leader and parent and held on file.

Positive handling Policy and Strategies

Strategies

All teachers need to be aware of strategies and techniques for dealing with difficult pupils and steps, which they can take to defuse and calm a situation.

- Move calmly and confidently
- Make simple, clear statements
- Intervene early
- Try to maintain eye contact
- If necessary, summon help before the problem escalates
- Remove audience from immediate location

There are situations where staff should not intervene without help:

Assistance should be sough when dealing with:

- A physically large pupil
- More than one pupil, or
- When the teacher believes s/he may be risk of injury.

In those circumstances where the staff members had decided that is not appropriate to restrain a pupil without help they should:

- Remove other pupils who may be at risk
- Summon assistance from colleagues
- Where necessary telephone the police
- Inform pupil(s) help will be arriving
- Until assistance arrives the member of staff should continue to attempt to defuse the situation orally, and try to prevent the situation escalating.

Restraint must not:

- Involve hitting a child
- Involve deliberately inflicting pain on a child
- Restrict a child's breathing
- Involve contact with sexually sensitive areas

During any incident the restrainer should:

- Offer verbal reassurance to the pupil;
- Cause the minimum level of restriction of movement
- Reduce the danger of any accidental injury

Physical intervention can take several forms. It might involve staff:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Pushing
- Pulling
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back; or
- (In extreme circumstances using more restrictive holds.)

Some Do's and Don'ts

DO

- Be aware of any feelings of anger
- Summon help
- Continue to talk to the pupil in a calm way
- Provide a soft surface is possible
- Be aware of any accessories worn by you or the pupil
- Hold the pupils arms by his/her sides

DON'TS

- Try to manage on your own
- Stop talking to a pupil even if the pupil does not reply
- Straddle the pupil
- Push arms up the back
- Touch the pupil near the throat or head
- Put pressure on the joints

Success Criteria

All teachers and children work in an environment conducive to learning feeling safe and secure and valued as an individual.

The criteria for success are:

Staff feel able to focus on teaching and learning.

Parent feedback indicates they perceive their child is happy, secure and behaving appropriately and that incidents are being dealt with fairly and effectively.

Children take full responsibility for their own behaviour.

Children demonstrate in school discussion through class meetings that they feel behaviour problems are dealt with firmly and effectively and they report incidents of bullying when they occur.

Children feel safe, secure and happy at St Andrew's Catholic Primary School.

Appendices

Sources or statutory guidance

‘Exclusion from maintained schools, Academies and pupil referral units in England’

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

‘Government guidance in Behaviour and discipline in schools’, September 2022.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Education and Inspection Act 2006 (section

St. Andrew's

Catholic Primary School

School Rules

Live the School Mission.

Never give up no matter what.

Follow an instruction of an adult first time, every time.

Always have kind hands, feet and words to keep everyone safe.

Stop bullying together.

Be polite and respectful to all.