

St John Henry Newman Catholic Primary School



Behaviour Policy

Approved: April 2025

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Section 1 – Aims and Principles

Our Aims

- To promote an environment in which everyone feels respected, valued, happy and safe, and where learning opportunities are maximized.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To promote self-esteem, self-discipline and positive healthy relationships in recognition of the importance of this as a life-long skill.
- To provide clear, fair and consistent approach to behavior based on nurturing principles and restorative practices.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To allow everyone to work together in an effective and considerate way.
- To ensure that the school's expectations and strategies are widely known and understood by all stakeholders.
- To encourage the involvement of both home and school in the implementation of this policy.

At St John Henry Newman Catholic Primary School, we have high expectations for all pupils.

***'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**

Core Principles

- Behaviour is a form of communication
- Putting relationships first
- Maintaining clear boundaries and expectations around behaviour
- Not all behaviours are a matter of 'choice'

Section 2 - Creating an Environment for Positive Behaviour

Physical Environment

We know that the physical environment plays a vital part in setting high expectations and ensuring pupils from all social, cultural and religious backgrounds feel valued.

This includes:

- ❖ Being good custodians, respectful of others' belongings and ensuring that the school/classrooms are kept tidy and welcoming.
- ❖ Being mindful of sensory overload in the classroom, particularly displays near the interactive whiteboard.
- ❖ Ensuring good quality displays of pupils work across all ability ranges and resources that reflect the varied ethnicities and abilities across the school and act as a support for learning
- ❖ Ensuring that resources are labelled and organised in a way that is practical and accessible to pupils of all abilities, whenever they have need of them.
- ❖ Careful consideration is given to where individuals sit and who they sit next to
- ❖ Furniture being arranged to allow for maximum learning to take place and enough space being made available for pupils to move around the classroom comfortably and access resources
- ❖ Teaching resources of good quality, adequate in quantity and text is large enough for pupils to read from a distance
- ❖ Adults establishing clear consistent routines for e.g. resource management, how books are given out etc.

Atmosphere

The way that adults speak to pupils, and about pupils, and the way that adults encourage pupils to speak to each other, directly impacts on the self-esteem, confidence and motivation that pupils have, which in turn impacts on the pupils' behaviour. All adults need to act as good role models for pupils including the way that they speak, dress, behave, etc. in every possible situation, e.g. class, playground, assembly hall.

Teaching Positive Behaviour

The best way to teach positive behaviour is through our own behaviour as role models, acknowledging good behaviours and reinforcing expectations. During RE and PHSE lessons, pupils are taught explicitly how to become good members of the community. They also learn how to empathise with others, manage their emotions, problem-solve, deal with conflict and manage anger. Teachers and other adults support pupils to raise self-esteem, boost confidence, deal with friendship issues, and issues such as bullying and racism. School assemblies are used to explicitly teach values and further enhance and sustain a sense of community and a positive ethos. Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each other's opinions. We encourage this through our Philosophy for Children approach which supports all subject areas.

Rewards

At St John Henry Newman Catholic Primary School we recognise and reward positive behaviour in a number of ways

- Verbal praise
- Class rewards; marbles in a jar, raffle tickets (depending on the class teacher's individual system)
- Positive written feedback
- Stickers
- Class recognition board (linked to that week's behavior skill e.g. listening or value)
- Work taken to headteacher or other teachers for praise
- Star of the Week certificates
- StJHN Blue Star Badge
- Manners recognition badge
- Children working towards completing their class "5 values" chart.
- Displaying achievements on communal school screens.

Section 3 – Restoration, Consequences and Sanctions

Restorative Approach

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

Every adult in our school is important and can deal with behavioural incidents.

If an incident takes place on the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child. At St John Henry Newman Catholic Primary School, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Consequences/Sanctions

***'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'* Paul Dix**

The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised Behaviour Plan. All incidents of undesirable should be recorded either on the whole school behaviour log or the child's personalised behaviour plan.

1. Redirect and refocus – Class Teacher

Children who display low level disruptive behaviour are given a non-verbal or verbal reminder of expectations. Teachers may:

- ❖ Use positive praise of pupils making the right choices
- ❖ Remind the pupil of expectations.
- ❖ Use positive cueing and redirection;
- ❖ Eye contact (stern stare, raised eyebrow)

2. Verbal/Visual Warning – Class Teacher

Children who continue to disrupt may be:

- ❖ Given a private verbal reminder of the desired behaviour.
- ❖ Told specifically but privately to cease negative behaviour
- ❖ Individual Behaviour chart referred to (if used as part of a prior Behaviour Plan).
- ❖ Reminded of the choices and consequences of continued inappropriate behaviour.
- ❖ Set a time limit for finished work/ improved behaviour/choices.
- ❖ Moved to another seat/end of row in assembly

3. Consequences – Phase Leader

If a child already has received a verbal/visual warning, but chooses to continue to misbehave, depending on the age of the

child and nature of their behaviour, the teacher may choose to use one of the following sanctions:

- ❖ Loss of five/ten minutes' break
- ❖ Timeout to the **Phase Leader's** classroom.
- ❖ Time out should always be followed up by talking to the child to reconnect and repair and to plan for better choices next time. This can only happen when the child is calm and ready to talk. Therefore, this may be up to 24 hours later.
- ❖ Completing 'STJHN Community Service' during breaks and lunch for damaging behaviour or lack of respect for school property.

4. Consequences – Senior Leadership Team

SLT will remain visible during key transition periods, such as at the start of the day, break times and assembly times to support staff and students. Senior Leaders should only be called upon to deal with the most serious or persistent of behaviours so that proper escalation of matters remains structured. Some examples of these types of behaviours are included below.

Zero Tolerance Behaviour

There are certain types of behaviour that will not be tolerated by the school and for which there is zero tolerance. These include:

- ❖ Bullying
- ❖ Swearing
- ❖ Racism
- ❖ Verbal abuse or threats towards children or adults
- ❖ Aggressive or violent physical behaviour
- ❖ Vandalism
- ❖ Refusal to follow adults' instructions or deliberately ignoring an adult
- ❖ Any form of discrimination, including racial discrimination

Such behaviour may result in an immediate intervention by SLT as opposed to the aforementioned staggered approach. The class teacher/Assistant Headteacher/Headteacher will telephone the child's parents to let them know what the child has done and to warn them that repeated incidences of the behaviour could result in an exclusion from school.

Exclusion (see Exclusions Policy)

On very rare occasions it may be necessary to exclude a pupil on a temporary or permanent decision. A decision to do this is not undertaken lightly and is certainly not imposed without due consultation with all those involved with the pupil, and not without trying every possible alternative first. It is acknowledged that most pupils and their parents prefer to work towards a positive solution to difficulties and appreciate the opportunities the school can offer in encouraging a pupil to feel able to secure his/her own future within the school environment. A few children may get straight to this stage because of an isolated, very serious incident or because they have not responded at earlier stages and are still choosing not to try to manage their own behaviour. To help prevent a period of suspension from school, the children may be placed on a personalised behaviour record. The intention of this is to break down the child's day into smaller, more manageable chunks of time and to help track periods of repeated challenge and provide support for the child. See Appendix 2 for an example of this.

Physical Altercations:

Physical altercations will not be tolerated under any circumstances.

Any student involved in a physical altercation will automatically receive the following:

- A three-period breaktime suspension. For example, if an incident were to occur during morning break time, then the 'play' element of the same day's lunch time, the next day's morning break and following lunch time would be suspended, totaling three 'periods'. This is to spend time with a member of the leadership/pastoral team to reflect

on the child's behaviours and to develop strategies for managing similar situations going forward.

- Children will also attend the nearest 'Behaviour Assembly' in place of their usual Friday Celebration Assembly. This is an additional time to reflect on the school's expectations as a group and share their thoughts on the week.
- Parents will receive a written letter to inform them of their children's physical behaviour in school and the consequences of such actions. See Appendix 1 for letter templates. The letter will outline that repeated behaviour may result in a fixed-term suspension at home and continued physical aggression following this could ultimately lead to permanent exclusion.

Pupils with Additional Behavioural Needs

It needs to be acknowledged that for a few pupils the sanctions and rewards of the school will be insufficient to ensure the well-being of the pupil and other pupils in the class. These children will have personal behaviour plans, developed in consultation with the teacher, the children and the parents. Rewards and sanctions for these children will be carefully tailored to meet their needs. Children who are on the Special Educational Needs (SEN) register for behavioural difficulties or have particular behavioural difficulties managing their own behaviour will have their own individual programmes in place. In these cases, the usual behaviour systems may not apply.

Section 4 – Responsibilities and Monitoring

The Role of Leadership

Although the responsibility of ensuring positive behaviour management is shared across the whole staff, the Headteacher, Assistant Headteachers and other members of the Leadership Team have a responsibility to 'lead from the front'. The leadership team will assess staff needs and build into the school's professional development programme opportunities to discuss and learn about behaviour management. Senior staff will ensure that they are highly visible at particular times of the day, to noticeably reinforce good behaviour and swiftly manage any poor conduct by pupils. Critical times are at the beginning and end of the school day, break times and transitions between lessons/to and from assembly. Senior managers regularly walk around the building, going into classrooms etc. Different stages of behaviour management will mostly occur as the following steps (unless there is the need for further quick escalation as outlined above):

Class Teachers/Teaching Assistants



Phase Leaders/SEND Co/Pastoral Team



Senior Leadership Team

The Role of Parents

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, regularly informing parents of their child's successes, as well as informing them immediately if we have any concerns about their child's welfare or behaviour. Where pupils require support, staff will endeavour to share and discuss strategies so that parents can better support at home. If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If they remain concerned, they should then contact the Headteacher or Assistant Headteacher.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The class teacher keeps a record of behaviour incidents monitors this to ensure pupils receive the correct support. A record of time-outs and significant incidents that occur at lunchtimes is held. The Headteacher keeps a record of serious incidents, as well as records of bullying and racism, which are reported to Governors.

It is the responsibility of the governing body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Appendix 1: Letter home to parents to inform of physical behaviour.

Dear [Parent's Name],

I am writing to inform you that [Child's Name] has been recorded on our behaviour system for using physical actions to solve problems at school. We take such incidents extremely seriously, as they pose a risk to the safety and well-being of other children.

As a consequence of this behaviour, [Child's Name] will receive a **three-period playtime suspension** following the incident. During this time, they will have the opportunity to reflect on their actions in a supervised setting away from their peers. This measure is in place to prevent further harm and reinforce the importance of resolving conflicts in a safe and respectful manner.

Should this behaviour persist, we may need to consider a **fixed-term suspension** at home for repeated physical aggression. Continued unsafe behaviour could ultimately lead to **permanent exclusion** if necessary to ensure the safety of all children. We ask for your support in reinforcing the seriousness of this matter at home. Please take some time to discuss with your child the importance of using words, seeking adult support, and finding peaceful solutions to disagreements. Encouraging positive behaviour and conflict resolution strategies will be essential in helping them make better choices.

If you believe your child may have additional needs that could be contributing to these behaviours, please reach out to our SENDCO Miss Lyons for further guidance and support.

We are committed to working together to help all children feel safe, respected, and supported at school.

Please do not hesitate to contact us if you have any concerns or if you would like to discuss this further.

Mr Cooper

Appendix 2: Example of a personalised behaviour record.

Ways to lose points.		Ways to earn points.	
Laying hands on another person	-25	Volunteering your time to help (tidying other people's messes, helping grownups)	+15
Calling out	-5	Comforting someone who's upset	+10
Talking back	-5	Playing with the younger children	+5
Making fun of someone	-10	Showing good sportsmanship	+15
Arguing with others in the classroom	-10	Being a leader	+10
Refusing	-10		
Talking over people	-5		

Every day begins with **50 points**.

You can lose points for **behaviour/actions/words which aren't ideal**.

You can earn points by going **above and beyond**.

The aim is to maintain 50 points or above each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
First lesson					
Second lesson					
Break					
Third Lesson					
Lunch					
Fourth Lesson					
Fifth Lesson					
Clubs					
TOTAL					
Child's signature					
Class Teacher's signature					
Parent					
SLT	X	X	X	X	