

St John's Catholic Primary School



Love one another as I have loved you

Behaviour Policy

September 2025

Our Catholic vision states that we:

Clear a path for a lifelong journey of exploration and growth, through an innovative and challenging curriculum, inspiring all in our community to be courageous advocates, stewards of Christ and global citizens. Everyone can find their light and shine it brightly. Hand in hand, we love, learn and flourish together.

Our School Mission Statements reflects this,

'Love one another as I have loved you.'

This policy is rooted within our Catholic faith and we teach a moral framework based on shared values that are the basis for our Christian ethos.

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through the creating an environment where good conduct is more likely and bad conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged.

DfE July 2022

Introduction

In the development of this policy, we involved pupils, parents, staff and governors to ensure all voices were heard. We asked our community to identify the core values that they felt best represented our school and what were the most important factors in developing our behaviour policy. The feedback we received, shapes the policy laid out below and reflects the thoughts, feelings and beliefs of our community.

We are proud to offer the pupils at St. John's Catholic Primary School an innovative and exciting curriculum that meets the needs and interests of our children and wider school community. We have not only considered the knowledge, skills and qualities we want pupils to develop but also how we teach the curriculum to ensure every child can achieve their personal best. Underpinning our curriculum are a core set of values and learning behaviours that are upheld by everyone within our community, ensuring adults and pupils work in harmony. These values are underpinned by our strong Catholic Ethos and mission statement, 'Love One Another as I have Loved you.'

Staff and governors work hard to create and maintain a culture of respect and safety, with zero tolerance of bullying, clear boundaries, good pastoral care and early interventions to address problems. This policy is underpinned by the UN Convention on the Rights of the Child and in particular Article 28, the Right to Education; Article 29, Goals of Education; Article 24, a Safe Environment; and Article 17, Access to Information.

In this policy we outline how our community works together to promote positive, purposeful behaviour through conscious teaching, modelling and planned discussions.

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequences process. DfE July 2022

At the beginning of the academic year, pupils and staff work together to discuss what positive behaviour looks like and how these behaviours fit into our 3 core values of ready, respectful, safe. This helps everyone to uphold the core values and links directly to our RSHE curriculum across the whole school. We positively encourage children and our whole school community to:

Be Ready

Be Respectful

Be Safe

We recognise that some of our children may have experienced adversity or trauma and therefore seek to provide a safe, calm, and nurturing environment that supports all children to thrive, with help from caring adults in

school. Our approach to behaviour has been developed to ensure that all children have clear boundaries and are supported in developing their understanding of their emotions and behaviour and the emotions and behaviour of others. We use the Zones of regulation to support the children in identifying their emotions and finding strategies to manage these.

<https://www.st-johns-banbury.oxon.sch.uk/page/?title=Zones+of+Regulation&pid=177>

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Provide a consistent and calm approach and to celebrate the best behaviours
- To use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination.
- Ensure social skills are taught so that children have the tools/skills to work and play in harmony with others.

The Local Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring learning environment in the school by:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging pupils to value and respect themselves and others.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention. Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy.
- Encouraging children to take responsibility for their behaviour. Explaining and addressing unacceptable behaviour.

The four key values of St. John's Catholic School are:

- We are all made in God's image - each unique and talented.
- To be the best we can be in all things- happy, confident and thriving.
- To care for one another- our planet and our community.
- Let everything we think, do and say be a shining example of our faith.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children so that:

- Behaviour expectations are taught and learnt through the curriculum and positive intervention
- Pupils have specific sessions to explain expectations at the start of a term, and when needed in class
- Adults act as role models to demonstrate positive behaviours
- Behaviour is the responsibility of ALL staff to ensure children adhere to these expectations at all times with a high priority to class teams to promote their pupil's behaviour as "the best"
- Uphold our high expectations of basic manners

- Foster the belief that there are no 'bad or naughty' children, just 'wrong/negative choices'
- Encourage children to recognise that they can and should make 'the right/good/positive' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
 - Ensures consistency of expectations across the school
 - Builds a community which values kindness, care, good temper and empathy for others

Expectation of Adults

We expect every adult to:

- Meet and greet at the door 'good morning' and to do this with warmth and a smile
- Refer to 'Ready, Respect, Safe' in their daily conversations with children
- Establish clear routines
- Highlight and promote positive behaviour – actively catching pupils doing well and giving lots of praise
- Develop positive relationships with all children
- Never walk past or ignore pupils who are failing to meet expectations
- Deal with all poor behaviour in private
- To be calm and not shout at children
- To use scripts
- Follow up all behaviour with restorative conversations and communication with parents
- Have a clear plan for dealing with low level behaviours and conclude the day positively
- Teach behaviour as part of the weekly curriculum
- Plan lessons that engage, challenge and meet the needs of all pupils
- To promptly discuss behaviour concerns with phase lead and actions already taken to support the child

Behaviour is managed well where adults know their classes and develop positive relationships with all pupils.

Expectation of Phase leaders:

Phase leaders (and SENDCo's) are not expected to deal with behaviour referrals in isolation. If called upon they are there to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

- A visible presence around school
- Encourage the use of positive phone calls amongst their team
- Support behaviour development through phase meetings to ensure consistency of the policy
- Know which children are consistently meeting expectations
- Liaise with SEND team (both internal and external) to ensure prompt provision where needed
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines

Expectation of SEND Team

- To use behaviour data to target and assess interventions at universal and SEND support in line with Matching Provision to Need document
- To provide support and advice to adults
- To support teachers in managing pupils with more complex or challenging behaviour so that needs are being met

The Headteacher and the Senior Leadership Team

- Meet and greet learners at the beginning of the day

- Will be a visible presence around the school
- Celebrate staff, leaders and pupils whose effort goes over and above expectations
- Ensure staff training needs are identified and met
- Use behaviour data to target and assess the effectiveness of the behaviour policy and practice

The Governing Body

- Review and approving the Behaviour Policy
- Monitor the policy's effectiveness
- Hold the Headteacher to account for its implementation
- The law says that Governing Bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. The governors support the Headteacher and staff, in implementing the Policy and being aware of its effectiveness

Specifically, the Governing Body should:

- Through the Behaviour Policy, help members of staff better understand the expectations for teaching and modelling positive behaviours and in implementing consistent approaches when dealing with behaviour around the school environment.
- Support the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse Against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.
- Ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The Role of Pupils

Pupil Responsibilities: We encourage children to have "jobs", important roles and responsibilities in class including:

- Monitors
- Chaplaincy team
- Well-being warriors
- Eco-warriors
- House School Captains
- School Council Representatives
- Librarians

These roles promote self-esteem and skills of leadership and responsibility.

The Role of Parents and Carers

Parents are regularly encouraged to familiarise themselves with the school's Behaviour Policy and to ask staff questions if they are unsure about any aspect of it.

Parents are asked to support their child/ren by ensuring they:

- Arrive at school on time every day and encourage good levels of attendance in your child.

<https://www.st-johns-banbury.oxon.sch.uk/page/?title=Key+Documents+%26amp%3B+Information&pid=113>

- Value and support the work of the school by reading regularly at home and complete weekly homework tasks.
- Always wear the correct uniform, including PE kit.

• Work with school if behaviour issues arise to help develop and support positive behaviour choices.

Ready	Respectful	Safe
<ul style="list-style-type: none"> ● Ready to listen ● Ready to learn ● Ready to play ● Ready to be kind to others ● Ready to be a good friend ● Ready to be respectful ● Ready at school on time 	<ul style="list-style-type: none"> ● Respectful of ourselves ● Respectful of our peers ● Respectful of school staff ● Respectful of our school rules ● Respectful of our school building and grounds ● Respectful of our equipment ● Respectful of God's world 	<ul style="list-style-type: none"> ● Moving safely around the school and grounds ● Being in the right place at the right time, e.g. outside at playtimes ● Thinking of the safety of others ● Being safe with our bodies (not hurting others with hands, feet, etc.) ● Being safe with our words (not hurting others with what we say and how we say it)

Consistent Routines	Smart Starts Wonderful walking Legendary Lines Lovely Listening Marvellous Manners
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Behaviour Categories

Within each categorised level of behaviour, there are consequences for when the behaviour is identified. Examples may consist of, but are not limited to the consequences below.

<u>Level</u>	<u>Behaviour incidents</u>	<u>Consequence</u>
1	<ul style="list-style-type: none">· Teasing· Pushing in· Interrupting· Low level attention seeking, such as continuous shouting out.· Spoiling other's games· Avoiding work· Name calling/ unkind words· Low level disrespectful behaviour· Running inside· Play fighting· Not following rules· Uncooperativeness· Climbing on walls/ trees	<ul style="list-style-type: none">· Discussion about the behaviour and a restorative practice. This helps the child to understand their actions and the impact on themselves and others· Measures in place to support the child and prevent re-occurrences.· Apologies to those affected· All or some of breaktime forgone· Move down the recognition board· Record of behaviour logged on CPOMS· Key stage leader notified· Parents to be notified.· Teachers are informed of any incidents that have occurred over break or lunch time.

2	<ul style="list-style-type: none"> · Spreading rumours · Consistent arguing · Repeated hindering of other children · Coercion · Increasing rudeness / disrespect to others · Lying · Hitting or kicking · Fighting · Refusal to follow instructions · Use of swear words or actions · Throwing objects · Repeated level one incidences, even after level one consequences applied. 	<ul style="list-style-type: none"> · If any of these behaviours are repeated or a worrying pattern emerges, parents will be notified immediately · Restorative practice for all level 2 behaviours to take place with a member of staff and recorded on CPOMS. · Discussion with senior leader or phase leader · Apologies to those affected, including written apologies where appropriate. · Break or lunchtimes forgone, possibly for an extended period of time. · Move down the recognition board. · The school follows the 'No-Outsiders' programme to enable children to see the effects of bullying, promoting respect and tolerance relating to the British Values and the Jesuit virtues and values. · Pupils may be monitored over a period of time.
3	<ul style="list-style-type: none"> ● Spitting ● Vandalism ● Vicious kicking ● Repeated physical fighting ● Stealing ● Physical abuse to adults ● Child on child abuse ● Extortion ● Running out of school ● Bullying ● Biting ● Graffiti ● Intentional racism ● Intentional damage to property ● Repetition of acts from level 2, even after consequences have been put in place. 	<p>Should serious misbehaviours occur, or lower-level behaviours continue, a behaviour plan will be written. The Headteacher and other appropriate adults within the school will support and monitor the behaviour. The SENDCO may provide additional help to the child and guidance may be sought from other agencies. A meeting will be held with all relevant adults and further support put in place. Counselling or nurture may be used to help the child to understand the behaviour that was displayed and how to prevent it in the future. Exclusions may be considered. We will use the phases below to respond to incidences of bullying.</p> <p>All incidents must be recorded clearly and accurately by the adult. Incidents to include fact only and not interpretations or personal opinion. Wherever possible, another professional adult should verify the account made. All files are kept secure on our electronic recording system (CPOMS).</p>

4	Severe Cases of behavioural incidents	Continued poor behaviour will result in the involvement of the Head Teacher and where possible an Oxfordshire Exclusion and Reintegration Officer. Continued disruptive behaviour where the child does not respond to the strategies put in place may result in a fixed term exclusion of up to 5 days. The Headteacher will arrange a re-integration interview with the parents/ carers of the child during or following the exclusion. If a child has had several fixed term exclusions, a pastoral support plan will be put in place, for the duration deemed necessary. Extreme or persistent poor behaviour may result in permanent exclusion.
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Guided Interventions (Managing unacceptable behaviour)

At some stage, children may demonstrate behaviours that are unacceptable. This is a part of all children's healthy development – they are learning to understand what the boundaries are and how to manage difficult feelings, situations and social interactions. Behaviour can be affected by a number of physical, mental and emotional factors – or a combination of all three.

It is very important that there is a consistent approach to managing behaviour incidents and that all staff use the same tools and have a shared language.

There are three main tools for managing unacceptable behaviour, relating to our Zones of Regulation:

<https://www.st-johns-banbury.oxon.sch.uk/page/?title=Zones+of+Regulation&pid=177>

A – Getting back to Green = preventative

Simply means that a child can learn to identify and manage their emotions, with adult support by:

- Starting to recognise and have words to describe when they feel happy/upset/angry/worried
- Knowing how their body feels when they are happy/upset/angry/worried
- Figuring out what strategies work to help them to regulate (calm down)
- Taking other people's thoughts and feelings into account in a situation

B – 'Drive by' intervention guided response = reminder/warning

The caution – delivered privately wherever possible, but always *discretely and respectfully*.

1. Make sure that you have the child's attention. Name the behaviour you want to see:

e.g. *"Please sit quietly so we can carry on with the lesson."*

2. Refer back to previous good behaviour = positive dopamine download:

"Remember earlier on today, you were working really well on your own. I would like to see more of that please."

If the behaviour does not change ask them what help they need to help them e.g. to sit quietly.

If there is no change, let them know what will happen next if things continue as they have *"Please sit quietly. If you can't do that right now then you will need to have some time out/go to the Reflection space/miss some of your playtime..."*

"Make a helpful choice – I know you can sit quietly. Thank you for listening"

Move away and give the child some time to adjust their behaviour. If they have, return for a drive by and praise their better choice *"Well done you are sitting calmly and quietly, thank you very much."*

C- Suggestions for guided conversations and responding to a more serious incident

1. Try to name the feeling/s.

'I wonder if you are feeling...' *'It looks like you might be feeling...'*

They might not be able to do this for themselves.

'You seem really upset or angry. I can stay with you'

'How are you/ are you ok? Do you need any help?'

Be guided by the child's voice, verbal language and body language. Use what you know about the child. Do they need you to be close to help them calm down? Do they need physical space or the situation will escalate? If you are not sure, try to read the cues including body language.

2. Let them know you are there with them and will stay or find someone else to be with them.

If they want space, stay at a distance that shows you are present but not in their physical space.

Avoid talking about what happened or their reaction.

'When you are ready to talk I am here..'

'I will stay over here quietly and come back in a few minutes to see if you are ready to talk'

If the child says *'I don't care,'* don't argue, let them know that you care about helping them.

'I can stay here with you or I can get someone or x to stay with you?'

'Let's calm down together.'

Some ideas for how this child calms down / I can stay here while you calm down.'

3. For a child who can accept your help.

'Let's try walking and some slow breaths to help calm down (five finger breathing)'

'Let's go outside/to x room'

'Let's name 3 things we can see, 2 we can hear, 1 we can smell'

'Here is your x that I know you sometimes find helpful to calm you down'

If you have already worked with a child and have a list of 5 things that help when they are overwhelmed *'I think you may be feeling like Let's choose something from your list to help you calm down.'*

4. Once a child is calm, and only when they are calm, revisit what happened with them.

Talk to the child once you are calm. This may be later in the day or the next day. If you need to talk to a colleague, before the child, do this so that you have had a chance to deal with how you are feeling. When you talk to the child; be calm, be curious, be non-judgemental and non-blaming. Be patient. The message we are giving is that it is ok to have feelings, we all have them and we all have to learn how to understand and express them. It is ok to get it wrong, we try again next time.

Remember that a child who has outbursts may feel guilty and ashamed which makes conversations harder and makes it more difficult for them to acknowledge any part in what happened. If they do talk, their perspective and view is likely to be different from yours or another child's. Listen, don't argue. Some children will respond to talking, others to drawing what happened with cartoon stick people.

'Can you tell me what happened? /Tell me a bit about what just happened.'

'How were you feeling at the time?'

Acknowledging emotions...

If it is hard for the child to talk about or identify feelings. It sounds like you may have been upset, angry or worried.....

Depending on the child's level of understanding, you could ask how they think it looked to others?

If there was someone else involved and child can manage -

'How do you think this made x feel?'

Or, *'I wonder how x felt.'* (thinking about what was in the mind of others and their feelings)

'Is there anyone you think we might need to check how they are or say sorry to?'

Reminder of St. John's values that were hard to follow if challenging behaviour e.g. ready, respectful, safe.

'Because you were upset it was hard to follow the rules/do what you were asked/ be kind and

gentle'

'What do you think we should do to make things better now/improve the situation?'

'What do you think might be a reasonable consequence for breaking x rule?'

'Is there anything we can do differently in the future so this doesn't happen again?'

Come up with ideas together but be willing for your ideas not to be accepted

Can try out a skill e.g., five finger breathing, mindfulness, grounding, or counting to 10

Talking to children in the classroom after the class has been disrupted by one child's behaviour

Have a conversation with children who are still in the classroom. Acknowledge the behaviour and what it was like for them to see it.

'X was feeling very angry and it was hard for them to express this'

'I know that was hard for you, when you were trying to work and you might be worried about X. A member of the teaching staff will look after them and make sure they are ok and have help to calm down. Well done for dealing with that. We couldn't get on with learning so let's take a moment to calm down ourselves.' We can use a short mindfulness or breathing exercise here.

If needed 'I feel a little bit flustered after that, I felt a bit worried. I am going to do a breathing or calming down exercise. Can you help me.'

'If anyone wants to talk to me after the lesson I will be here.'

It helps to model how to deal with challenging incidents and to look after yourself and calm down afterwards.

The message is that we care and are supporting children.

This is a safe place for children. Anyone can have these conversations with children and the script helps with staff taking a similar, familiar approach and using repetition.

Reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff should make themselves familiar with DFE guidance 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' as well as the school's Policy for the Use of Reasonable Force.

If behaviour is disrupting the learning environment:

Staff understand that behaviour is a form of communication, and pupils are learning how to understand their emotions and self-regulate these.

We expect every adult to:

Develop positive relationships with all children

Never walk past or ignore pupils who are failing to meet expectations

Deal with all poor behaviour in private

To be calm and not shout at children

To use the scripts

Follow up all behaviour with restorative conversations and communication with parents

If behaviour is disrupting the learning environment in any way, then staff will use the following steps to ensure a consistent approach across school is implemented:

<u>Step</u>	<u>Strategy</u>
1	A gentle reminder is given to the child, drawing their attention to 'ready, respectful, safe' and modelling what they could do instead. Try to ensure this is not done by drawing the attention of the whole class but as discretely as possible. Move towards the child's height wherever possible to reduce threat and speak calmly and quietly.

2	A second gentle reminder may be needed and remember to praise if you see your modelling strategy being used. 'Thank you for listening'
3	If the disruptive behaviour persists, ask the child to come to you and use the following type of script to speak to them...

The '5 Steps of Restorative Practice':

<u>Step</u>	<u>Restorative question</u>	
<u>1</u>	Tell the story	What has happened? Start from the beginning... What happened just before that?
<u>2</u>	Feelings	What were/are you feeling? Where in your body are you feeling that? How do you think they are feeling?
<u>3</u>	Ripples of harm	Who has been harmed and how have they been harmed? What has been the most difficult thing for you?
<u>4</u>	Needs	What do you need to calm down? What do you need to find closure? What do you need to move forward?
<u>5</u>	What Next	What do you think will make things better? What/who can support you? What needs to happen?

If the child is unable to unpick the event in a clear and coherent way, then staff will remind and explain that we work to be 'ready, respectful and safe' and do our best - these are what we are all striving to do, and this is the expectation that we want to see from them. Staff will ask them if they need some time to reflect and reset or if they are ready to show their commitment to the 3 values (ready, respectful, safe) before the end of the lesson.

If improvement is seen, offer gratitude and encouragement. However, if no improvement is made then, at the beginning of the next break, they will stay with their teacher to reflect on what has happened and why the behaviour continued. During this time, as well as a restorative practice, it may also be appropriate for the child to complete any outstanding tasks that they were unable to complete during class if the additional support is what was needed (this will influence task and planning moving forward). This time is an opportunity for reflecting on the behaviour and to reset expectations for the next lesson. Additional resources and support materials may be needed for the child to begin a task, stay focussed and get back on track - these will be ready for the next lesson. Other useful strategies might include emotional regulation resources or activities, time to work in a shared quiet space or other classroom. The zones of regulation are used throughout the school and staff also model how to use these. Children have input and discussions around these at the beginning of every new academic year.

Communication between school and parents/carers is vital, therefore parents/carers will be informed of any persistent disruptive behaviour so that they are able to work with the school to provide consistency and the very best support for their child. There may be times when all children and staff need help to reset. Teachers should work with children to create a bank of short activities that help us all to reset such as; finger breathing, find 5 blue things in the room, mindfulness colouring, playdough and sharing a story.

If behaviour is disrupting play:

When behaviour disrupts play it is important to work closely with the pupils involved and to hear all versions of events. Staff ensure that when an issue arises, they only speak to the pupils involved and find a quiet space to listen to them in turn.

Strategy and Script
Each child gets the opportunity to speak, and staff will listen carefully to their explanations. Staff will respond by saying....
'I have listened to you all and can understand why you have had a disagreement...' Staff be on hand to help children find a way forward 'What could we do about this?' work with the children rather than simply give a solution.

If an issue with behaviour is identified, then that will be addressed directly with the child/ren using the strategies outlined previously, 'Disruptive Behaviour in the Learning Environment'. Time will be allowed for pupils to demonstrate to staff that they are working to be 'ready, respectful and safe'. If they choose to continue to not make a good choice with their behaviour, they will be asked to play closer to a staff member until a change is seen. Pupils might also be assigned a 'play buddy' (an identified child that they play calmly with).

If poor behaviour choices harm another pupil:

When behaviour has a detrimental effect on others it is important to address this calmly, allowing pupils to speak and explain the situation in full before any actions are taken. When the situation is clearly established, staff will use CPOMS to record any incidents factually and give pupils a chance to reflect on what happened.

Pupils will be taken through this process in break time, where appropriate, and there may be supportive processes put in place moving forward such as, having an adult to support them outside, playing near an adult for an agreed period of time, support from playground leaders, using the toilets before or after classmates etc. These measures will be agreed and implemented to support and encourage the use of positive behaviours.

Positive praise will be given as soon as the child is seen making good choices. Parents of all pupils involved in these situations will be made aware of the incident in a timely fashion so that they understand how the school values and encourages positive behaviours. This is also an opportunity to involve parents in understanding behaviour, emotions and specific needs that their child may have that the incident may have highlighted.

Reporting behaviours that cause concern:

When behaviour causes concern, constitutes bullying, or harms another child, there is a necessity to record and report this behaviour immediately. Incidents will be addressed within the school day wherever possible, and parents/ carers informed of the incident and actions taken by staff to support pupils moving forward.

Behaviour incidents of this nature are recorded on CPOMS (online reporting system for the Safeguarding of Children). To ensure there is sufficient detail in these reports adults MUST:

- Enter information of the behaviour incident in as much detail as possible (location, timing, any triggers, behaviours/ injuries/intervention etc...)
- Ensure all pupils involved in the incident are named in the concern.
- Chronology updates should include details of any work done after the incident, contact made with parents and further actions taken.
- Adults should liaise with DSL/DDSL for advice if needed.
- Forms for pupils to reflect on the incident are below.

Dealing with a bullying incident:

We take any reports of bullying very seriously. If an incident of bullying is reported, the following actions will be taken:

Phase 1

As it can be difficult to identify the bully and bullied in situations of conflict, once children are calm enough to engage in conversation, staff will work through the 5 Steps of Restorative Practice (outlined previously), with any child involved, whatever their involvement.

Appropriate next steps will be agreed (e.g. restorative meeting, letter of apology, etc.) and the class teacher and parents, of all children involved, will be notified. The incident will be recorded on CPOMS without delay.

Phase 2

For serious behaviour incidents, progress straight to phase 3.

Should children continue to behave in a way that is hurtful to others, phase 1 will be repeated and the child causing harm will be treated in-line with the school's Behaviour Policy to safeguard any children who have been harmed by their behaviour. This may, for example, be a period of time off the playground, decided by the Headteacher/ Assistant Head or member of the Senior Leadership Team.

Staff will offer support to any children who have been harmed and take necessary action to make sure they feel safe and reassured – the child will be able to name a staff member to offer this support and, with the children's consent, this may involve a restorative meeting that produces a written agreement between all children involved.

Stage 3

Should negative behaviours persist following phase 2 intervention(s) or a serious behaviour incident, the child/children causing harm will be placed on a Support Plan. The children who have been harmed should be safeguarded from the child who harmed them until the point a meeting can be arranged with the parents/carers of the child whose actions caused harm.

In a meeting involving school, parents/carers and the child, the behaviours causing concern must be acknowledged, possible triggers identified, and a SMART action plan put in place. The support plan should be reviewed weekly with key adults in school. There may be a need to write a Positive Handling Plan (PHP) where physical handling is required to move a child to a safe place. This plan is always shared with parents/ carers and adults who use the plan must be TEAM TEACH trained.

For any children who have suffered harm, we will assess their needs and, where possible, provide in-school Nurture support. For significant cases and cases that constitute a criminal offence, children can be referred to SAFE! Support for Young People Affected by Crime, with the consent of their parents/carer.

Phase 4

Should negative behaviours persist following the implementation of a Support Plan, the Headteacher should seek advice to further consider how to reduce the risk of recurrence as part of a risk assessment/safety plan and implement appropriate safeguards and support for the child. If a child reaches Stage 4, the school should also work with the parents/carers to initiate an Early Help Assessment (EHA) and Team Around the Family (TAF) – multi-agency meeting - to consider what action is necessary, and in the child's best interests. Should the family refuse to engage with school in this process, the school will seek support from the Locality and Community Support Service (LCSS) to engage the family. TAF meetings should take place every 6 weeks.

If the child is a Looked After, the school will contact the Virtual School for Looked After Children.

If the child is open to social care (Child in Need or Child Protection) the school will contact the Social Worker.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer,

significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Where there is suspected child or child abuse please read St John's Safeguarding Policy 2025.

Inclusion

God made everyone unique. For St John's as a school, this means responding to the different talents and needs of all our children so that they can achieve their true potential. Reasonable adaptations should be made for children who find making good choices a challenge.

All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. This may require work with Phase leaders, SENDCOs and in some cases, the Headteacher and the Assistant Headteacher. It is also important to remember that all behaviour has meaning, is a form of communication and that a restorative approach can help unpick the reasons for the behaviour rather than a purely punitive approach. Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents.

There can also be a number of reasons for children to struggle with positive engagement, for example: understanding, language, culture, previous experiences, disabilities, attitude, family context, attention span, trust, self-concept to name a few. This can lead to different responses, such as: freeze, fight or flight. There needs to be a tailored approach to supporting children who present with challenging behaviours. (see Preventing Recurrence of Misbehaviour Section below). This needs to be regularly reviewed with both child and parents. Where necessary, outside agencies may be brought in to support the child e.g. Early Help (with parental/ carer consent), lego therapy and ELSA support (with parental/ carer consent).

When children struggle with their behaviour, we are committed to working with both the child and the parents/carers in a variety of ways and this has been very successful to date. Every child is different and unique and we continue to find new ways to support different children in different situations. When children are struggling with challenging behaviours, it is essential for parents/carers to work with the school and outside agencies to address it.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a child with additional need pupil caused by the school's policies or practices (Equality Act 2010). Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014). If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies as part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

These may include: Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher training for staff in understanding conditions such as autism use of calm spaces where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

Preventing recurrence of misbehaviour:

As a school we are committed to using a range of initial intervention strategies in order to reduce likelihood of suspension or permanent exclusion in addition to the strategies outlined in our behaviour system. The aim of all interventions is to identify and address underlying factors leading to misbehaviour and to assess the appropriateness of the provision in place for the child. Working with a range of agencies and outside providers, we offer ELSA, Lego therapy. In addition, we are proactive in working with Early Help. Where a child has an EHCP we work closely with the LA Send team and PFMAC inclusion lead to review provision. Where a child has spent time in alternative provision or a pupil referral unit, there will be a plan for re-integration which will be regularly reviewed.

Behaviour Support Plans

If a pupil regularly displays behaviour that disrupts theirs and others learning as well as disrupts the safety and stability of the classroom, a personalised strategy in the form of a behaviour support plan is required. Our school operates a 'graduated response'.

Routines

Throughout the academic year, adults across the school, model and embed classroom routines and set high expectations for all. Adults will not ignore behaviours in any form that are not upholding to the school's core values. Once routines and high expectations are established, staff will regularly reinforce them with pupils to ensure they remain embedded throughout the year. Opportunities for this are threaded throughout our curriculum for RSHE and CST.

<u>Routine</u>	<u>Expectations</u>	<u>Impact</u>
8.35 Start of School Day Gates open and pupils enter through to the	Pupils arrive smartly dressed either in PE kit or uniform.	Pupils understand what it means to be a member of the school community. Pupils feel valued.

<p>classrooms.</p> <p>All chn begin with their names on the 'white' section of the recognition board. Each day is an opportunity for a new beginning/ fresh start.</p>	<p>Pupils are greeted and welcomed into school by a member of staff at the school gate.</p> <p>Pupils are greeted warmly and by name again as they enter their classrooms. They settle straight into a morning work activity in the classroom, calmly and quietly.</p> <p>Pupils use the ZOR (zones of regulation) to place their name in how they are feeling (all begin in green each day.)</p> <p>Pupils are in school by 8.45am.</p> <p>Gates close.</p>	<p>Learning can begin promptly, and all pupils are involved.</p> <p>Staff know how chn are feeling from start of day and can adapt as necessary.</p>
<p>9:10-9:30 CW</p> <p>Mon - Gospel assembly</p> <p>Tues - KS1 CW and KS2 liturgy in class</p> <p>Weds - Hymn Practice</p> <p>Thurs - KS2 CW and KS1 class liturgies.</p> <p>Fri- Celebration assembly</p>	<p>Pupils line up calmly and quietly in their classrooms.</p> <p>Transition into the hall in silence. Sit in their class areas silently, ready to listen.</p> <p>Joining in- respectfully.</p>	<p>Pupils access and engage with the message and transition safely and respectfully.</p>
<p>10.30 Morning Break</p>	<p>Pupils finish the lesson and ensure tables are left tidy. Chairs are tucked under and resources away.</p> <p>Pupils can go to the toilet and wash hands ready for snack. Teacher reminds everyone of expectations for play.</p> <p>Pupils collect snacks and these must be eaten sitting down.</p> <p>Pupils to walk outside quietly and calmly to the playground/field.</p> <p>Toilet passes are used during break and lunch times.</p>	<p>Classroom is organised and ready for the next lesson.</p> <p>Pupils understand how to keep themselves healthy.</p> <p>Chn are safe and not in school without supervision.</p>
<p>10.45 End of Break</p> <p>(Same applied to the end of lunchtime)</p>	<p>Bells or a whistle signal the end of break. First sound of whistle says 'stand still or climb down' the second says 'walk to your lines in silence.'</p> <p>Between whistles, one playground supervisor should enter the building to monitor the movement of pupils back into class. They should also take pupils straight inside who may struggle with crowded spaces.</p> <p>Time for a quick drink of water before the next lesson begins.</p> <p>All pupils line up silently and walk to class in silence.</p>	<p>All pupils are calm before they enter the building. There is a chance to call any pupils to adults if you notice issues.</p> <p>There is an adult in the cloakroom spaces to ensure movements are calm and sensible. This may involve calming strategies to support transition – finger breathing, mindfulness.</p> <p>Pupils return quickly to classrooms and are ready to learn.</p>

Lunch	<p>Pupils finish the lesson and ensure tables are left tidy.</p> <p>Chairs are tucked under and resources away.</p> <p>Pupils can go to the toilet and wash hands ready for lunch.</p> <p>Pupils line up in the classroom and say the daily prayer. Teacher reminds the class of expectations in the hall. Manners when sitting and being served. Teacher leads the class to the hall; pupils settle or go up to be served. KS2 when called into lunch one supervisor should be ahead of the pupils to ensure pupils enter the hall calmly with walking feet and indoor voices.</p> <p>Any pupils who have been identified as vulnerable should be by an adult before pupils head into the hall to ensure smooth transitions.</p>	<p>Classroom is organised and ready for the next lesson.</p> <p>Respect shown for others.</p> <p>Pupils understand how to keep themselves healthy. Hall is kept as calm as possible, and pupils can enter and exit the space safely.</p> <p>Respectful behaviour</p>
3.10-3.20pm End of day Reading & learning reflection	<p>Pupils may experience a story or section of the class text. Every class should take a few moments to reflect on the day and recap highlights. End of day prayer</p>	<p>Calm end of the day, chance to reflect and look forward to the next day.</p>

Additional Support

Where there are specific needs identified for individual pupils, the school offers Nurture & ELSA support to help develop understanding of emotions and self-regulation.

Rewards

This policy reflects the golden thread of a positive behaviour culture that weaves through our whole school from EYFS to Year 6 and involves all adults and pupils. It is embedded at the heart of our whole school community, ensuring everyone feels a sense of safety and belonging. The reward for upholding our core values is a sense of pride, knowing that you are part of something special. To help emphasise this and ensure pupils are aware of the ways that they can help each other, we have weekly awards. These awards are linked to learning and social behaviours. They are awarded to pupils who go above and beyond – consistently demonstrating the 3 core values of 'ready, respectful, safe.' These awards are given in assembly and parents/ carers are invited along to see children receive their awards in our celebration assembly. Pupils are encouraged to notice classmates/peers who are modelling exceptional behaviours and they are able to share this with teachers.

Each week, one child from each class is nominated for a 'Learner of the Week' award which celebrates something they have done to uphold the Catholic vision and values of the school; this can be something recognised in or out of school. These rewards help to model to the pupils how hard work, love, care and respect can build a strong and

supportive community, which enables everyone to flourish. It is important that children know what they have been nominated for and that this has been shared with parents/carers (as a surprise) before the assembly.

In addition to this, children also receive house points, a weekly whole class attendance award and a weekly whole class Headteachers award - thus encouraging and promoting their ability to be kind and work as a team.

Each class has a recognition board (shown below) where children, each day, have a 'fresh start' and the opportunity to progress up the board for modelling 'ready, respectful, safe' behaviours. This can be in learning or for kindness, marvellous manners, lovely listening, wonderful walking, legendary lines and will often link to our Jesuit Virtues and Values.

Gold	
Silver	
Blue	
White	

CPD for staff

The school provides appropriate training for all staff, to promote positive and consistent behaviour expectations within school. It also ensures opportunities for staff to develop their knowledge and skills in relation to such issues as: implementing the school's Behaviour Policy; the implications of legislation affecting behaviour management (for example exclusion, safeguarding, Use of reasonable force); inclusion and equality. Specific planned/tailored training will be requested as appropriate from the Communication and Interaction Team to support any pupil referred to their service. All staff, especially ECTs, are encouraged to access OCC training in behaviour management to help best support their role as class teacher. We also access training offered by the PFMAC.

Power to Discipline beyond the School Gates

All members of school staff have a statutory power to discipline pupils for misbehaviour outside of the school premises. All non-criminal undesirable, concerning or harmful behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, should be brought to the attention of the Headteacher who will follow-up the incident in line with procedures agreed within this Policy.

The staff member may discipline a pupil for:

- Any misbehaviour when the child is:
 - Taking part in any school-organised or school-related activity
 - Travelling to or from school
 - Wearing school uniform
- In some other way identifiable as a pupil at the school

- Misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

The role of parents and carers is crucial in helping schools develop and maintain good behaviour. To support the school, parents/carers should be encouraged to get to know the school policy and, where possible, take part in the life of the school and its culture. DfE July 2022

If the staff member witnesses behaviour that concerns them outside school, they should consider their own safety and well-being before intervening. If the personal safety of staff is not at risk, the pupil/s should be asked to refrain from the offending behaviour and understand why the behaviour is unacceptable. Discussion with the Headteacher or member of the Senior Leadership Team should be sought before any action is taken.

The Headteacher will consider whether it is appropriate to notify the police of the actions taken around a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

In addition, staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case staff should follow the Safeguarding Policy.

Confiscations, Searches, Screening

Legal provisions enable school staff to confiscate, retain or dispose of a pupil's property where items pose a risk to the child or others and protects them from liability for damage to, or loss of, any confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated the Headteacher or a member of the Leadership should be informed immediately. The property should be given to the Headteacher who will contact parents and invite them into school, to reclaim the item.

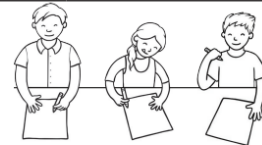
Behaviour Reflection

Often, we rush through life without thinking about what has happened. Take time to read and think about all the questions below. Then, pick **one thing** that you have done this week and answer the questions.

What happened?	
What did I do?	
What did other people do?	
How did I feel?	

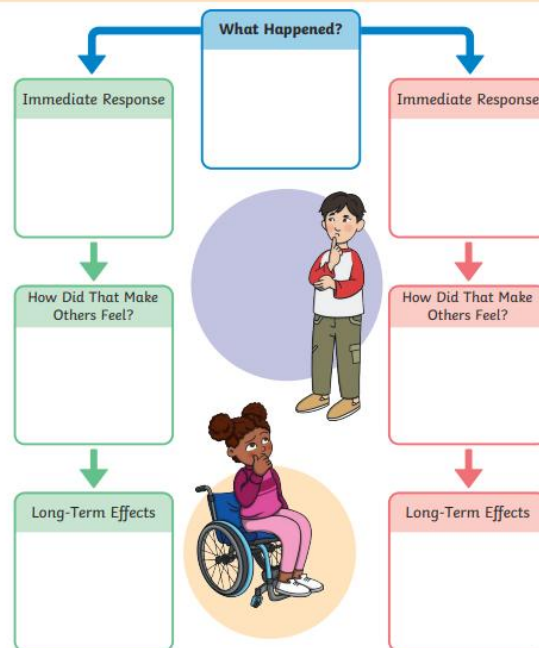
Behaviour Reflection

What could I have done differently?	
What did I achieve?	
What could have gone better?	
What have I learnt?	



My Actions Have Consequences

Can you draw pictures of what might happen if you make certain choices in your actions?



Links to Other Documents

- *Anti-bullying Policy*
- *E-safety Policy*
- *Online Safety Guidance*
- *Inclusion & SEND Policy*
- *Equalities Policy & Plan*
- *UN Convention on the Rights of the Child*
- *Safeguarding Policy*
- *Keeping Children Safe in Education (Sept 2025)*
- *Attendance Policy*
- *Use of Reasonable Force*
- *Exclusion Policy*

Associated Resources

Link to Behaviour in Schools Advice for Headteachers and School Staff DfE July 2022

Behaviour in Schools - Advice for headteachers and school staff (publishing.service.gov.uk)

Link to UN Convention Rights of the Child

<http://unicef.org.uk>

Link to Safeguarding

Keeping children safe in education 2025 (publishing.service.gov.uk)

Link to Every Child Matters

<http://www.gov.uk>government>publicatoions>every-child-matters>

Link to Keeping Children Safe in Education

Keeping children safe in education 2025 (publishing.service.gov.uk)

Link to SEN Code of Practice

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

Link to DFE advice on the Equality Act 2010

Equality_Act_Advice_Final.pdf (publishing.service.gov.uk)

Link to Use of reasonable Force

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-of-reasonable-force-advice-for-school>

Link to Screening, Searching and Confiscation - advice for school leaders, staff and governing bodies

Searching, Screening and Confiscation (publishing.service.gov.uk)

Link to Exclusions Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

Link to A Guide to the Law for School Governors

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl>