Behaviour Policy

Policy written:	September 2025
Policy reviewed:	September 2026
Governor committee responsibility:	Local Governing Body

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Behaviour Policy

Core Principles and Values

Our behaviour management approach is built on these foundational principles:

- Understanding behaviour as communication
- Trauma-informed practices
- Positive relationship building
- Consistency with flexibility for individual needs
- Restorative rather than punitive approaches

Golden Rules

All members of our school community follow three Golden Rules:

- Be Ready
- Be Respectful
- Be Safe

- All children should be on the 'superstar board' by the end of each day. Children cannot be removed from this during the day.



- Redirection – using standard script.

Stop/ Interrupt – Use name

Charlie, I can see that you are taking the ball from the children.

Redirect (reminders to prompt a good decision & explain what you want to see)

I/ We need everyone to share the ball and play together, you can't take it away, put the ball down and share.

OR

You might use 'I've asked you 2 times now to ....'

Reminder of a good behaviour

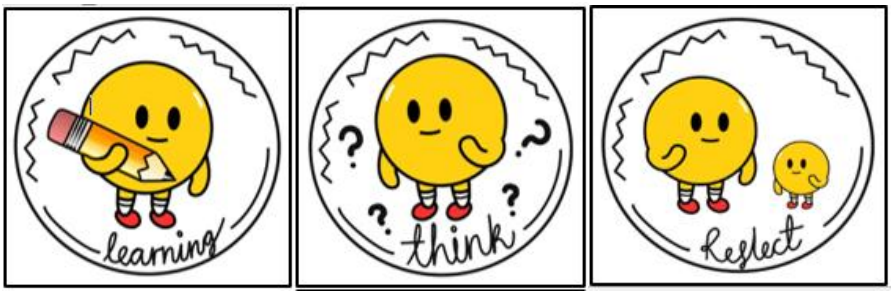
I know you can do this, you played great football with the other children yesterday OR

You were fantastic playing with the team yesterday/ Last week etc!

Reinforce, thank

Thank you for listening Charlie, share the ball/ give the ball back.

- All teachers have **'think** and **'reflect'** cards to present to children when needed after redirection has been given.



- For unacceptable behaviour, show a **think** card where the child has to **think** about their behaviour using a **script** if required.

Anti-Bullying Strategy

Our Commitment

Ss John Fisher & Thomas More Catholic Primary School is committed to creating a safe, respectful, and inclusive environment where bullying of any kind is not tolerated. All pupils have the right to feel safe and supported, and all staff have a duty to uphold this principle.

Definition of Bullying

Bullying is defined as **repeated behaviour** that is intended to hurt someone either emotionally or physically. It can take many forms, including:

- **Physical**: hitting, kicking, pushing
- **Verbal**: name-calling, threats, offensive comments
- **Social**: exclusion, spreading rumours
- **Online**: cyberbullying via social media, messaging, or gaming platforms

Preventative Measures

We take a **whole-school approach** to prevent bullying:

- **Explicit teaching** of respectful behaviour through PSHE, assemblies, and the Behaviour Curriculum
- **Promotion of the Golden Rules**: Be Ready, Be Respectful, Be Safe
- **Staff training** on recognising early signs of bullying and responding appropriately
- **Regular pupil voice activities** to monitor wellbeing and safety
- **Visible adult presence** during transitions, playtimes, and lunchtimes

Reporting and Responding

All bullying incidents are taken seriously and dealt with promptly:

- Pupils are encouraged to report concerns to any trusted adult or via the Talk Team
- Staff will follow the **S1–S4 consequence system**, escalating where necessary
- All incidents of bullying are recorded on **CPOMS** and monitored by Phase Leaders and SLT
- Parents are informed and involved in restorative conversations and follow-up actions

Support for Pupils

- Victims of bullying will receive **pastoral support**, including access to the Talk Team
- Perpetrators will engage in **restorative conversations** and reflection activities
- Where appropriate, an **Individual Behaviour Plan (IBP)** will be created
- Follow-up meetings will ensure the bullying has ceased and relationships are restored

Monitoring and Evaluation

- SLT will review bullying data termly via CPOMS
- Pupil surveys and parent feedback will inform ongoing improvements
- The strategy will be reviewed annually and updated in line with DfE guidance

Consequence System

We operate a progressive consequence system following a S1, S2, S3, S4 approach. This system allows for consistent application of consequences while including restorative practices to develop and restore relationships.

'What you permit, you promote.'

Level	Description	Types of Behaviours	Actions/ Sanctions	Staff Responsible
S1	Redirect and Remind	Calling out Not following instruction Off-task talking Making unnecessary noises Disruptive Fidgeting where other children or staff are distracted from their learning Minor disruption of work Refusing to share resources Leaving a seat without asking Misuse of resources Outside of the classroom: Arguing over a game Refusing to share resource	Initial action from the adult is a non-verbal cue attempt Verbal warning Reminder of school rules	**Class Teacher or Teaching Assistant**

S2	Think	Repeated S1 behaviors Answering back Repeated interruption Littering Leaving the classroom without permission Rudeness: answering back, muttering under breath, mimicking staff or pupils, inattentiveness in class	• Reminder to reflect on choices • Seat move if supportive •Reinforcement of expected behavior	**Class Teacher or Teaching Assistant**
S3	Reflect	Repeated S2 behaviors Refusing to work once redirection has been attempted with age-appropriate processing time Throwing things Name calling Damaging work / school property Persistent disruption of learning Challenging teacher decisions or defiance	10 minutes reflection during own time (break/lunch) with a member of SLT or a staff member who has been redirected Can increase in 5-minute increments if required up to 20 minutes in total Restorative conversation	**Class Teacher with escalation to Phase Leader (VD, AMc, CMc)** **If more than one S3 behaviour in a week, then meeting between class teacher and parent arranged. (see page 9 for parent meeting guidance)**

S4	Temporary removal from activity	Repeated S3 behaviors Aggressive behavior: verbal towards staff or pupils; any physical exchange between pupils – this includes fighting Swearing Significant disruption to the learning of others Unsafe behavior: chair tipping, misuse of resources that may cause harm: sharp pencil etc. Throwing objects with intent Shouting at teachers or aggressive defiance Bullying	Removal from current activity/group Completion of work in designated quiet area Removal of play or lunchtime; where appropriate maintaining a pupil for 10 minutes after school (upon parental agreement) Thorough restorative conversation before returning to activities Parent notification	**Class teacher, escalated to Phase Leader; potential to escalate to DHT or HT.** **Meeting arranged with parent**

Pupils who reach any S-level, have the opportunity to reset after the morning or afternoon period. However, if no improvement is seen, then the staged escalation continues. Any restorative conversation should conclude that it is expected the pupils now return to S1. If not, a further SLT intervention or restorative conversation will need to take place.

Implementation Principles

We follow the consequence steps to ensure that we use appropriate sanctions which are fair and consistent. Staff will:

- Make clear why the sanction is being applied
- Explain what change in behaviour is required
- Focus on the behaviour rather than the child (e.g., "Your behaviour is..." not "You are...")
- Apply a sense of proportion to all situations
- Ensure the sanction is appropriate to the behaviour

Restorative Approach

Following any S3 or S4 consequence, staff will conduct a thorough restorative conversation with the student that includes:

1. What happened?
2. Who has been affected by what happened?
3. What needs to happen to make things right?
4. What will you do differently next time?

This approach helps students understand the impact of their behaviour and develop strategies for making better choices in the future.

Dojo System

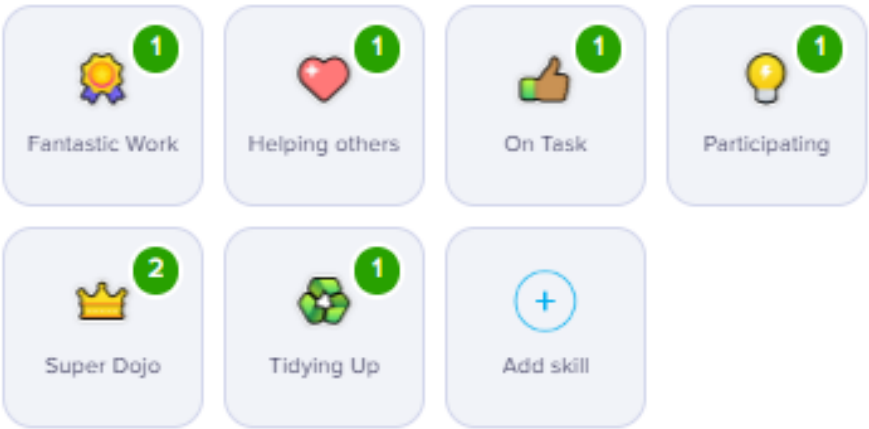
Dojo points (house points) are awarded to children for many reasons to promote positive behaviour and attitudes. All classes will reward children for positive behaviour in the following categories:

- Effort
- Behaviour in the Classroom
- Behaviour around School
- Homework
- Correct Uniform & PE Kit

ClassDojo

Some examples of how to award dojo points are provided below:

Positive Behaviour:



Other behaviours may be added depending on the individual needs of the class. The ‘Needs Work’ button should not be used to remove Dojo points.

Children will also be put into four house teams per class and will gather team points each week. The team at the end of each week with the most points will be celebrated in Golden assembly on a Friday. **Dojos must be reset every Monday.**

The winning house each half term will receive the 'House Cup' and a special reward.

Unacceptable Sanctions

All adults will act as a role model and will **speak to the children in a calm manner** at all times. The following sanctions are not acceptable at St John Fisher and Thomas More:

- Writing lines.
- Writing the children's names on boards or displays to indicate a sanction or warning.
- Sending children to stand outside of a classroom or against walls on the playground.
- Removing rewards previously given to children for positive behaviour.

Behaviour Outside of the Classroom

Our behaviour system **must** also apply to poor behaviour at playtime and transitions within corridors, and in the canteen at lunchtime. Lunchtime staff are provided with Remind, Think and Reflect cards

The following misbehaviours are categorised as follows:

S1	S2
Running in the corridor Excessive volume or shouting Interrupting the play of another pupil or group of pupils	Not responding to direction at S1 Verbal aggression towards other pupils, or in response to adult instruction. Continuous disruption of a lesson or outside game
S3	S4
Not responding to direction at S2 Physical aggression towards another pupil Refusal to come into the school building	Not responding to direction at S3 Fighting with another pupil Intentionally harming another pupil

Behaviour During Celebration of the Word and/or School Assemblies or Liturgies

All pupils, in all year groups, should be taught the correct manner in which they are to behave in assemblies or any whole school event. During assemblies, pupils are expected to sit still and quietly whilst listening to the speaker. Only pupils with specific learning or physical needs are allowed to sit on seats or benches - with the exception of the Year 6 cohort who use benches for assemblies, masses and celebrations of the word.

Importantly, pupils are taught how to enter and leave the hall in the silent and calm manner. Teachers must ensure that they line pupils up in an order that promotes calm behaviour from all pupils. The routine for lining up, entering and leaving the hall should be rehearsed termly and repeated as necessary.

To maintain calm order in the Hall, staff must use visual prompts including the Remind, Think and Reflect cards.

Meetings with Parents

1. Early Concern Meeting - Class Teacher, Parent, Child

The purpose of this meeting, in which the child should be present, are to outline the school rules and specifically what the behaviour concern is. This is a low-level meeting in which the target is on progress and agreed actions from the child's perspective.

2. Emerging Concern Meeting - Class Teacher, Phase Leader, Parent

The purpose of this meeting is to further discuss concerns with the child's behaviour and specific actions that will have been agreed with the class teacher and phase leader. This might include agreements on work completed outside of school hours where this has been an issue, home-school communication commitments, or adaptations to the child's lunch and playtimes. Staff may decide to send home alternative work if sending a child's book home is not appropriate. If complex or challenging it is necessary to then share with the SENDCO and HT via email.

3. Urgent Concern Meeting - Class Teacher, Phase Leader, Head Teacher or Deputy Head Teacher (SENDCO if appropriate)

The purpose of this meeting is to agree to an Individual Behaviour Plan or further actions as a result of continuous, disruptive behaviour.

Exclusions

This section is guided by the Department for Education's *Suspension and Permanent Exclusion Guidance* (August 2024).

Types of Exclusion

- Suspension (Fixed-Term Exclusion): A short-term removal from school for serious breaches of the behaviour policy. Suspensions can be for one or more fixed periods, up to a maximum of 45 school days in a single academic year.
- Permanent Exclusion: The most serious sanction, used only in response to persistent or severe breaches where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Principles

- Exclusion is a last resort after other strategies have been considered, unless the behaviour is so serious that immediate exclusion is warranted.
- Decisions will take account of all circumstances, including the pupil's age, needs, and any special educational needs or disabilities (SEND).

Notification

- Parents/carers will be informed without delay, initially by telephone and then in writing. The written notice will include:
    - The reason(s) for exclusion
    - The type and length of exclusion
    - The right to make representations to the Governing Body
    - Details of the review and appeal process

Education During Exclusion

- For suspensions, the school will provide appropriate work and ensure arrangements for its completion and return.

Reintegration

- A reintegration meeting will be held following any suspension to support the pupil's successful return and agree next steps.

Governance

- The Governing Body will review permanent exclusions and any suspension that meets the thresholds set out in statutory guidance. Independent Review Panels will be arranged if requested by parents.

SEND and Equality

- Exclusions will never be used unlawfully or discriminatorily. Pupils with SEND will be considered carefully, and reasonable adjustments will be made to avoid unnecessary exclusion.

Record-Keeping

- All exclusions will be recorded and reported to the Local Authority and monitored by the Governing Body to identify patterns and ensure fairness.

Arrangements for Exclusion

Step 1 (Headteacher) **Internal Exclusion** (up to 5 days)

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activities.
- Parents, Chair of Pupil Discipline Committee

Step 2 (Headteacher) **Fixed Short Term Exclusion** (up to 5 days per term)

- Parents and Chair of Pupil Discipline Committee informed.
- This is recorded in SIMs and collected through the termly census.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

Step 3 (Headteacher) **Fixed Long Term Exclusion** (up to 45 days per year).

- Parents, Chair and Clerk of Discipline Committee informed.
- This is recorded in SIMs and collected through the termly census.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of 10 weeks.

Step 4 (Pupil Discipline Committee) **Permanent Exclusion**

- Parents, Chair and Clerk of Discipline Committee informed.
- This is recorded in Arbor and collected through the termly census.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.

- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or ‘one off’ offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Appendix A: Scripted Conversations

<table>
<tr><td colspan="2"><u>Remind</u>
I have noticed that you are not doing what I have asked / following instructions / following the rule_____. You need to_____. (link to Ready, Respectful, Safe - if possible)</td></tr>
<tr><td colspan="2"><u>Think</u>

I have asked you to _____. Do you remember yesterday / last week / this morning / last term when you showed me that you could _____. That is the person that I know and that is who I want to see today. You need to_____</td></tr>
<tr><td colspan="2"><u>Reflect</u>

You have now continued to ignore previous reminders. I have been fair; I have reminded you twice. You can still turn this around but you need some time for reflection. You must now calmly go to _____ and _____</td></tr>
<tr><td><u>Recover</u>
(when the reflection has had a positive impact)

Since returning to the classroom, I have seen a improvement in _____. Well done. Moving forward, I’d like to see this without the reminders. (Dojo message).</td><td><u>Respond and Escalate</u>

Since returning to the classroom, I have failed to see an improvement in _____. Therefore, the opportunity to reflect and improve this behaviour has not worked. I will report this and there will be time to discuss this further with ‘SLT’? during break or lunchtime.</td></tr>
</table>

<u>Key Questions prior to intervention:</u>
What should you be doing now?
What is it I expect of you now?
Where should you be right now?

<u>CPOMS</u>: Once the child reaches ‘Respond and Escalate’ stage with the letter sent home.

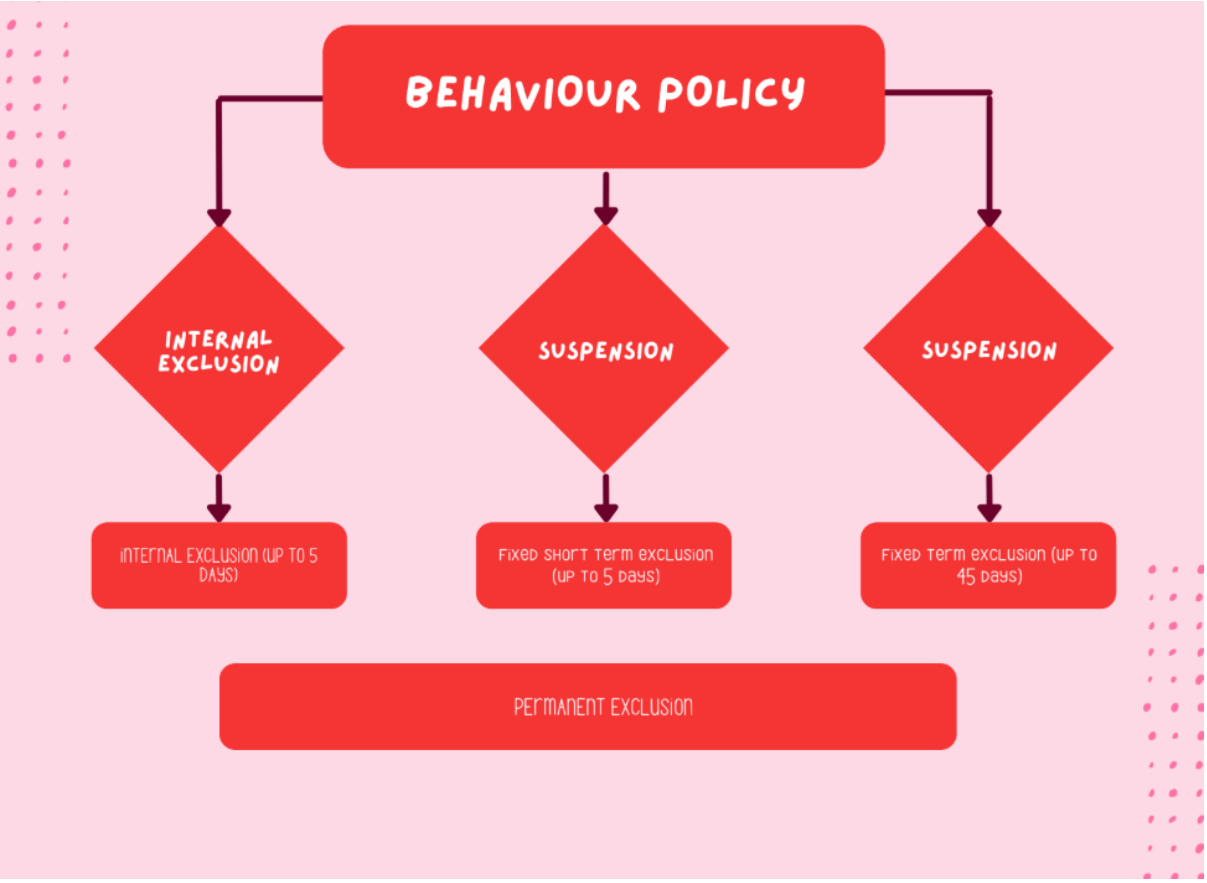
<u>Parent Meeting</u>: Again, a meeting is arranged with parents once three ‘incidents’ of Respond and Escalate are reached. Teachers arrange these in agreement with HT; teachers must be present at these meetings.
Once two meetings have taken place with parents, an IBP will need to be considered.

Appendix B: De-escalation Strategies

When faced with escalating behaviour:

1. Remain calm - Use a quiet, even voice tone
2. Create space - Give the student physical space and time
3. Offer choices - Provide limited, clear options
4. Acknowledge feelings - "I can see you're feeling frustrated about..."
5. Reduce language - Use simple, clear instructions
6. Redirect to regulation activity - Offer a sensory break or calming activity
7. Request support if needed - Use established communication system for additional help

Appendix C:



Appendix D:

Classroom Management Script: Handling Work Refusal and Defiant Behavior

Initial Response Phase

Step 1: Calm Initial Approach
- Teacher: "[Student's name], I notice you haven't started your work yet. Is everything okay?"
- Wait for response, maintain neutral tone and open body language
- If no response: "I see you might need a moment. I'll check back with you in two minutes."

Step 2: Identify Barriers
- Teacher: "Let's figure this out together. What part is giving you trouble?"
- Alternative: "Would it help if I explained the instructions again?"
- Or: "Sometimes when work feels overwhelming, breaking it into smaller parts helps."

Step 3: Offer Choices
- Teacher: "You have a couple of options:
  1. Start with the first question, and we can check it together
  2. Work with a partner for the first few minutes
  3. Take 5 minutes at the quiet corner to get ready, then begin"
- "Which would work best for you?"

Escalation Management

If Student Becomes Defiant
- Teacher: "I understand you're feeling frustrated. Let's take a pause."
- "When you [specific behavior], it tells me something's bothering you. Can you help me understand?"
- "We need to find a way forward that works for both of us."

If Defiance Continues
- Teacher: "I care about helping you succeed. Right now, you have two choices:
  1. Return to your work with my help
  2. Take a 5-minute break at the reflection desk, then we'll try again"
- "The choice is yours, but we do need to move forward."

De-escalation and Resolution

Step 1: Acknowledge Improvement
- Teacher: "I appreciate you [specific positive action]."
- "Thank you for being willing to work this out."

Step 2: Success Planning
- Teacher: "Let's make a plan for next time:
  1. What would make this easier for you?
  2. How can I help you get started?
  3. What signal can you give me if you need help?"

Step 3: Positive Closure
- Teacher: "I'm glad we worked this out together."

- "I know you can do this work. Let's check in again in [specific time]."

Follow-up Support Strategies

Individual Check-ins
- Schedule brief 1:1 meetings
- Focus on prevention and understanding
- Develop personalized success signals

Environmental Adjustments
- Modify seating arrangement if needed
- Provide quiet workspace option
- Offer movement breaks

Parent/Guardian Communication
- Share specific observations
- Focus on solutions and collaboration
- Maintain regular updates on progress

Key Principles to Remember

1. Maintain calm, professional tone throughout
2. Use specific, concrete language
3. Offer realistic choices
4. Focus on the behavior, not the student
5. Keep interactions brief and clear
6. Document patterns for future reference
7. Celebrate small improvements
8. Build relationship outside of difficult moments

Prevention Strategies

1. Clear visual schedules
2. Predictable routines
3. Regular movement breaks
4. Choice in assignments when possible
5. Strength-based activities
6. Regular positive reinforcement
7. Proactive parent communication

Remember: This script should be adapted based on:
- Individual student needs
- Classroom context
- School policies
- Student's age and development level

Appendix E:

Behaviour Contract

At our school, we believe everyone has the right to learn and feel safe. We treat each person as special and unique, showing love and respect to all. This contract helps us understand how we can make our school a happy place for everyone.

Our Three Golden Rules

1. Be Ready
I promise to:
* Have all my equipment ready for lessons (reading book, PE kit, homework)
* Listen carefully when my teachers or classmates are speaking
* Try my best in all activities, even when things feel challenging

2. Be Respectful
I promise to:
* Show compassion and kindness to everyone in our school community
* Look after our school property; there is no tolerance for throwing or tipping chairs and tables
* Attend the classes that I am supposed to, ontime, everytime and without argument
* Put my hand up when I want to speak and wait patiently for my turn - shouting out for any reason is not accepted
* Accept and celebrate that others might have different opinions and feelings
* Walk quietly in the corridors so other classes can learn; moving sensibly without stomping or running.

When staff speak to me about my behaviour, I promise to:
* Stop what I'm doing and turn to face the adult with respect
* Listen calmly without interrupting,
* Keep my body language respectful (no eye-rolling, sighing, or turning away)
* Answer questions honestly and truthfully and accept responsibility for my actions
* Use phrases like "I understand," "I'm sorry," or "I will try to do better"
* Follow instructions the first time they are given
* Stay peaceful even if I feel upset or disagree
* Ask politely if I don't understand what I did wrong

3. Be Safe
I promise to:
* Walk sensibly around the school building
* Show trust by telling a trusted adult if I feel worried or if someone is being unkind
* Keep my hands and feet to myself, respecting the dignity of others
* Stay where adults can see me during playtime and lunchtime

* Use equipment properly and safely
* Think before I act so I don't hurt others' feelings or bodies
* Be a peacemaker when I see conflicts arising

Our Agreement

I understand that:
* Following these rules helps everyone learn and feel happy at school
* If I break these rules, there will be sanctions put in place
* If I make a mistake, I can seek forgiveness and make better choices next time
* My teachers and family will help me follow these rules with patience and understanding
* When adults speak to me about my behaviour, it's to help me grow in wisdom
* Responding respectfully to staff helps solve problems more quickly

Signed by:

Student: _____ Date: _____

Parent/Carer: _____ Date: _____

Class Teacher: _____ Date: _____

Remember: Every day is a fresh start to make good choices and show God's love to others!

🌟 When we follow these rules, we can all:
* Learn better and grow in wisdom
* Make friends and build a loving community
* Feel safe and happy
* Make our school proud by living out our values
* Help create a peaceful and joyful school family

If you need help following these rules, you can always talk to:
* Your class teacher
* Your teaching assistant
* The Talk Team: Mrs Ashworth, Miss Brown, Mrs Walker or Mr Marciniak
* Any other trusted adult in school

When you're finding it hard to respond respectfully:
* Take three deep breaths and ask for inner peace
* Count to 5 in your head
* Remember that adults want to help you grow
* Ask for a moment to reflect and calm down if you need it
* Think about how you'd want someone to speak to you
* Remember that tomorrow brings new opportunities to show love and kindness