



**Behaviour Policy and Statement of Behaviour  
Principles**

September 2026

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## 1. Introduction

St John's Catholic Primary School is committed to an inclusive education for our children that secures the widest access to learning and achievement in a safe and supportive environment. We recognise that children and families may experience a range of social and economic circumstances and we are committed to ensuring that no child experiences discriminate or exclude children due to financial hardship. We will fulfil our commitment to this by adhering to practice based on aspects of the following key advisory documents:

- Suspension and Permanent Exclusion from schools Policy
- Searching, screening and confiscation at school
- Use of reasonable force in schools
- Supporting children with medical conditions at school Policy

And on the following statutory documents:

- Special educational needs and disability (SEND) code of practice.
- The Equality Act
- Working Together to Safeguard Children
- Keeping Children Safe in Education

This policy has been reviewed through the lens of affordability ensuring that the principles of an affordable school are active and have a positive impact on reducing poverty related stigma.

### **Our Mission Statement**

The Mission of St. John's Catholic Primary School is to grow and learn in the footsteps of Jesus by being: responsible, caring, prayerful, creative, independent, thoughtful, curious and respectful. We live our Mission by:

- Ensuring that our attitudes and values are transmitted through a curriculum that is consistent with the Catholic faith.
- Delivering a curriculum that is relevant, varied, interesting, stimulating, balanced and appropriate.
- Developing policies and schemes of work which recognise that R.E. is an integral part of the curriculum.
- Developing sound teaching and effective classroom management.
- Generating a positive attitude to learning where realistic expectations of childrens and high standards of work are expected.
- Using a variety of teaching approaches that reflect the needs of individual childrens.
- Participating in projects which focus on the needs of others including local and international charities.
- St. John's is a Catholic voluntary aided primary school, established by the Church to serve the parishes of St. John the Baptist, Trowbridge and St. Thomas More, Bradford on Avon

## **The Aim of this Policy is to ensure:**

- All our children are safe and protected from harm.
- All children understand how we behave is shaped by the seven Catholic Social Teaching themes (*Rights & Responsibilities, Dignity of the Person, Dignity of Work, Family & Community, Solidarity, Option for the Poor and Vulnerable and Stewardship*)
- A consistent approach to behaviour management is based upon the principles of restorative practice.
- Define what we consider to be disruptive behavior, unacceptable behaviour including bullying and discrimination.
- Provide clarity on the age appropriate consequences of inappropriate behaviours.
- Outline our system of rewards.
- Support all adults in the school community to be aware of our agreed approach which will be consistently applied.

The policy provides an agreed framework for teaching and modelling behaviour, used by staff and made clear to children, parents and all professionals with whom we work. Positive behaviours include those that demonstrate;

- A good level of self-awareness
- Empathy for all people, ages, abilities and ethnicity
- A good level of personal motivation
- An ability to manage one's feelings positively and good social skills

## **All staff are:**

- Familiar with this behaviour policy and have an opportunity to contribute to its review.
- Involved in the implementation of the policy as it relates to the school as a whole and through individual education/pastoral programmes, as appropriate.

## **2. Scope**

This policy is consistent with all other policies adopted by the governing body and operate alongside the following policies relevant to the welfare and safety of our children:

- Safeguarding Policy
- SEND Policy
- Health & Safety Policy
- Staff Behaviour Policy
- Anti-Bullying Policy

**This policy applies to all staff in our school.**

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid within our school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on roll at our school.

### 3. Roles & Responsibility

*'The behaviour of children in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community it serves'. Elton Report 1989*

#### Governing Body

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with the relevant legislation and guidance documents. Governors provide a written statement of behaviour principles for the school (Appendix A) on which this policy is based and work with the senior leaders to make sure the following essentials are in place:

- Curriculum that supports the development of personal social skills, emotional intelligence and positive mental health.
- Training for staff about teaching strategies and approaches that build child competence to manage their own behaviour.
- Policies that complement the key positive behaviour management approaches.

#### Head teacher

It is the responsibility of the head teacher to ensure that this policy is implemented consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure:

- The health, safety and welfare of all children in the school.
- Records are kept of all reported serious incidents of misbehaviour and the actions taken.
- Formally report on behaviour incidents to the governing body at every Full Governors Body Meeting.
- Staff are supported to implement the policy through training, monitoring and feedback.

#### Staff Team

Staff are responsible for:

- Implementing the behaviour policy consistently and in line with restorative practice principles.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of children – recognising God made us all unique.
- Recording behaviour incidents on CPOMS and working in partnership with the Inclusion Lead to resolve issues.
- Informing the Deputy Head and/or Headteacher of any bullying/racist/homophobic incidents
- Taking reasonable steps to ensure that behaviour expectations, rewards, sanctions and participation in school life do not disadvantage or publicly identify children experiencing poverty.

## **Parents**

Parents are expected to:

- Support their child in adhering to the schools ethos and expectations in line with the Catholic Social Teaching themes.
- Inform the school of any changes in circumstances that may affect their child's behaviour in order that we can support the child.
- Discuss any behavioural concerns with the class teacher promptly.
- Work in partnership with the school leaders when necessary.

## **4. Procedures**

### **4.1 Useful Definitions of Behaviour at St John's Catholic Primary School**

#### **Appropriate Behaviour is defined as:**

- Children being respectful towards all adults and their peers, showing dignity of the person and courtesy in their interactions.
- Children celebrate and value the diversity of our children family, promoting a culture of inclusivity and respect for different cultures and backgrounds.
- Children are encouraged to develop their ability to manage their emotions, make responsible choices, and take ownership of their actions.
- Children are motivated to actively participate in classroom activities, discussions, and school events; living out the Catholic Social Teaching theme of dignity of work.
- Children take pride in their achievements and efforts, recognising their contributions and fostering a sense of pride in their work. They value the school as a family and community.

#### **Disruptive behaviour is defined as:**

- Refusing to follow school expectations guided by the seven Catholic Social Teaching themes
- Refusing to follow adult instructions
- Unhelpful vocal voices in and outside of the classroom
- Unnecessary movement that is disruptive to others learning
- Refusing to complete learning
- Constantly off task
- Preventing others from learning
- Rude/inappropriate comments to their peers or to adults

**Unacceptable behaviour** is defined as repeated incidence of any disruptive behaviour as outlined above.

### **No tolerance behaviour is defined as:**

- Any form of bullying
- Racist, sexist, homophobic or discriminatory behaviours
- Verbal abuse – consistent name calling, swearing or threatening language
- Physical abuse – including punching, kicking, hitting, slapping with the intention of causing harm to another person
- Mental abuse – bullying – which is defined as repeated and intentional – including online bullying
- Sexual abuse – any unwanted sexual behaviour (online and actual) that causes humiliation, pain, fear or intimidation
- Theft
- Destruction/vandalism of property
- Possession of any prohibited items, including knives or weapons, alcohol, illegal drugs, cigarettes, fireworks, or any item a staff member may consider a weapon which could cause harm

In line with our safeguarding policy, all staff consider/assess whether incidences of dangerous, bullying, withdrawn or disengaged behaviour may constitute a safeguarding concern for either the instigator or child subjected to that behaviour and record and report accordingly using CPOMS.

### **Bullying**

At St John's Catholic Primary School we define bullying as ***persistent, repetitive and targeted over time***, which is offensive, intimidating or malicious and intentionally hurts another individual either physically or emotionally. Bullying is different from random acts of aggression. Bullying is any behaviour which persistently and deliberately makes another person feel uncomfortable, distressed, humiliated,

threatened or vulnerable. Bullying makes those being bullied feel powerless to defend themselves. It undermines the recipient's self-confidence, causing distress and a sense of injustice.

### **Bullying can include:**

**Emotional** – Being unfriendly, excluding, tormenting, humiliating, ridiculing, demanding money or goods with threatening behaviour.

**Physical** – Hitting, punching, kicking, taking another person's property, damaging another person's property, any use of violence.

**Racial** – name calling, racial taunts, graffiti, gestures, physical violence.

**Sexual** – Explicit sexual remarks. Display of sexual material, sexual gestures, unwanted physical contact and/or attention, inappropriate touching.

**Online** – Bullying or harassment that takes place online, such as through social media, apps or gaming platforms

**Homophobic** – Name calling or comments because of, or focussing on, the issue of sexuality and physical violence.

### **Internal Suspension**

Internal suspension may be considered where a child's behaviour has seriously breached the school's behaviour expectations and where a period of separation from their peers is deemed appropriate. This sanction may be used for incidents such as repeated disruptive behaviour, defiance towards staff, inappropriate language or conduct, or other behaviours that significantly impact the safety, wellbeing, or learning of others. The purpose of internal suspension is to provide the children with an opportunity to reflect on their actions, complete their learning in a supervised environment, and receive support to enable a successful return to their usual classroom setting. The decision to implement an internal suspension will be made by the Headteacher or Deputy Headteacher, considering the individual circumstances of the incident, the children's age and needs, and any relevant safeguarding considerations.

### **Suspension and Exclusion**

Suspension from our school or permanent exclusion will always be a last resort. Suspensions and Exclusions will be made in line with the school's Suspension and Exclusion Policy, which should be read in conjunction with this policy.

In such cases we will work closely with parents and any relevant outside agency e.g. Wiltshire Council SEND and children support services, police and social care to ensure the child is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy i.e. behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the head teacher considering the unique child including the child's age and stage of development. The head teacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair, and proportionate.

## **4.2 Consistent Approach to Behaviour**

All staff understand the positive impact of certainty as much as consistency on children at St John's Catholic Primary School. While children benefit from encountering different personalities within our staff team, as they will in wider society, each member of staff will retain a high level of predictability when responding to both appropriate and inappropriate behaviours. The Staff team ensure the following:

- Adults encourage behaviours that are helpful for the child more than those that are not
- Adults focus on what is happening now and expected in the future more than about the past
- Adults identify any positive signs of change
- Inappropriate behaviours exhibited by a group or individual are highlighted (in a way that such public recognition is tolerable to the individual), described and discussed as a teaching and learning point.
- Escalating inappropriate behaviour is always managed calmly.
- Inappropriate behaviour is dealt with consistently and quietly, away from peers – respecting dignity of the person.

### **4.3 'St John's Way' – The Behaviour Framework**

At St John's, we develop children's character through the 'St John's Way' behaviour expectations, grounded in the belief in the dignity of the human person and the rights and responsibilities that come with it. To build strong character, we clearly outline the behaviours and habits we expect our children to demonstrate - encouraging them to grow into respectful, responsible and active citizens who embody Gospel values.

We believe that through teaching, modelling, and regular practice, these behaviours will become lasting habits that serve them well throughout their lives. At St John's, we see our children as the change-makers and leaders of our society, empowered to make a positive difference in the world around them.

#### **Modelling the behaviours**

The behaviours and expectations outlined will be consistently modelled by the staff team across all year groups. Adults will regularly revisit and question these expectations to check understanding and strengthen retention. We believe it is essential that all adults actively demonstrate these behaviours and provide frequent opportunities for children to practice them.

It is important that all adults are fully aware of our expectations, teach them explicitly to children, and consistently uphold the high standards we set. By doing so, we support one another in living out our mission, which is rooted in Catholic Social Teaching. This means promoting the dignity of every person, respecting rights and responsibilities, and working together for the common good of every child in our care.

#### **Adaptations**

While these behaviours and habits are intended for all children, it will be applied differently in different year groups depending on children's ages and may be applied differently depending on individual children's SEND needs.

#### **Moving Around School**

- Children walk at a steady pace when walking across the playground during lesson time.
- Children create calm corridors by walking quietly, sensibly and on the left side.
- Children let waiting adults through doorway first and hold doors open for others.
- Children move calmly around school during lesson time and after assemblies.

### **Classroom Routines**

- Children track the speaker to stay focused and show respect.
- Children sit up straight and avoid interrupting others.
- Hands stay on desks or laps when not writing, so not to be distracted.
- Children line up in straight lines.
- Children follow routines for entering the classroom and getting ready to learn.
- Children know their assigned seats, including carpet places.
- Children raise a straight arm to participate and use a "T" sign to ask for the toilet.
- Children keep learning spaces clean, showing stewardship for our environment.
- Children raise their hand and wait quietly when they need help.
- Children are encouraged to use full sentences when responding.
- Children know the routines for using mini-whiteboards correctly.
- Adults speak in a calm, supportive tone – whisper rather than shout
- Adults move around the room to support every child

### **Manners**

- Children use polite language such as please, thank you and excuse me.
- Children greet adults respectfully by saying 'good morning/good afternoon'.
- Children try to make eye contact when speaking.
- Children show gratitude to anyone who helps them, no matter how small the gesture
- Children welcome visitors warmly.

### **Break time behaviour**

- Children only enter the building with adult permission.
- Children use toilets sensibly, not for socialising.
- Children walk calmly to and from the playground.
- As stewards of the world, children care for living things and look after the school equipment.
- When the bell rings, children stop, get off or put down any play equipment, stay silent and listen carefully to the adults' instructions.
- The second bell indicates children walk calmly to the classroom doors.

### **Lunchtime routines**

- Children enter the building only with adult permission.
- Children line up quietly and wait to enter the hall.
- Children enter and move around the hall sensibly and know where to sit.
- Children use quiet voices and good manners at lunchtime, including saying please and thank you.
- Children use knives and forks correctly (taught in EYFS).
- Children ask permission before leaving their seat.
- Children try to include everyone in conversations.

## **Outside Play**

We pride ourselves on being an OPAL (Outdoor Play and Learning) Platinum school and expect all children to follow the St John's Catholic Primary School play charter

- Everyone chooses what to play.
- Children share equipment kindly and fairly
- Children take care of equipment and our school
- Children treat each other how they would like to be treated.
- Adults and children keep everyone safe.
- Children are kind to others.
- Children help other people if they need it.
- Children allow people to join in.
- Children ask play leaders and/or adults if they need help.
- Children listen to one another.
- Children play safely

## **End of the day routine**

- In KS2, children know to put up chairs at the end of the day.
- Children know that they must not go home until the teacher/adult has told them they can.
- Children know that scooters and bikes should be pushed until out of the school grounds being careful of others around us especially the young and elderly.
- Children know not to play ball games or with OPAL equipment after school.
- Children know to walk out of school sensibly.

## **Behaviour outside school**

- When wearing school uniform, children know they represent the school and must always behave responsibly and respectfully.
- Children are considerate of others arriving and leaving school, respecting their space and needs.
- Children do not climb trees or walls outside school before or after the school day.
- On the way home, Children walk sensibly, give others space, and use appropriate language.
- Children avoid behaviour that reflects poorly on themselves or the school.

## **Prayer life**

- Our prayer life is guided by The Religious Education Directory
- Children stay silent during prayer unless speaking aloud.
- Children are invited to join in prayer. If they choose not to join in, they are respectful of those who are praying.
- Children are encouraged by the adults to participate in School and Class Masses/Liturgies through leadership, responding and singing.

*NOTE: We do not have class charters, individual class rules or individual class behaviour systems.*

## **Lunch Time Nurture Space**

We recognise that lunch times provide unstructured time, which some children can find challenging to manage, or rely on children having adequate social skills in order to play and effectively communicate with others. Each lunch time, there is a staffed nurture space available when required in order for children to:

- o Share their worries with an adult and problem solve
- o Access restorative conversation following conflict
- o Access a calm, quiet space in order to recharge or reflect

### **Breakfast Club and After School Club**

Children attending Breakfast Club and After School Club are expected to follow the 'St John's Way'. In some occasions it may be appropriate that conversations are had with parents regarding the number of hours a child is attending wrap around provision. We know that if a child is struggling to self-regulate during the school day a reduction in the number of hours/days attending Breakfast Club and After School Club can support the child having a more successful school day. These conversations will be considered case by case and by working alongside parents as partners. When appropriate the Head teacher or Deputy head teacher will be involved.

## **4.4 Rewards**

Rewards are used to ultimately encourage intrinsic motivation. We use a range of verbal, non-verbal and tangible rewards to motivate the desired behaviours. All staff who deal with children:

- Respect and value the dignity of every person
- Follow clear whole school expectations about age appropriate behaviour living out our school ethos
- Ensure routines, learning expectations and specific activities are mapped out for children who need an individual response
- Encourage children to recognise and explore their motivation to follow the behaviour expectations for the common good

Staff promote good and improved behaviour through a positive verbal and (where appropriate) written feedback system that is consistent and meaningful to each child.

While our primary focus is specific targeted verbal feedback to individuals and groups, we also use some tangible rewards, primarily to reinforce messages about child progress to parents. These include:

- Intrinsic rewards – a quiet word/compliment, a thumbs up, a smile, a nod of approval.
- Celebrating behaviours and achievements, in written or photographic form in the school environment, social media and on our website.
- Extrinsic rewards - effort and achievement is recognised through letters and postcards home, golden welly award, certificates, trophies, DoJo points for attendance, class raffles and stickers.
- Celebration of success in the classroom and during weekly Celebration Assembly.

## **4.5 What will not happen?**

At St John's Catholic Primary School the following will not be used as a consequence for wrong choices:

- Loss of a full play time – break and/or lunch – Recognising Article 31 of the UNCRC states that **every child has the right to rest, relax, and play.**
- Children’s names written down on a public place – for example a whiteboard
- Public shaming of any sort
- Shouting

## 4.6 Consequences for making the wrong choices

Poor behaviour is the responsibility of all adults – teachers, support staff and parents. The school believes that we all need to work together to ensure a consistent approach to the behaviour of children in the school. The majority of the children in our school respond to a clear reminder of the appropriate behaviour they should be displaying. For those children who find it harder to behave and abide by the rules, staff use a number of management strategies and techniques. These strategies are based on the belief that children who display inappropriate behaviour have either not yet learned the appropriate behaviour or currently lack the skill-set to behave appropriately. The staff team at St John’s Catholic Primary School have a wide repertoire of behaviour management strategies and techniques to help modify unwanted behaviour. Some of these strategies and techniques include:

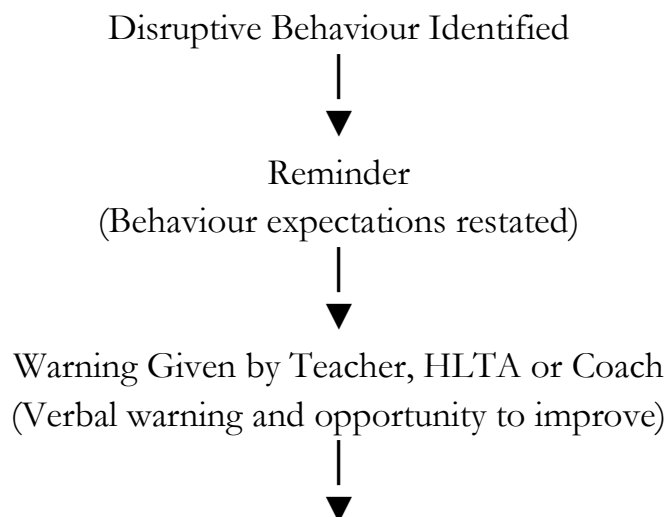
- Positive reinforcement of appropriate behaviour
- Tactical ignoring of inappropriate behaviour and reinforcement of positive behaviour
- Modelling of appropriate responses and behaviour by staff, parents and peers
- Non-verbal communication – a shake of the head, finger to lips and the use of eye contact
- Setting clear boundaries
- Providing structure and routine where the children learn to predict events and the consequences of his/her actions
- Providing a high level of consistency between all adults who work with the children
- Direct identification of inappropriate behaviour e.g. ‘You are out of your seat’ as opposed to ‘why are you out of your seat?’
- Use of verbal and non-verbal praise
- Using the language of choices – making good choices and wrong choices
- Using language linking to the school ethos e.g. ‘You were not showing respect when you said that.’
- Reiterating what the good choice would be and providing thinking time for the child to adapt their behaviour.
- Talking through the good choices the children could have made instead
- Setting small achievable tasks to increase confidence
- Reminding, prompting and encouraging – verbal, physical and gestural to make good choices
- Issues should be dealt with calmly, without a raised voice but firmly, referring to why the action is being taken and what the action is
- Staff should follow the behaviour flow chart when any incident of poor behaviour occurs
- Adults should not use any form of degrading treatment or language to ‘punish’ a child. The use of sarcasm, demeaning or insensitive comments towards children is not acceptable in any situation.
- Although persistent/disruptive behaviour needs recording on CPOMS, **every child must feel that every day is a fresh start**

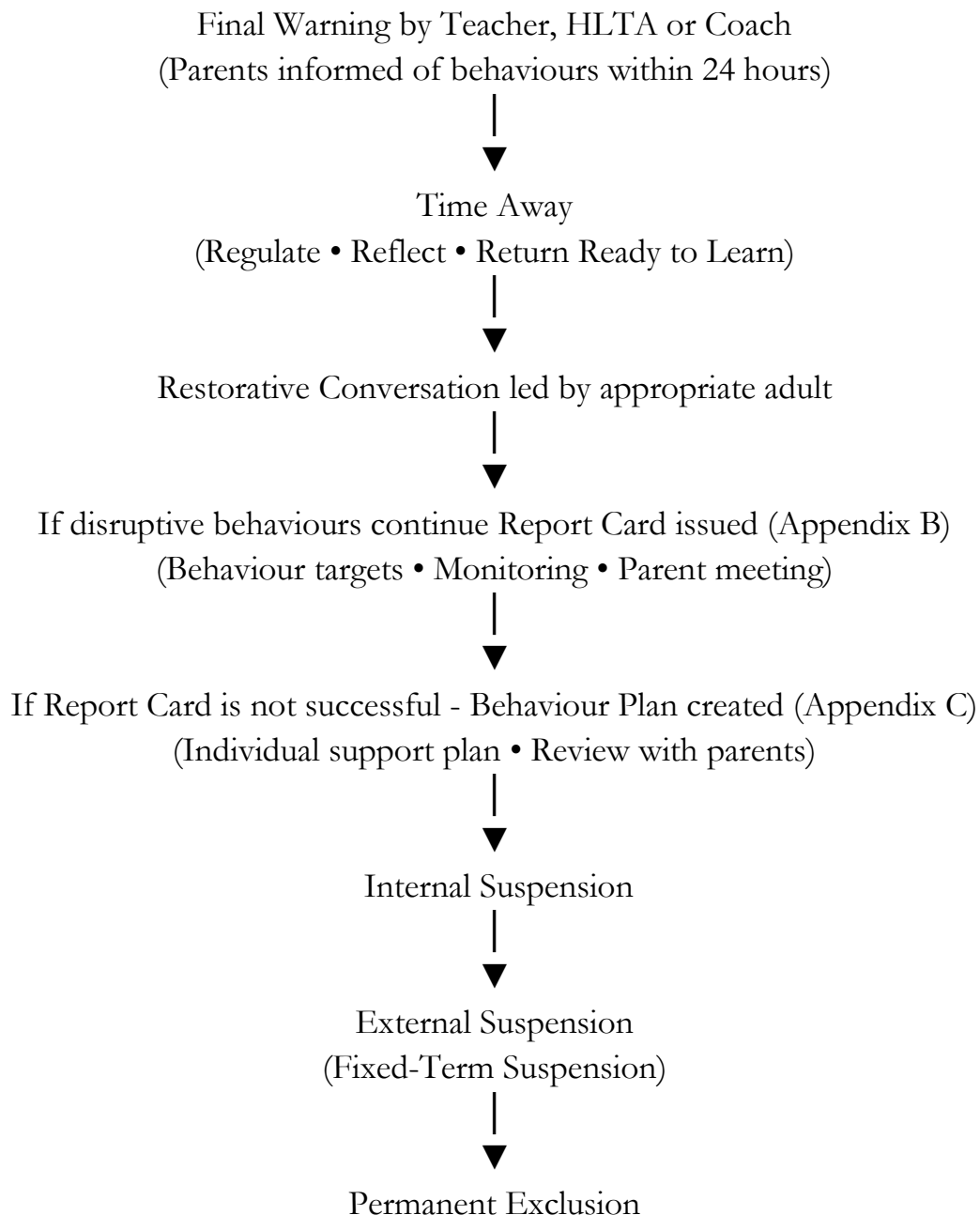
- It is the behaviour of the child that is questioned, not the child

Staff implement a consistent range of strategies and logical consequences to deal with disruptive behaviour. In determining whether a consequence is '*logical*' and '*reasonable*', the following must be considered:

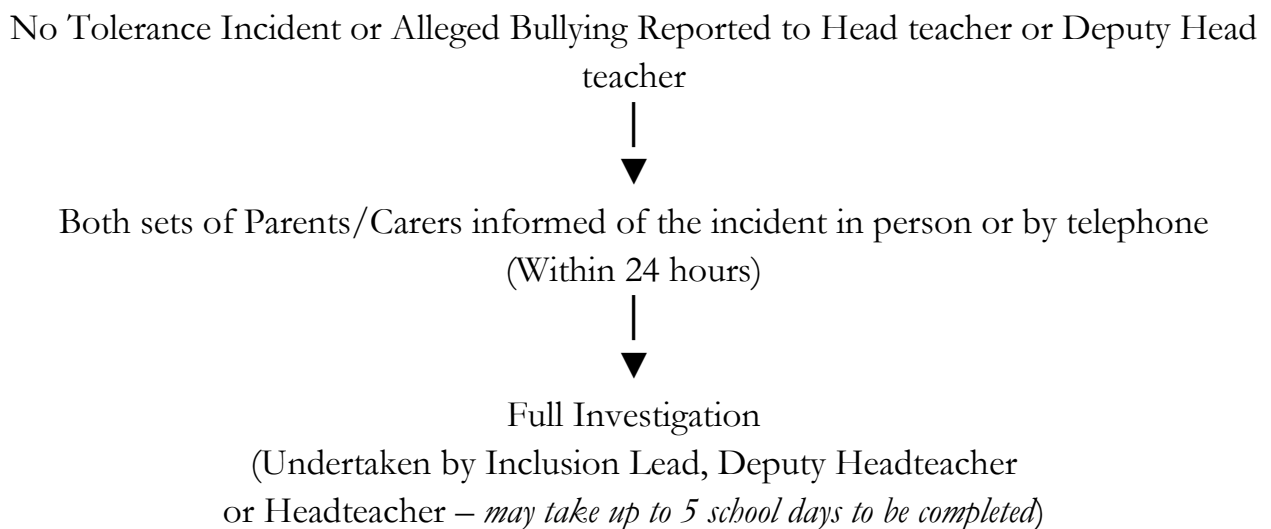
- The extent to which the consequence provides an opportunity for the child to rectify harm.
- The extent to which the child has an opportunity to learn/rehearse different helpful behaviours.
- Whether the consequence was proportionate in the circumstances.
- Children **will not** have their play time at break or lunch time removed as a consequence of poor behaviour choices. There may be times when children and the adults involved will speak to the child at play/lunch time to discuss and/or resolve the issue.
- If a child is at harm of hurting others they will be kept safe by the adults; which may include being in a quiet space away from other people
- Any special circumstances which are known to the person setting the consequence, including: the child's age, any special educational needs or disability they may have Special Educational Needs.

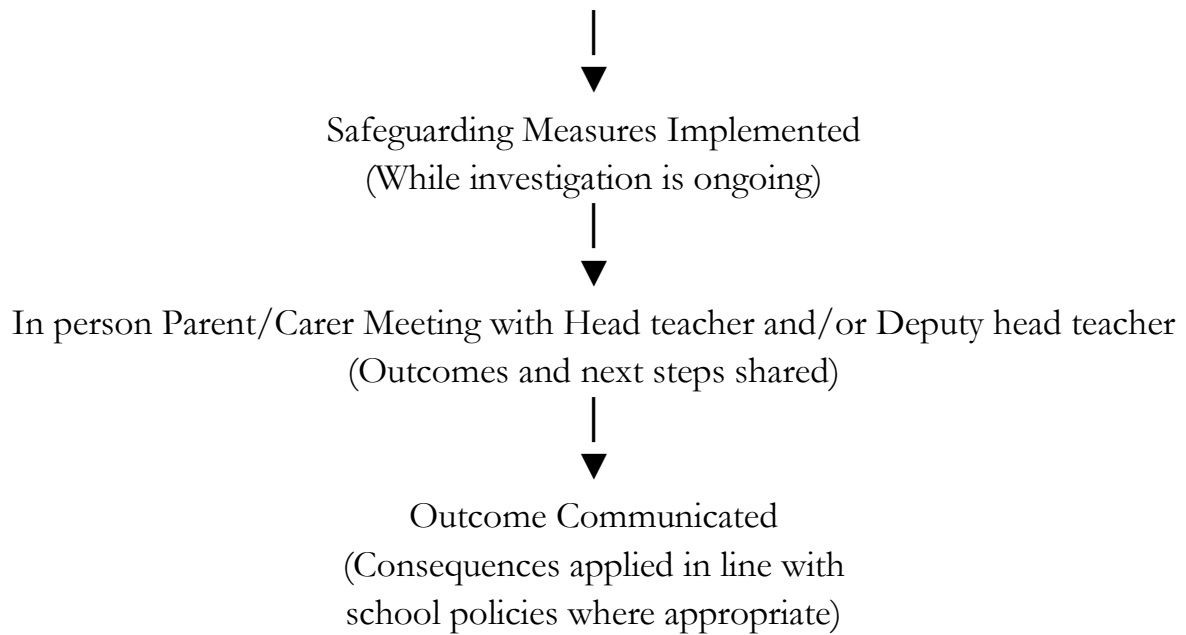
#### 4.7 Disruptive Behaviour Flow Chart





#### **4.8 No Tolerance and Alleged Bullying Behaviour Flow Chart**





## 4.9 Restorative Practice

At St John's Catholic Primary School we use restorative practice to support our desired behaviours. A restorative conversation focuses on addressing conflict and behaviour issues by promoting empathy, understanding, and repairing relationships. It guides staff in having conversations with children to help them reflect on their actions, identify the impact, and collaboratively find solutions. Key Elements of a restorative conversation include the following 5 steps:

### 1. Start with a Safe and Respectful Environment

Ensure the conversation takes place in an appropriate setting where both parties feel comfortable and safe.  
*Establish Ground Rules:* Briefly discuss the purpose of the conversation and the importance of listening to each other respectfully.

### 2. Explore the Incident

*Ask Open-Ended Questions:* Guide the child to describe what happened, their thoughts and feelings at the time, and how they felt afterward.

*Use Neutral Language:* Avoid accusatory language and focus on describing the behaviour without judgment.

*Clarify the Impact:* Help the child identify who was affected by their actions and how.

### 3. Understand Needs and Feelings

*Validate Feelings:* Acknowledge the child's feelings and help them understand the impact of their behaviour on others.

*Identify Needs:* Explore what needs were being met or unmet by the behaviour.

### 4. Focus on Repair and Solutions

*Mind Map Solutions:* Encourage the child to think about what they could do to make things right and prevent similar situations in the future.

*Collaborate on Agreements:* Work together to create a plan that addresses the needs of all involved.

*Create a Contract:* If appropriate, create a written agreement that outlines the steps for repair and a commitment to follow through.

## **5. Follow Up and Monitor**

*Monitor Progress:* Regularly check in with the child to ensure that the agreed-upon steps are being followed and the situation is improving.

*Provide Support:* Offer ongoing support and guidance as needed. Example Conversation Prompts may include:

*"Can you tell me what happened?"*

*"What were you thinking/feeling at the time?"*

*"What have you thought/felt since it happened?"*

*"Who has been affected by your actions?"*

*"How were they affected?"*

*"What could we do now to help make things right?"*

*"How can we prevent this happening again in the future?"*

*"What do you think needs to happen now?"*

*"What would make you feel better about what happened?"*

*"What do you think you need to do to make things right?"*

## **4.10 Trusted Adults at St John's Catholic Primary School**

During the school day, all children should know which adults within the school they can turn to for support, guidance, or to share any worries or concerns they may have. The school aims for every child to be able to identify at least two trusted adults within the school community with whom they feel safe and comfortable speaking. These may include teachers, teaching assistants, admin staff, senior leaders, lunchtime supervisors, play leaders or other members of staff. Encouraging these positive relationships helps to promote emotional wellbeing, strengthens children's sense of belonging, and ensures that children know they have trusted adults available to listen, support, and help them access further assistance when needed.

In monitoring this behaviour policy, the Headteacher and Deputy Headteacher will seek assurance that:

- No punishments are given that are ever degrading or humiliating;
- All rewards and consequences are applied fairly

## **4.11 Physical Restraint**

Physical intervention is only be used when all other options for de-escalating a conflict situation have failed. Staff try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the child) will only be used as part of a support plan set up incorporating the views of the parents and the child. Children are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the Chair of Governors for behaviour and safeguarding. Parents are informed of any use of physical intervention by phone or in writing by the Inclusion Lead.

The staff team have a duty to protect the safety of all children. All physical intervention is be carried out in such a way as to safeguard the child and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

To maintain good order and safety of our community, certain items are banned from the school:

- weapons
- illegal drugs
- alcohol
- pornography
- fireworks or flares

Staff can search a child for any banned item, or any item believed to be stolen if the child agrees and this is normally undertaken by senior staff and by at least two staff members; at least one of the same gender as the child. However, the headteacher and staff authorised by them can search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a dangerous/ unlawful item on their person or in their bag/equipment. The staff member must decide in each case what constitutes reasonable grounds for suspicion e.g. they may have heard other children talking about the item, or they might notice a child behaving in a way that causes them to be suspicious.

The member of staff conducting the search will understand that children's expectation of privacy increases as they get older.

## **4.12 Teaching and the curriculum**

Our children access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life. Children's Social, Moral, and Cultural development flows through everything we do at St John's Catholic Primary School. We aim to provides children with opportunities to explore and develop:

- Respect for the dignity of the human person – including people from different faiths, with different beliefs, feelings and values.
- Their own spiritual awareness, developing their self-knowledge, self-esteem and self-confidence.
- A positive, caring attitude towards other people and to understand how they can contribute to our school and the wider community showing solidarity.
- An appreciation of their social and cultural traditions and the diversity and richness of other cultures.
- To be responsible for their own high standard of behaviour and understanding the consequences of their behaviour and actions and the difference between right and wrong.
- Strong communication skills.
- Strategies for self-protection including online safety.
- A sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

We aim to help children to become confident in their ability to achieve well, to persevere and to respond rationally to setbacks and challenges.

## **4.13 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classrooms and learning spaces. They will:

- Invest time and energy in building positive relationships with children. This may include:
  - Greeting children in the morning/at the start of teaching sessions.
  - Revisit our school statement regularly – *‘We grow and learn in the footsteps of Jesus’*
  - Reinforcing Catholic Social Teaching themes and provide guidance in how children can live these out daily
  - Establishing clear routines – referring to the ‘St John’s Way’
  - Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures).
  - Highlighting and promoting appropriate behaviours.
  - Concluding the day positively – with forgiveness and opportunity for a new start freely shared.
- Create and maintain a stimulating, orderly, calm and motivating environment that encourages all children to be engaged and reinforces our Catholic Social Teaching themes.
- Make reasonable adjustments to expectations and to consequences for inappropriate behaviour for children with specific additional learning needs. These individual responses are planned and agreed with the leadership team to ensure consistency.
- Make use of the Wiltshire LA Curriculum Plan. (Appendix B)

#### 4.14 Child support systems

We regularly review the support available to those individual children identified as being at risk of disengagement. The support offered includes:

- Access to enhanced provision, enhanced curriculum and alternative provision.
- Planned “Time Away” – Children who exhibit impulsive behaviour can be offered a Time Away where they will leave the learning session for a short period of time and visit a designated supervised space onsite. This will happen as part of a plan agreed in advance by the Inclusion Leader/Phase Leader.
- Identification and support of SEND.
- Any child whose progress in terms of their social, emotional or mental health (SEMH) development is significantly slower than that of their peers starting from the same baseline, fails to match or better the child’s previous rate of progress, fails to close the attainment gap between the child and their peers or widens the attainment gap.

We will determine whether there are any undiagnosed cognitive or communication difficulties that may be contributing to the child’s behaviour. Where a child is identified as having SEMH-related difficulties, SEND support will be put in place.

Teaching strategies – The senior leadership team will work with/support staff to devise and develop strategies for staff to make reasonable adjustments for these children whose behaviour may be the result of a learning difficulty, a disability or a medical condition.

Trauma informed practice – We understand that trauma can negatively impact children’s ability to feel safe or develop trusting relationships with staff and their peers in school. Special Educational

Needs support plans for any children who have experienced trauma in their lives are informed by good practice guidelines to:

- avoid re-traumatisation and address the barriers that children affected by trauma can experience in school. We use the [ATRCM tool](#) to support with this. **DEBBIE**

We work closely with teams within Wiltshire Council SEND and Targeted Education Service, Wiltshire Social Care as appropriate to agree additional strategies to support children's social and emotional development.

### **Liaison with parents**

We recognise parents as their child's first teacher and value that parents know their child best. We work closely with parents to ensure consistency wherever possible in the approach to teaching positive behaviours underpinned by Catholic Social Teaching. The child's class teacher is the first point of communication for parents. Other colleagues will be able to support parents including Phase Leader, Inclusion Leader, Deputy Headteacher and Headteacher.

We aim through our interactions with parents to help them to focus on examples of positive behaviour shown by their children. We provide specific feedback about successes that encourage parents to feel proud of themselves as parents as well as their children and to feel hopeful about their future.

We work in partnership with Wiltshire Local Authority and the Family Alliance to support positive parenting. Parents as well as our children are given an opportunity to contribute to the review of this policy.

### **Managing transitions to the next stage of their education/life:**

We recognise that how children start and leave our school is a key indicator of

- success with us and
- success at their next school

Consequently, we work closely with parents to ensure we have the most up-to-date information about our children's social emotional and mental health needs. We ensure children's hopes, fears and preferences inform plans to help them to settle with us and to make the transition when they leave us.

We liaise with partner organisations e.g. schools, Wiltshire Council, to ensure any welfare records for children are shared on transition:

- by the setting/school previously attended by the child.
- by the Designated Safeguarding Lead in the next school when the child leaves us.

For any child dual-registered with another school or supported by an alternative provider commissioned by the school, on or off site, a nominated staff member liaises regularly with a named colleague at that base to ensure information is shared in the best interests of the child. In line with our safeguarding policy, this includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

## **5. Continuous Professional Development**

We recognise that all behaviour is a form of communication; that it is interactional and contextual. Consequently, staff who work directly with children are provided with continuous professional development in this area. This includes training in:

- Positive behaviour management and restorative strategies
- Special education needs and disabilities associated with challenging or withdrawn behaviour including neurodiversity
- Solution focussed thinking and questioning.
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of peer on peer abuse.
- Positive handling and de-escalation techniques. This training takes places when required as part of a response to risk assessment and needs analysis of children.
- Refresher Team Teach training for relevant adults

Our CPD programme is reviewed annually to ensure that it is responsive to the needs of our staff and children.

### **Staff support**

Due to the demanding nature of our work dealing with children who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate. Supervision is available.

## **6. Monitoring and Review**

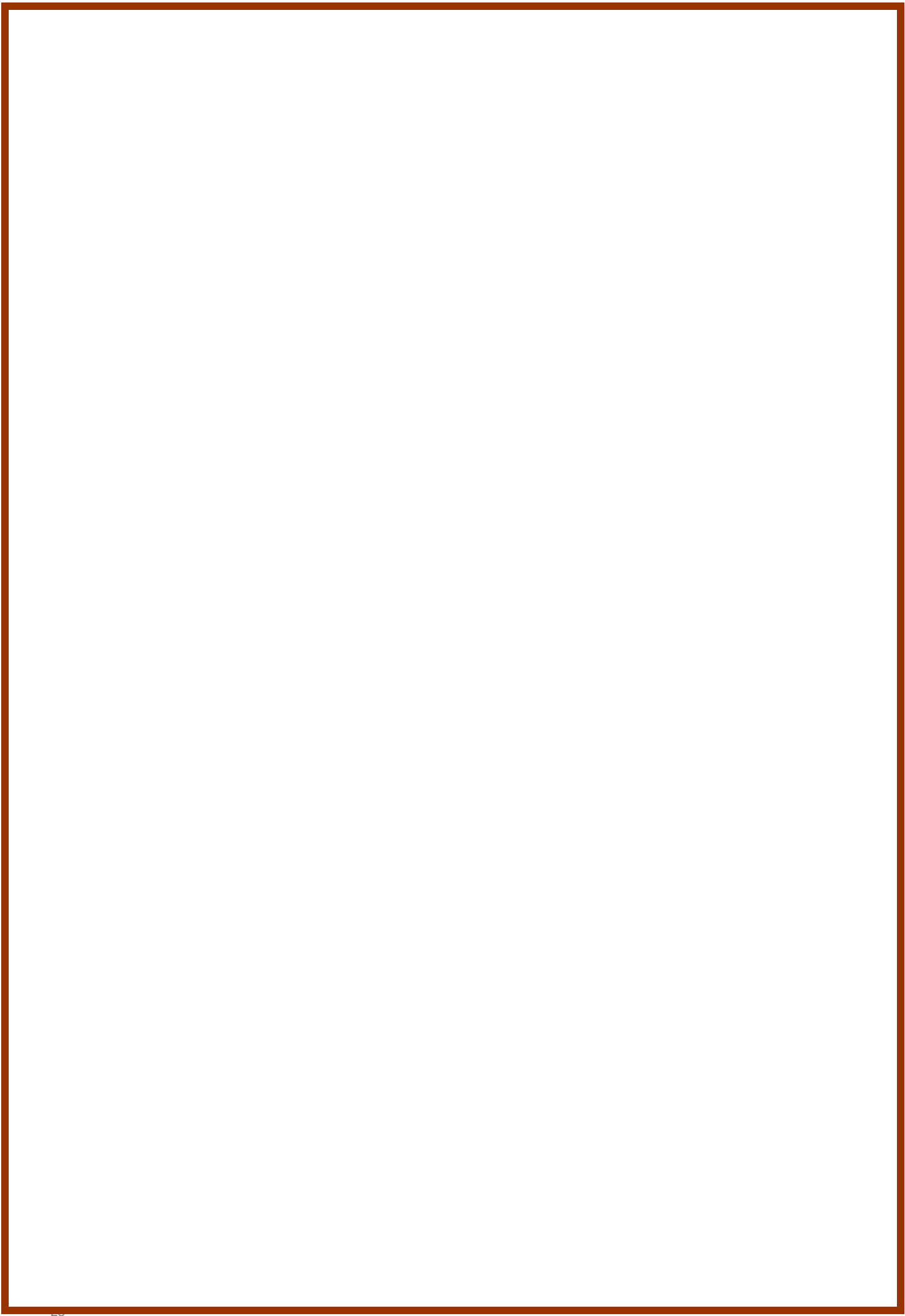
The success of strategies and consequences used is monitored and reviewed within this policy's annual review or earlier as required by changes to legislation or statutory guidance. Governor monitoring through regular meetings and at Full Governor Body meetings. The nominated governor for safeguarding meets the Designated Safeguarding Lead every term (six times a year) to monitor the effectiveness of this policy. Senior leadership team meetings termly and Phase leader team meetings reflect on behaviours.

This policy has been approved and adopted by the Governing Body.

Head teacher : Mrs K O'Rourke

Chair of Governors : Mrs C Doogue

|                  |                |
|------------------|----------------|
| Review cycle:    | Annually       |
| Next review due: | September 2027 |



## Appendix A

The Governors at St John's Catholic Primary School believe that high standards of behaviour lie at the heart of a successful school. Good behaviour enables children to make the best possible progress in all aspects of their school life.

- Staff and visitors set an excellent example to children at all times.
- The behaviour policy is understood by children and staff and is applied consistently by all adults, to promote positive outcomes.
- Relationships between school and home are positive, encouraging children to be the very best version of themselves that they can be.
- The behaviour policy and the philosophy of restorative practice is understood by children and the staff team
- In learning to take responsibility for their own actions, children are able to make more informed choices, leading to exemplary behaviour.
- Visitors, children and staff are free from any form of discrimination.
- Every child understands they have the right to feel safe, valued and respected, and learn, free from the disruption of others.
- The Suspensions and Exclusions Policy explains that exclusions will only be used as a last resort.



## Appendix B

### Daily Behaviour Report Card

St John's Catholic Primary School

#### Pupil Information

Pupil Name: \_\_\_\_\_

Class: \_\_\_\_\_

Week Beginning: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Review Date: \_\_\_\_\_

---

#### Our Behaviour Targets

Today I will:

- ☐ Follow instructions the first time.
- ☐ Speak respectfully to adults and other children – following the 'St John's Way'
- ☐ Keep my hands, feet and objects to myself.
- ☐ Stay on task and be ready to learn.
- ☐ Show our school values through my words and actions.

Other – please add below:

---

#### Daily Monitoring

| Session            | ☺ Achieved               | ☹ Partly Achieved        | ☹ Not Achieved           | Adult Initials |
|--------------------|--------------------------|--------------------------|--------------------------|----------------|
| Registration       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____          |
| Morning Learning   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____          |
| Break time         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____          |
| Late Morning       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____          |
| Lunchtime          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____          |
| Afternoon Learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____          |
| End of Day         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____          |

### Positive Comments

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### Behaviour Incidents (if applicable)

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Action Taken (if required):

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### Pupil Reflection

Today I am proud of:

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Tomorrow I will try to:

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## Home–School Communication

### Teacher Comment

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### Parent/Carer Comment

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### Signatures

Pupil: \_\_\_\_\_

Teacher: \_\_\_\_\_

Parent/Carer: \_\_\_\_\_

Date: \_\_\_\_\_

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## Weekly Review

*(Completed by Headteacher/ Deputy Headteacher/ Inclusion Lead)*

### Targets have been:

- ☐ Consistently achieved
- ☐ Mostly achieved
- ☐ Partly achieved
- ☐ Not yet achieved

### Next Steps

- ☐ Continue Report Card
- ☐ Amend Targets
- ☐ Remove Report Card
- ☐ Move to Individual Behaviour Plan

### Comments:

---

Headteacher/Deputy Headteacher/Inclusion Lead: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix C

### INDIVIDUAL BEHAVIOUR SUPPORT PLAN

Pupil: \_\_\_\_\_

Year Group: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Inclusion Lead: \_\_\_\_\_

Date: \_\_\_\_\_

Review Date: \_\_\_\_\_

#### 1. Purpose of the Plan

This plan is being introduced because the previous behaviour report card has not resulted in sustained improvement. A meeting with the Headteacher and parents/carers will take place prior to the plan being implemented.

The aim is not simply to record incidents or consequences, but to understand **why the behaviour is happening**, identify what the child needs in order to succeed, teach appropriate alternative behaviours, and provide a consistent response from adults.

The plan should be used positively and consistently by all staff working with the child.

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#### 2. Strengths and Interests

The child responds well to:

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- 

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- 

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- 

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Areas of strength:

- 

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- 

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**Important:** Adults should deliberately use these strengths and interests to build the child's relationship with school and motivation to succeed.

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### 3. Behaviours We Need to Support

Focus on **2–3 clearly defined behaviours**, rather than a general statement such as "poor behaviour".

#### Behaviour 1

What does it look like?

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How often does it happen?

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When/where is it most likely to happen?

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#### Behaviour 2

What does it look like?

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How often does it happen?

---

When/where is it most likely to happen?

---

### **Behaviour 3**

**What does it look like?**

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**How often does it happen?**

---

**When/where is it most likely to happen?**

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### **4. What Might Be Causing or Maintaining the Behaviour?**

The Staff team should look for patterns. Consider whether the behaviour occurs following:

- ☐ Difficult or extended work
- ☐ Transitions
- ☐ Unstructured times
- ☐ Lunchtime/playtime
- ☐ Particular lessons
- ☐ Particular adults or peers
- ☐ Being corrected publicly
- ☐ Feeling unsuccessful
- ☐ Noise or sensory demands
- ☐ Changes to routine
- ☐ Friendship difficulties
- ☐ Anxiety/worry
- ☐ Fatigue
- ☐ Difficulty communicating needs
- ☐ Other: \_\_\_\_\_

### **Possible function/need**

The behaviour may be helping the child to:

- ☐ Escape or avoid a difficult situation
- ☐ Gain adult attention
- ☐ Gain peer attention
- ☐ Gain access to something they want
- ☐ Communicate distress/frustration
- ☐ Obtain sensory regulation

☐ Regain a sense of control

☐ Other: \_\_\_\_\_

This should be treated as a **working hypothesis**, not a diagnosis. Staff should collect evidence and review whether the hypothesis appears accurate.

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## 5. Early Warning Signs

Adults should look for signs that the child is beginning to become dysregulated.

Possible signs include:

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- 

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Examples might include becoming quiet, arguing, refusing work, putting their head down, pacing, becoming restless, talking excessively, tearing paper or attempting to leave the area.

### Adult response at this stage:

1. Approach calmly and quietly.
  2. Reduce unnecessary language.
  3. Give one clear instruction.
  4. Offer the agreed choice or regulation strategy.
  5. Avoid arguing or repeatedly challenging.
  6. Give the child time to respond.
- 

## 6. Preventative Strategies

The following strategies should be used **before behaviour escalates**.

### Classroom

- Give clear, short instructions.
- Check that the child has understood the instruction.
- Break larger tasks into smaller achievable steps.
- Use visual prompts where appropriate.
- Give advance warning of transitions or changes.
- Provide a choice between two acceptable options where appropriate.

- Seat the child in a position that supports successful engagement.
- Provide planned movement/regulation opportunities if required.
- Use specific praise frequently.

## Relationship

The child should have a named trusted adult who checks in with them regularly.

**Trusted adult:** \_\_\_\_\_

**Check-in times:** \_\_\_\_\_

The adult should spend some time building a positive relationship with the child that is **not dependent on behaviour being good or bad**.

---

## 7. Teach the Replacement Behaviour

The child needs to be explicitly taught what they can do **instead of the unwanted behaviour**.

For example:

| <b>Instead of...</b>  | <b>The child will be taught to...</b>              |
|-----------------------|----------------------------------------------------|
| Refusing work         | Ask for help or a short break                      |
| Shouting              | Use an agreed phrase/signal                        |
| Leaving the classroom | Request an agreed safe-space break                 |
| Arguing               | Say "I don't understand" or "Can you help me?"     |
| Becoming overwhelmed  | Use their regulation strategy                      |
| Conflict with peers   | Seek adult help or use an agreed conflict strategy |

The replacement behaviour must be **easier and more achievable than the behaviour it is replacing**.

Adults should praise and reinforce the replacement behaviour immediately when it occurs.

---

## 8. Regulation / Break Strategy

The child will have access to an agreed regulation strategy.

### Possible options:

- ☐ Short movement break
- ☐ Quiet space – Nurture Room
- ☐ Sensory activity
- ☐ Breathing strategy
- ☐ Drawing/writing
- ☐ Water break

- ☐ Time with named adult  
☐ Other: \_\_\_\_\_

### **Break procedure**

The child will:

1. Use the agreed signal/phrase.
2. Move to the agreed location with adult support if required.
3. Have approximately \_\_\_\_\_ minutes to regulate.
4. Return to the task/classroom.
5. Be helped to restart successfully.

The break is **not a punishment** and should not become an opportunity to avoid all learning. The aim is to teach the child how to regulate and return to learning.

---

## **9. Positive Reinforcement**

Because the previous report card has not been effective, the school should avoid relying solely on recording whether the child has "been good".

Instead, reinforce **specific behaviours that we want to see more often**.

Adults should use immediate, specific praise such as:

"You were frustrated but you asked for help instead of walking away. That was a really good choice."

"You came back from your break and started your work. Well done."

"I noticed you stopped and listened when I asked you. That's exactly what I needed."

### **Individual reward/motivation**

The child will work towards:

---

This should be achievable, meaningful and available frequently enough to maintain motivation.

Possible rewards:

- Positive message home
- Choosing an activity
- Helping an adult
- Preferred activity
- Time with a trusted adult
- Responsibility/job
- Class privilege

The emphasis should be on **recognising success**, rather than removing privileges after difficulties.

---

## **10. Adult Response When Behaviour Escalates**

All adults should use the same approach.

### **Stage 1 – Early difficulty**

- Calm reminder.
- Brief instruction.
- Offer help/choice.
- Praise cooperation immediately.

### **Stage 2 – Escalation**

- Reduce language.
- Give processing time.
- Avoid confrontation.
- Offer the agreed regulation strategy.
- Remove unnecessary audience/peer attention where possible.
- Keep other pupils safe.

### **Stage 3 – Significant escalation**

- Prioritise safety.
- Follow the school's behaviour and safeguarding procedures.
- Use only strategies permitted by school policy and relevant guidance.
- Contact the appropriate member of staff if additional support is required.

### **After the incident**

The child should have an opportunity to calm down before discussing what happened.

The adult should then use a short restorative conversation:

**What happened?**

**What were you feeling/trying to communicate?**

**What could we try next time?**

**What do you need to help you return successfully?**

Avoid lengthy lectures or repeated discussion of the incident.

---

## **11. Consequences**

Consequences should remain consistent with the school's existing behaviour policy.

However, consequences should not be the main intervention within this plan.

The focus should be:

**Prevent → Teach → Support → Reinforce → Review**

Where a consequence is necessary, it should be:

- proportionate;
  - predictable;
  - calmly delivered;
  - consistent with the school's behaviour policy; and
  - followed by an opportunity to repair and return to learning.
- 

## **12. Home–School Communication**

Communication should focus on **progress and specific successes**.

For example:

### **Weekly communication**

- One thing that went well:
- 

- One area we are continuing to work on:
- 

- Strategy that worked:
- 

- Strategy to try next:
- 

Parents/carers should also be invited to share information about triggers, successful strategies and changes that may affect the child's presentation in school.

---

## **13. Data and Monitoring**

Staff should record brief, objective information rather than lengthy descriptions.

For each significant incident, record:

**Date/time:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**What happened immediately before?**

\_\_\_\_\_

**Behaviour:**

\_\_\_\_\_

**Adult response:**

\_\_\_\_\_

**What happened afterwards?**

\_\_\_\_\_

**Possible reason/function:**

\_\_\_\_\_

**What helped?**

\_\_\_\_\_

This information should be reviewed regularly to identify patterns.

\_\_\_\_\_

#### **14. SMART Targets**

The child should have no more than **2–3 targets at one time**.

**Target 1**

**The child will:**

\_\_\_\_\_

**Success measure:**

---

**Timescale:**

---

**Target 2**

**The child will:**

---

**Success measure:**

---

**Timescale:**

---

**Target 3**

**The child will:**

---

**Success measure:**

---

**Timescale:**

---

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## **15. Review**

**Initial review:** 2 weeks

**Formal review:** 4–6 weeks

At each review ask:

1. Has the behaviour reduced?

2. Has the replacement behaviour increased?
3. Which strategies are working?
4. Which strategies are not working?
5. Are staff implementing the plan consistently?
6. Are there particular times, people, subjects or environments where difficulties continue?
7. Does the child need additional support?
8. Does the Inclusion Lead need to become more involved?
9. Should outside professionals or additional assessment be considered?

If there is little or no progress, the response should be **reviewed and adapted rather than simply increasing sanctions**.

---

## 16. Child's Voice

**What I think I am good at:**

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**Things that make school difficult for me:**

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**I know I am beginning to get upset when:**

---

**Things that help me:**

---

**The adult I can go to is:**

---

**What I would like adults to understand about me:**

---

---

## 17. Staff Agreement

All staff working with the child should be familiar with this plan and use the agreed strategies consistently.

**Class Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Inclusion Lead:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Parent/Carer: \_\_\_\_\_

Date: \_\_\_\_\_

Pupil (where appropriate): \_\_\_\_\_

Date: \_\_\_\_\_

Review outcome:

---

Changes to plan:

---

This policy has been approved and adopted by the Governing Body on:

Head teacher: ***Mrs K O'Rourke***

Chair of Governors: ***Mrs C Doogue***

|                  |                |
|------------------|----------------|
| Review cycle:    | Annually       |
| Next review due: | September 2027 |