




St Charles Catholic Primary School

Behaviour Policy

This Policy was adopted by The Governing Body of St Charles Catholic Primary School on:		
Date: 28.06.2023	<div>Signed by:</div> <div></div>	
Reviewed 17.06.2025		
It will be reviewed in: 2 years		June 2027

Mission Statement

"Let all that you do be done in Love.

Love is made possible with respect." St Charles Borromeo

At St Charles' we pray, love and learn together as one school family, with Christ at our centre. We create and experience joy every day in our home, our school and our parish.

Vision

Children will leave St. Charles':

- With a love for learning.
- With Christ in their hearts.
- With outstanding manners.
- Showing care and respect for all.
- Having achieved their best.
- With a sense of pride and confidence.
- With a deep sense of responsibility.
- With life-long skills to enhance their future.

Values:

Everyone at St. Charles' will be:

- Compassionate
- Aspirational
- Determined
- Enthusiastic
- Humble
- Friendly
- Trustworthy

Addressing positive learning behaviour through the curriculum:

We have the responsibility as staff to:

- Provide positive recognition of good behaviour.
- Build pupil self-esteem through recognition and valuing achievements.
- Use appropriate themes within PHSE and RE including: anti-bullying, difference and diversity, tolerance of others, respect, jealousy, parables demonstrating moral behaviour.
- Incorporate 'positive values' through influential and professional visitors and role-models.
- Include safety talks in appropriate curriculum areas and assemblies.
- Encourage all adults within the school environment to act as positive role models.
- Give pupils responsibilities and feedback on these responsibilities e.g. buddies, play coaches, prayer partners etc.
- Provide opportunities for children to learn and collaborate together in teams and groups.
- Use circle time to share thoughts, feelings and opinions.
- Use role play/puppets and stories to provide scenarios for discussion.
- Address issues through class, key stage and whole school assemblies.
- Encourage children to reflect.

School expectations of behaviour

All staff at have high expectations and standards of behaviour and behaviour at our school is very good.

School Rules:

- ✓ **We care for everyone and everything.**
- ✓ **We are kind and helpful.**
- ✓ **We listen to the person who is speaking.**
- ✓ **We always try our best to be the best you can.**
- ✓ **We aim to be in the right place at the right time.**

What constitutes inappropriate or unacceptable behaviour?

At St Charles we have agreed that there are different forms of unacceptable behaviour. This begins with low level disruption up to extreme-level of disruption and there are clear guidelines detailing the appropriate steps and procedures to follow, according to the level of disruption.

Some presenting behaviours are linked to events occurring outside school; this is becoming especially true for Internet/mobile phone related incidents. Whilst there will always be occasions where it is difficult to define the 'problem' behaviour into categories, as a general

guide, responses to the behaviours are largely determined by the kind of behaviour displayed.

Checklist on the basics of classroom management for staff:

Classroom:

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Have a system in place to follow through with all consequences.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils:

- Know the names of children.
- Have a plan for children with challenging behaviour
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching:

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Adaption of teaching, where required.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Power to use reasonable force.

All members of school staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006.) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed.
- Schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Behaviour Support systems

For pupils includes:

- Individual behaviour targets (which should focus on children being set good examples and following positive behaviours).
- Individual Education Plan targets.
- Use of external agencies e.g. SENA, CAMHS, Educational Psychologist

For parents /carers includes:

- Dialogue with the class teacher, including parents' evenings.
- Home/school agreement – the standard of behaviour expected of all pupils agreed and signed by parents following their admission.
- Communication through home / school diaries
- External agencies.

For staff includes:

- Peer support
- Senior Leadership team
- Professional learning
- New and inexperienced staff are informed of the schools expectations and how they are supported in the management of behaviour.

Reward System

At St Charles' we provide regular opportunities for children to choose high quality, enjoyable activities to recognise and build on their achievements over a period of time.

Key Stage 1

In Key Stage 1 children collect objects to fill a jar (teddies / marbles). To earn these rewards children must follow the school rules and they may also be given for additional effort in any area. When the jar is full children will receive a reward which they have voted for and chosen as a class. Examples of these rewards include a pyjama day, a trip to the skatepark, a party, a dressing up day.

Children may have to remove objects from the jar if they demonstrate negative behaviour. The child should always be made aware of what she/he has done wrong, and what the appropriate/acceptable behaviour should be. We obviously want every child to receive their reward therefore it is important Teaching Staff have clear boundaries which remain constant and fair.

However, it must be remembered that each incident involves individual children and each individual needs to be handled appropriately – i.e. what may need a reminder for one child may not for another. Therefore, as a staff we need to know our children and implement sanctions which are fair, firm and consistent.

Key Stage 2

In Key Stage 2 children have a 100 point reward chart which is visual within the classroom. Each child individually receives points when following the school rules or for additional effort in any area. Children must reach 100 points to receive their chosen reward, which is voted for by the whole class. Examples of these rewards include a non-uniform day, a French breakfast, a sports day and a cinema afternoon.

Children may have to remove points if they demonstrate negative behaviour which does not follow the school rules. The child should always be made aware of what she/he has done wrong, and what the appropriate/acceptable behaviour should be. If children do not reach 100 points in time for the reward they may miss some or all of their reward time. The final decision as to whether a child receives their reward time rests with the class teacher.

We obviously want every child to receive their reward therefore it is important Teaching Staff have clear boundaries which remain constant and fair.

However, it must be remembered that each incident involves individual children and each individual needs to be handled appropriately – i.e. what may need a reminder for one child may not for another. Therefore, as a staff we need to know our children and implement sanctions which are fair, firm and consistent.

Reporting/recording inappropriate behaviour

When inappropriate behaviour falls under 'serious level disruption' as outlined in our 'behaviour management framework' **Appendix II**, this will be recorded on CPOMS as a negative behaviour incident in order to notify Senior Management. This record should

include name of the pupil(s) involved and date and consequence or how it has been dealt with.

When a child is sent to the headteacher on account of inappropriate behaviour, a record is kept on CPOMS. We also keep a record of any serious incidents that occur at break or lunchtimes.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour expected of pupils and staff at the school, and by supporting staff in their implementation of the policy and managing behaviour.

The Headteacher and Senior Leaders have responsibility for modelling the behaviour that is expected of all staff. The Headteacher keeps records of all reported serious incidents of misbehaviour through CPOMS. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the central team at St Thomas Aquinas Catholic Multi Academy Trust have been notified.

The role of the class Teacher/Teaching Assistants

The class teachers and other staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children learn to the best of their ability.

Teachers have the responsibility to:

- Establish and communicate clearly measures to ensure good order, respect and discipline.
- To ensure they follow the school behaviour policy.
- To have a clear understanding about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies if needed.
- To consistently and fairly support, praise and, as appropriate, reward pupils' good behaviour.
- To apply consequences fairly, consistently, proportionately and reasonably – taking account of SEND, disability and the needs of vulnerable children, and offering support as appropriate.
- Teach and guide some individuals or groups of pupils on how to play properly at playtime when on playground duty.

In the first instance of negative behaviour, the class teacher deals with incidents him/herself in the appropriate manner using the guidelines set out in **Appendix II**. However, if misbehaviour continues, the class teacher seeks help and advice from the Senior Leadership team or Headteacher.

The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the lunchtime supervisor

The lunchtime supervisors have high expectations of the children with regard to behaviour, and they strive to ensure that all children behave to the best of their ability. Lunchtime supervisors are aware of the behaviour policy and expected to follow the behaviour policy at all times.

It is important that if bad behaviour occurs during playtime, the observing lunchtime supervisor will deal with the matter in line with the behaviour policy and may inform the head teacher or other staff member.

All lunchtime supervisors have a structured lunchtime behaviour management framework to follow when dealing with unacceptable behaviour which is detailed in Appendix II.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. The standard of behaviour expected of pupils is included in the school's home-school agreement which we ask parents to sign.

We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. Parents and carers should make reference to /and utilise the schools complaints policy (*Available from the school office or website.*)

We recognise the importance of good relationships between school and parents and carers to improve attendance, behaviour and learning.

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, staff and children.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parents' evenings/open days, parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By sharing relevant information with staff about situations at home which may contribute to behaviour issues.
- By remembering that staff deal with behaviour problems patiently and positively.
- By discussing any concerns regarding their child with the class teacher as soon as they become aware of them ensuring that any issues can be dealt with immediately.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. We recognise the legislative changes which took effect from 1 September 2007, namely the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on Head Teachers to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make an appeal.

The Headteacher informs the LA, the Trust and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

Monitoring the behaviour policy

This policy will be monitored in the following ways:

- Discussion at Senior leadership team meetings.
- Parent and Pupil Voice.

- Record of positive comments from visitors to the school.
- Behaviour focussed learning walk around school.
- Termly analysis of documentary evidence on behaviour.

Dissemination and review

The local governing body reviews this policy every 2 years.

Appendix 1

School systems for promoting positive behaviour and emotional well-being

Class Rewards:

- Positive praise
- Stickers
- House awards / tokens
- Sharing work with the class / Senior Leadership Team / Headteacher
- Extra time on ipads / computers / playground / play equipment
- Celebrating children's work or behaviour with parents
- Responsibilities
- 100 points Reward system

Whole School Rewards

- Half termly Celebration Assembly – certificates and special mentions
- Reward for the House team with the highest amount of tokens – termly / yearly
- Termly attendance certificates / annual prize / attendance market
- Hearts of Gold Awards as voted for by the children
- 'Bite with Mrs Knight' – weekly reward

Appendix II

Behaviour Management Framework

Behaviour	Consequences	Notes
Low Level disruption: <ul style="list-style-type: none">• Talking• Calling out• Interrupting the speaker• Making silly noises• Fussing / fiddling with equipment• Causing distraction• Getting out of seat	Initial Response – Refer to class rules A verbal warning – point out inappropriate behaviour and consequences if it continues: If inappropriate behaviour continues: <ul style="list-style-type: none">• Removal of points• Discussion with pupil• Move to different table 2 nd verbal warning given and if inappropriate behaviour still continues follow through with consequences.	<ul style="list-style-type: none">• Positive reinforcement of acceptable behaviour• Reference to school rules• Consistency from staff

Behaviour	Consequences	Notes
Medium Level disruption: <ul style="list-style-type: none"> Repeated low level disruption Rudeness Teasing / name calling Avoiding learning task Not following instructions Swearing Throwing objects Hurting someone Consistently not completing tasks 	Verbal Warning first and follow through if necessary: <ul style="list-style-type: none"> Sitting on their own in the classroom Go to another classroom to complete learning <p><i>If a child needs 'time-out' from the classroom this should be for 10 minutes and they should take their work with them. At the end of this, the child should return to the classroom for a fresh start.</i></p> <p>1) Verbal Warning and follow through if necessary:</p> <ul style="list-style-type: none"> Loss of rewards / points Loss of playtime <p>2) Verbal warning and then follow through if necessary</p> <ul style="list-style-type: none"> Referral to Senior Leader who will then keep the child in their class for the remainder of the lesson. Informal meeting with pupil and parents as arranged by class teacher Behaviour to be recorded by class teacher 	<p>If a child is sent out of the room to another classroom they must be sent with a note explaining why they have been removed from the classroom; what work they are to complete whilst there and what time they need to return.</p>
Behaviour	Consequences	Notes
High Level Disruption <ul style="list-style-type: none"> Repeated Medium Level disruption Repeated name calling Consistently refusing to work / follow instructions Swearing at other children Leaving classroom without permission Deliberately breaking school and other peoples property 	<ul style="list-style-type: none"> Removal from classroom / refer to Senior Leaders and if behaviour continues send to Headteacher. Formal meeting with pupil, parents, class teacher with discussion of strategies Letter of apology from child Behaviour log / target sheet kept Referral for ELSA work with specialist <p>Consequences:</p> <ul style="list-style-type: none"> Loss of playtime / dinner time 	<p>Class teachers to record any incidents on CPOMs.</p>

(depending on seriousness can be 'serious level.'		
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Behaviour	Consequences	Notes
Serious Level disruption <ul style="list-style-type: none"> Racial name calling Deliberately hurting others Fighting Vandalism Stealing Running out of school Verbal abuse Bullying Throwing objects at staff Aggression towards staff / pupils 	<ul style="list-style-type: none"> Removal or call for assistance from Senior Leaders and Headteacher. Formal meeting with parents and pupils involving Headteacher. Referral to outside agency: Behaviour support / CAHMS / Educational Psychologist Personalised Targets / behaviour diary <p>Consequence:</p> <ul style="list-style-type: none"> Internal Exclusion Lunchtime exclusion (<i>Governors informed</i>) Short term exclusion <p>Permanent Exclusion as a last resort – if the safety of other pupils and staff are at risk due to behaviour of pupil.</p> <p>Headteacher to create record of exclusion</p>	<p>Record of behaviour on CPOMs.</p> <p>Headteacher to keep a record of any child who is suspended for a fixed term or permanently excluded.</p> <p>All exclusions are reported to governors through the termly Headteacher report.</p>