



St. Gregory's Catholic Primary School

Behaviour Policy

We give thanks to God, work together and always try our best

OUR RATIONALE

"We seek to promote to the utmost the development of every child's personal wholeness, integrity, gifts and creativity in a welcoming and loving school community".

'This is our school and it belongs to all of us'

The ethos and culture of our school is to provide a caring, courteous and safe environment where our children can learn and grow to their full potential. Every effort will be made to create an atmosphere in which the Gospel values are lived out. This will be characterised by mutual trust, an openness to differences and a respect for each other and his/her possessions.

AIMS OF THE BEHAVIOUR POLICY

- To provide an environment where effective teaching and learning can take place
- To encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences
- To create a calm, orderly, safe and supportive environment where everyone feels valued
- To create a positive school culture which promotes respect and ensures everyone is treated with dignity
- To provide a consistent and fair approach to behaviour management
- To define what we consider to be unacceptable behaviour, including bullying
- To outline how pupils are expected to behave
- To summarise the roles and responsibilities of everyone in our school community
- To outline our system of rewards and sanctions
- To fulfil all legal requirements

EQUAL OPPORTUNITIES

St. Gregory's Catholic Primary School supports the principles of Equal Opportunity as embodied in current legislation. We aim to provide an environment in which individual potential can be maximised irrespective of race, religion, gender, age, ability, sexual orientation or social circumstances.

This policy extends to pupils and staff. We believe that every pupil is of equal value and has the right to equal educational opportunities. To that end positive action will be taken to ensure that all available human resources, talents and skills are utilised to the full and that every possible step will be taken to ensure that all individuals are treated equally and fairly.

CHILDREN WITH ADDITIONAL NEEDS

The policy also recognises that pupils with special educational needs or additional needs may require a flexible and sensitive approach. The behaviour policy will be applied paying attention to the pupils' individual needs. Reasonable adjustments may be made where appropriate. In some circumstances where children have more complex behaviour needs, it may be necessary to agree a behaviour plan or seek advice from our Educational Psychologist, the Behaviour Support or SEND Service.



Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Children's Responsibilities:

- To follow the school rules
- To come prepared for the day
- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To obey the instructions of the school staff
- To take care of property and the environment in and out of school
- To cooperate with other children and adults

Parents' Responsibilities:

- To ensure children attend school regularly and on time
- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To work with the school as partners in their child's education by showing an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations
- To take responsibility for the behaviour of their child both inside and outside of school

Staff Responsibilities:

- To promote the positive school culture by applying the behaviour policy fairly and consistently
- To treat all children fairly and with respect.
- To be good role models
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and positive environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual and to be aware of their individual needs.

A Whole School Approach

Teachers should be able to teach without disruption and pupils should be able to learn without disruption. Positive behaviour is promoted both formally and informally through our school culture and behaviour curriculum which reflect the values of our school and promote readiness to learn and respect for others.

Promoting outstanding behaviour



- Our expectations of good behaviour are communicated clearly to everyone in our school community
- Everyone understands and is encouraged to follow our school rules:

Be Ready, Be Respectful, Be Safe

- **Be ready:** We encourage children to be ready to learn, ready to engage, ready to respond
- **Be respectful:** We encourage children to be respectful of themselves, respectful of their peers, respectful of all staff, respectful of their school and respectful of the community.
- **Be safe:** We encourage our children to behave positively so that everyone in school is safe in or outside of the classroom

THE ROLE OF STAFF

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

All school staff should:

- Know and understand school policies and procedures
- Ensure rules and routines are promoted fairly, consistently and visibly
- **Be Ready**
- **Be Respectful**
- **Be Safe**
- Highlight and praise positive behaviour and children who 'Go above and beyond'
- Know the children well and develop positive relationships with all children
- Work to build mutual respect
- Encourage children to take responsibility for their own actions and behaviour
- Be calm and control their own behaviour, including stance and tone of voice
- Be relentlessly bothered
- Model the standards of respect and courtesy that they expect from pupils
- Demonstrate care, empathy and kindness
- Avoid whole group punishments which children will see as unfair
- Avoid punishments which humiliate pupils by, for example, by intentionally embarrassing them
- Use the Zones of Regulation approach to help children identify their feelings and emotional reactions and provide children the strategies they need to encourage self-regulation, thus preventing challenging behaviours and allowing the children the space and time to de-escalate when they become overwhelmed.

Be visibly consistent:

- 'Meet and greet' every child each day, calling each child by their name and asking after them
- Use positive praise
- Ensure children move calmly around school
- Promote good manners

The Headteacher and The Senior Leadership Team:

- Be a visible presence around the school for pupils, parents and staff
- Be good role models
- Regularly celebrate staff and children achievements
- Encourage use of positive praise (Celebration assembly, private words, public celebrations, Headteacher Awards, special mentions, house points, messages to parents and carers)



- Ensure staff training needs are identified and met
- Analyse behaviour records to target and evaluate support
- Support teachers in managing children with more complex or challenging behaviours
- Seek support from outside agencies where appropriate

Teachers and Teaching Assistants:

- Ensure that the school rules are enforced and that children behave responsibly and safely
- Have high expectations behaviour
- Aim for all children to achieve to the best of their ability
- Treat each child fairly, respectfully and with understanding
- Know their pupils as individuals: knowing their names, their personalities and interests and who their friends/family members are
- Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption
- Emphasise and celebrate the positive, including praise for good behaviour as well as good work.
- Make sure the children understand and can talk about our 3 rules – Be ready, be respectful and be safe
- To use the Zones of Regulation approach to support children in recognising their emotions and help them to self-regulate when they are feeling overwhelmed

Lunchtime Supervisors:

- Promote a positive lunchtime environment – on the yard or field and in the dining hall
- Ensure that the school rules and routines are enforced and that children behave responsibly and safely
- Encourage good manners
- Report incidents to the class teacher at the beginning of the afternoon session
- Report serious incidents or persistent poor behaviour to the Headteacher or Deputy Headteacher

RECOGNISING POSITIVE BEHAVIOUR

Positive reinforcements and rewards must be applied clearly and fairly as part of a consistent whole-school approach to reinforce, reward and promote high standards of behaviour. Recognising positive behaviour:

- Encourages children to repeat that behaviour
- Reinforces school expectations and values
- Provides an opportunity for all staff to reinforce the school's culture and ethos

Rewards

Pupils are rewarded and praised for personal and academic success and achievement, being polite, showing respect and kindness.

Pupils are rewarded by:

- Verbal praise
- Stickers
- House points
- Parents informed
- Given responsibility
- Headteacher Awards
- Celebration Assembly



Praise - We regularly praise the children for following the school's expectations for behaviour and achieving their personal best. We use verbal praise and silent gestures such as a smile, thumbs up or a nod. House points / class incentives / stickers / stampers Every adult in school is responsible for awarding house points to pupils. We have four houses in school: Bede, Cuthbert, Thomas, Hilda.

Each child in school is allocated a pastoral house group. House points are awarded to children who work hard; model good behaviour and manners; and uphold our core values. These can be awarded in class time, in children's books or on pieces of work, during break times including lunch, in assemblies and for walking around the school appropriately. Other members of staff around the school, including teaching assistants and lunchtime supervisors, can also give out points. We also have a 'gold' house point for showing the value of the month e.g October (Respect). By the end of the week, each class will collect in their house points and recognition is given in the weekly house assembly for: the house group with the most house points in the school. At the end of each week the house group with the most points earn extra break.

Certificates Headteacher Award / Sports Award / Hot Chocolate Friday certificate which are given out during a weekly celebration assembly.

Communicating praise to parents / carers via a phone call or written correspondence

Headteacher awards / stickers

Whole-class incentive rewards e.g. pompom jar treats

Being awarded positions of responsibility, such as House Captain, Librarian or class monitor.

RESPONDING TO POOR BEHAVIOUR

Any instances of poor behaviour will be responded to in a consistent, fair, and proportionate manner in order to ensure a calm and safe environment is maintained, pupils can continue to learn and the behaviour is not repeated. (See appendix 1 for further information)

In our school, consistent and clear language is used when acknowledging and addressing misbehaviour.

Scripted response:

I've noticed you are having trouble with

It was the rule about ... that you broke/You have chosen to ...

Remember our school rules (Be ready, be respectful, be safe)..... (or remind pupil)

You seem to have forgotten. Try to remember to ... (refer to rules/expectations) ...

Do you remember last week when you ... (positive behaviour) That's what I need to see today.

Thank you for listening.

Redirecting strategies are used to promote improved behaviour and reinforcement of school rules and expectations:

I understand that...makes you feel angry or upset.....

I need you to....so we can

Child

'It wasn't me'

'But they were doing the same thing'

'I was only.....'

'You are not being fair'

'It's boring'

Adult

'I hear what you are saying but.....'

'Maybe you are right ... I need to speak to them too.'

'Maybe you were....and yet....'

'Yes, sometimes I may appear unfair.....'

'Be that as it may but I need you to re-join/finish the task'

SANCTIONS

PRINCIPLES

- When pupils choose not to follow school rules, sanctions should be applied fairly and proportionately



- Sanctions will be clearly explained to the pupil
- The system will not damage relationships
- Sanctions will make a clear distinction between minor and more serious offences
- Sanctions will be flexible enough to take SEND or pupils with additional needs into consideration
- The punishment of the whole group is discouraged
- Staff will always consider the severity and frequency of the negative behaviour when applying the policy

Behaviour level	Examples
Reminder/Verbal Warning refers to low level negative behaviour	Poor attitude, lack of respect, fidgeting / fiddling (on purpose), shouting out, failing to keep on task, leaving desks, unkind remarks, time wasting, running in corridors, pushing in line, distracting others
Final Warning	Continued behaviour as above Serious negative behaviour Threatening / Aggressive behaviour, refusal to co-operate, lack of respect or disregard for authority, telling lies/blaming others, persistent disruption to lessons, swearing, defiance
Reflection Time	15 mins at lunchtime for KS1 30 mins at lunchtime with
Conversation with a member of Senior Leadership Team (SLT)	Continued behaviour as above Most serious negative behaviour Any form of discrimination - racism, sexual, gender, ethnic Bullying Any violent behaviour with intent to hurt another person. Swearing, spitting at others, destruction of equipment/property, stealing, continued defiance

Stepped Response:

Reminder	A reminder of the 3 rules delivered privately wherever possible. Repeat reminders if appropriate.	
Verbal Warning – low level negative behaviour	Clear verbal caution A reminder of the 3 rules delivered privately wherever possible. Refer to examples of previous good behaviour. Use of scripted response.	Staff to keep SLT fully informed of any persistent negative behaviours
Final Warning – more serious negative behaviour or failing to stop after verbal warning	Speak privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use of scripted response, redirecting strategies. Short time out if appropriate e.g. working in a different space, loss of part of breaktime	Class teachers or support staff to inform parents either in person or by phone call. Record on CPOMS



Repair	Repair activity	Chat with member of staff
Conversation with a member of SLT – persistent negative behaviour or failing to stop after final warning	Child is sent to Headteacher or member of Senior Leadership Team Work sent home to complete if appropriate	If a conversation is needed, parents will be informed via a note home or phone call to discuss the incident. Record on CPOMS
Repair	Repair activity	Restorative conversation with class teacher or SLT
Behaviour Plan / card	Continued poor/disruptive behaviour	Involvement of SENDCo Meeting with parents and pupil to discuss next steps
Monitoring	Monitored by Headteacher/Deputy Headteacher/SLT	Referral to external agencies if appropriate Regular discussion with pupil
Internal Exclusion	Continued disruptive behaviour. Serious incident, such as violence towards another pupil or member of staff, verbal abuse towards pupils or staff, bullying, or racial or sexual discrimination	Referral to external agencies if appropriate Parents informed Discussion/review with pupil
External Exclusion/ Fixed Term Suspension	If internal exclusion is seen to be ineffective, and there is continued poor /disruptive behaviour, an external exclusion will be put in place. A serious incident may warrant an external suspension	Parents involved LA informed Governors informed If appropriate: Social Worker informed Virtual School Head informed
Permanent Exclusion	Permanent exclusion is a very serious step. School can no longer cope with the pupil. This can arise from an accumulation of suspensions or as a result of a very serious one-off offence. Permanent exclusion means that the pupil can no longer attend the school	

Supporting pupils

Following poor behaviour and/or sanction, staff will help pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. Sanctions must not damage relationships within school and 'repair' is an important part of supporting pupils to address and improve behaviour.



Repair

An informal discussion or quick chat to discuss behaviour before moving on.

A targeted discussion known as a Restorative Conversation. This will include explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person.

Targeted Support

- Whole school approach of Zones of Regulation
- ELSA nurture group
- Behaviour Plan
- Referral to Behaviour Support Service
- Involvement of the Educational Psychologist
- Involvement with social services

There may also be other circumstances to consider such as a pupils' early childhood experiences, home situation or emotional needs at a given time. We recognise that their behaviour is their way of communicating their emotions. SLT will endeavour to understand whether there may be any particular circumstances which have led to poor behaviour and how the pupil can be best supported.

Restorative Practice

Restorative practice aims to manage conflict by ensuring that everyone in the process feels they are involved, treated equally, and all given a voice. Restorative Meetings (repair) may be used as necessary if children need greater support with their behaviour. These meetings can involve the class teacher, a member of senior staff and/or parents depending on the behaviour.

- ✓ What happened?
- ✓ What were you thinking of at the time? Can you tell me what happened at the time? How did you respond at the time?
- ✓ What have you thought about since?
- ✓ How has this affected you?
- ✓ Who do you think has been affected? In what way?
- ✓ What is happening now? How do you feel now?
- ✓ Is anything different for you since?
- ✓ What do you think you need to do to make things right?
- ✓ How would you like to see the future?
- ✓ Is there anything you would like to add?

Definitions

Misbehaviour is defined as: Disruption in lessons, in corridors between lessons, and at break and lunchtimes Non-completion of classwork or homework Poor attitude

Serious misbehaviour is defined as: Repeated breaches of the school rules that lead to unreasonable high-level disruption of children's right to learn. Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy)

MONITORING



Patterns of behaviour are monitored on CPOMS. Continued poor behaviour will result in the child being sent to the Headteacher and parents will be contacted to discuss behaviour.

It is equally important to recognise improvements in behaviour when monitoring patterns. Pupils will be praised for improving and maintaining good behaviour and will be rewarded as set out in the Rewards section above.

AFTER SCHOOL CLUBS AND BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

The behaviour policy applies to children taking part in after school activities. Any child who persistently displays negative behaviours at an after school club will not be allowed to attend the club the following week.

Continued poor behaviour in school will result in a child losing the privilege of attending an educational visit, sporting event or an after school activity.

We expect our pupils to uphold our behaviour principles and to behave respectfully in and outside of school.

Sanctions can be imposed for poor behaviour outside the school premises, including online conduct

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil or
- that could adversely affect the reputation of the school

SUSPENSIONS AND PERMANENT EXCLUSIONS

We do not wish to suspend or permanently exclude any child from school, but sometimes this may be necessary.

- Suspensions and exclusions guidance is based upon current South Tyneside Council and DfE guidance and current legislation, which sets out the responsibilities of the Headteacher, governing body and the LA.
- Suspensions and exclusions will not be used if there are alternative solutions available.
- Only the Headteacher, or Deputy Headteacher, in the absence of the Headteacher, has the authority to exclude and will notify parents/carers within one school day by phone and letter.
- Detailed records of incidents are kept and suspensions are reviewed by the governing body.
- Suspensions and exclusions will only be used for serious breaches of school policy.
- As soon as the pupil is suspended or excluded the school will provide appropriate work to be collected by parent/carer and returned for marking.
- Parents will be required to attend a re-integration meeting upon the child's return to school.
- If a pupil is at risk of permanent exclusion, a Pastoral Support Programme will be implemented.

Permanent Exclusions

Permanent exclusion is an extremely serious step and an acknowledgement that the setting is no



longer suitable for the pupil. This can arise from an accumulation of fixed term suspensions, or as a result of a very serious one-off offence.

As a last resort, a pupil may need to be excluded or suspended from school, in which case the Headteacher will follow the LA guidelines.

POSITIVE HANDLING – THE USE OF REASONABLE FORCE

Staff will always try to de-escalate a situation but there are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Using reasonable force is limited to emergency situations and used only as a last resort. Reasonable force can only be used to prevent a pupil from:

- committing an offence
- causing injury to themselves or others;
- causing serious damage to the property;
- seriously prejudicing discipline and good order in school or among pupils;
- absconding from the site.

Restraint will be in line with school policy and guidelines. Staff are trained in positive handling techniques are.

Recognising the impact of SEND on behaviour

- The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
- When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.
- The legal duties include:
- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

At Gregory's, examples of our approach to anticipating and removing triggers of misbehaviour is outlined below:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in sight of



the teacher Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

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

Was the pupil unable to understand the rule or instruction?

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

Is the pupil likely to behave aggressively due to their particular SEND?

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis. Pupils with an education, health and care (EHC) plan The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

- Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:
 - Reintegration meetings
 - Regular contact with a nominated pastoral lead
 - A report card with personalised behaviour goals

Related Policies and Documents

This policy links with a number of other policies:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Online Safety and Acceptable Use Policy
- Equalities Policy
- Positive Handling
- SEND Policy



Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on: Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy DfE guidance explaining that academies should publish their behaviour policy and antibullying strategy.

Approved by Local Governing Committee	November 2024
Review	November 2025

Appendix One

Behaviours to be discouraged

- Lack of respect
- Poor attitude
- Repeated non-compliance with school rules
- Bullying; physical and verbal
- Violence of any kind
- Racial or verbal abuse
- Swearing
- Attempting to abscond, run out of school
- Destruction of property/equipment

September 2024



- Stealing
- Telling lies, blaming others
- Persistent disruption of lessons
- Refusal/non-compliance
- Poor punctuality to lessons
- Defiance
- Bad behaviour in school playground