

# St Aidan's Catholic Primary School

"Living and growing in Christ"

## BEHAVIOUR POLICY



|                          |                 |
|--------------------------|-----------------|
| <b>Drafted by:</b>       | Caterina Hughes |
| <b>Approved by:</b>      | Caterina Hughes |
| <b>Approved on:</b>      | June 2025       |
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*“Christ’s ministry, as recounted in the Gospels, and the values he promoted through his teachings are fundamental to the life of our school in fulfilling its purpose as a Catholic institution.”*

*(Mission Statement)*

*“The children are at the centre of all that we do and their potential to achieve is recognised. Their time in our school is characterised by a sense of belonging, security, challenge and appreciation”.*

*(Mission Statement)*

## **Behaviour Policy**

At St Aidan’s the children are at the centre of a partnership between Home, School, and Parish. That partnership is rooted in the belief that we have the responsibility of supporting our children in their faith journey. We recognise that we are preparing them for their future role as adults in society. In school, teachers, teaching assistants, admin staff, caretakers and midday supervisors work with the Head of School to form a team dedicated to the task of caring for our pupils. There is no discontinuity between the way the pupils are treated and treat each other, and the way adults are treated and treat each other. We work in a climate of trust and mutual respect.

### **Contents**

1. Aims
2. Values and Beliefs
3. Legislation, statutory requirements and statutory guidance
4. School Rules
5. Definitions
6. Rewards and sanctions
7. Recording
8. Behaviour Management in the Playground
9. Behaviour in the Dining Hall
10. Bullying
11. Roles and Responsibilities
12. Equal Opportunities
13. Pupils with Special Educational Needs and Disabled Pupils
14. Power to discipline beyond the school gates
15. Screening and Searching
16. Mobile Phones
17. Intentional damage to school property or another child’s property
18. Power to use Reasonable Force
19. False Accusations
20. Policies linked to the school behaviour policy
21. Working with Parents and expectations
22. Safeguarding

Appendix 1: Pupil behaviour agreement form  
Appendix 2: behaviour log  
Appendix 3: letters to parents/carers about pupil behaviour – template  
Appendix 4: behaviour support plan  
Appendix 5: pupil reflection sheet-infant  
Appendix 6: pupil reflection sheet- junior  
Appendix 7: report card

## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

We aim to help our children to live their lives as true Christians by:

- Developing a sense of right and wrong so that they can make good choices in their lives.
- Develops interpersonal skills which facilitate co-operation with others, problem-solving and rational conflict-resolution skills
- Supporting them as they seek to make Jesus someone special in their lives. Encourage children to understand and follow the Christian value of forgiveness and the importance of the principle of bringing an incident to a close.
- Ensure the welfare of all pupils, especially some children who may need special support for behaviour. Vulnerable pupils, including looked-after children, children with SEN, physical or mental health needs will receive behavioral support according to their need.
- Encourages children to develop independence through becoming responsible for their own behaviour, achieving self-discipline and self-control.

We aim to help each of our children to achieve their full potential by:

- Providing a broad and interesting curriculum to allow each child to develop his or her abilities, encouraging them to work well both as individuals and as members of a team.
- Providing support and challenge for all children regardless of their abilities.
- Providing parents with regular, clear information on their child's progress, behaviour, attitude to work and attainment.

We aim to help our children to be useful members of society by:

- Valuing and respecting all members of our school community.
- Encouraging the children to realise that they must think not only of themselves, but also of others who make up our wider world family.
- Understanding that while we depend on other people to do things for us, they also depend on us to do things for them.

## 2. Values and Beliefs

At St Aidan’s, we believe that every child is a gift from God, made in his image and likeness and therefore entitled to be valued and respected as a unique individual.

## Catholic Context

As a Catholic school, the Gospel Values should be at the heart of any Catholic education, emphasising Christ as the foundation of all that we do as a school.

| Gospel Values   | Scripture  |
|---|--|
| <b>Compassion</b><br>kindness, service of neighbour   | “If you love those who love you, what credit is that to you? For even sinners love those who love them.” Luke 6:32   |
| <b>Non-violence</b><br>gentleness                     | “But Jesus said, ‘No more of this!’ And he touched his ear and healed him.” Luke 22:51   |
| <b>Justice</b><br>action against wrong doing          | “Then he entered the temple and began to drive out those who were selling things there.” Luke 19:45  |
| <b>Integrity</b><br>honesty, truth-telling            | After the ascension, Peter and John were summoned before the Council of rulers, elders and scribes in Jerusalem and ordered to speak no more of the resurrected Jesus. Peter and John were unmoved by the order, stating they “cannot keep from speaking about what [they] have seen and heard.” Acts 4:20 |
| <b>Preferential option for the lost and the least</b> | “Rejoice with me, for I have found my sheep that was lost.” Luke 15:6  |
| <b>Love</b><br>generosity, magnanimity                | Jesus said “I give you a new commandment: that you love one another; you must also love one another just as I have loved you.” John 13:34  |
| <b>Forgiveness</b><br>reconciliation                  | “If your brother or sister does something wrong, you must rebuke the brother or sister, and if there is a change of heart, you must forgive.” Luke 17:4  |
| <b>Hope</b><br>resilience, perseverance               | A child is born to a poor unmarried teenage girl in a forgotten backwater of the Roman Empire. The Angel Gabriel explains to Mary that the child “will be called the Son of the Most High.” Luke 1:32  |

## 3. 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 2023](#)
- [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 anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## 4. School Rules

We have three key agreements that have been designed to promote a safe and orderly environment.

Our school rules are discussed with each class. Children sign to show an understanding of the key agreements. Rules should be clearly displayed in the classroom and attention drawn to them. We endeavour to ensure that children are aware of the choices they are making and to use sensitive strategies to promote constructive choices. Should a child lose focus and need redirecting towards positive behaviour, this is done in the form of a positive reminder, focusing on what is expected.

At St. Aidan’s Catholic Primary, our expectations about pupils’ behaviour are set out within our three Key agreements:

1. Keep your hands and feet to yourself.
2. Follow Instructions.
3. Treat everyone with respect.

| <b>Key agreements:</b>                | <b>What does this mean?</b>  |
|---------------------------------------|--|
| Keep your hands and feet to yourself. | 1. We are reliable, trustworthy, considerate, patient and fair. We treat others as equals, are tolerant to all and never use words or actions which are offensive to anyone. We treat others the way we like to be treated.  |
| Follow Instructions.                  | 2. In everything we say and do we follow the teachings of Jesus.<br>3. We always try to do our best work. We don’t waste our own or others’ time. We do not disturb the learning of others through our behaviour.  |
| Treat everyone with respect.          | 4. We never run, push or shout as we move around school. When we are in line we do not disrupt the line by talking or messing about.<br>5. We are silent whenever we are asked to be. We always use a quiet voice unless asked to do differently. We do not call out or chat to others in class or assembly unless asked to.<br>6. We never try to upset or hurt others with our words or actions. We make sure that we play and work safely together.<br>7. We are courteous, listen carefully, follow instructions and help others when it is appropriate. We stand aside to let others go by and open doors for adults. We NEVER use bad language or unkind words. When responding to adults we show respect by answering politely and calmly. We do not answer back, argue, raise our voices, shrug our shoulders, tut, roll our eyes etc,<br>8. We never lie to get out of trouble; to get others into trouble or to get our own way. |

|  |   |
|--|---|
|  | <p><b>9.</b> We do what we are told by an adult as soon as we are told. We follow adults' instructions with respect at all times.</p> <p><b>10.</b> We only wear what our school uniform policy says we can wear. We wear our uniform with pride; we don't look untidy. A uniform check will be carried out by all class teachers at the start of each term. Parent(s)/carer(s) will be informed of any discrepancies with the child's uniform.</p> <p><b>11.</b> We keep the school clean and tidy. This means putting litter in the bins, putting things away when we have finished with them, leaving rooms neat. We do not break school property or the property of others. We do not bring things into school unless asked to do so by our teachers.</p> |
|--|---|

In order to maintain good order, safeguard all children and protect our school environment:

- sweets and chewing gum are not allowed in the school.
- canned or glass bottled drinks must not be brought into school
- jewellery must not be worn except for plain, round, gold or silver studs in ears (no jewelled studs)
- games and toys must not be brought into school unless requested by the class teacher
- trading cards and /or stickers must not be brought into school
- money must not be brought into school unless it is for a trip or school activity and it should be handed straight in to the teacher
- mobile phones must not be brought into school unless in Y6 and are switched off then handed to teacher for safekeeping
- children must adhere to the acceptable use policy for use of technology (see E-safety policy).

## 5. Definitions

**Incidents of behaviour** will be classified as:

- Thoughtless
- Hurtful
- Bullying

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude, not treating others with respect
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

**National minimum expectations for behaviour are:**

- the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;

- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

## 6. Rewards and sanctions

### List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Recognition on the excellent learner's board in the classroom/ certificate in assembly
- Recognition in the Newsletter
- Commendation in the weekly assembly
- Recommendation to the Assistant Headteacher or Head of School
- Recognition through the school's Instagram account

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A non-verbal signal
- A verbal choice
- A verbal reprimand
- An individual workstation
- Expecting work to be completed at home, or at break or lunchtime (this cannot be a routine sanction and should only be applied sparingly)
- Detention at break or lunchtime
- Referring the pupil to the available member of the leadership team via the school office
- Referring the pupil's behaviour causing concern to the relevant adult.
- Letters or phone calls home to parents
- Behaviour support plan drawn up
- Pupil reflection sheet.

We recognise that sanctions alone may not lead to an improvement in a child's behaviour. At all stages of our system, we will direct support to children, parents and staff as appropriate to help improve the child's behaviour. This may be through pastoral support plans, school counsellor support, a home/school action plan, buddying system, monitoring system in the playground or by other means which will support the child's return to an acceptable level of behaviour.

## 7. Recording

Teachers will record all serious behaviour incidents on cpoms.

## 8. Behaviour Management in the Playground

We aim to ensure that intervention should take place before confrontation occurs. This requires vigilance on the part of staff to ensure that possible conflict is identified before it escalates. Staff monitor behaviour in the playground and should be aware of early signs of conflict. Y6 Reading Partners and Our School councillors also play a role in providing support and guidance to younger pupils.

Immediate action is intended to divert children from conflict. We do this by:

- Listening to both sides
- Reminding children about the playground rules
- Engaging participants in discussion about how the problem may be resolved, ensuring that children listen to each other.
- Remaining objective and polite to all children.
- Encouraging participants to compromise.
- Suggesting alternative activities, groupings or partnerships.

All members of staff encourage children who appear to be isolated to participate in peer group activities and to feel welcome. Children are encouraged to welcome newcomers into games and activities.

## 9. Behaviour in Dining Hall

Dining Hall Rules:

In everything we say and do we follow the teachings of Jesus.

1. We line up quietly and calmly.
2. We come in for lunch when called.
3. We walk carefully and sensibly through the hall.
4. We speak quietly to those around us.
5. We stay in our seats when eating.
6. We keep our tables and the floor clean.
7. We are polite to everyone.
8. We use good table manners.

## 10. Bullying

We believe that by adopting a positive attitude to personal relationships in school, we will reduce the opportunities for and the incidents of bullying. We are aware that there will always be incidents, which may cause upset or concern for children or their parents and our policy is designed both to deal with these incidents and to reassure those affected by them. It is important to differentiate between an incidence of bullying as opposed to where children fall out because of what would be considered typical disagreements within a school setting. Bullying is repeated behaviour displaying a wilful, conscious desire to hurt, threaten or frighten someone, often over a period of time. It is a complex problem and can take many forms:

- Physical attacks - punching, pushing, pinching or hitting.
- Verbal abuse - name calling, taunting, teasing or racial abuse.
- Taking or hiding other children's possessions.
- Deliberately damaging another child's schoolwork or equipment/possessions.
- Online bullying.

## School Procedures for Dealing with Bullying

All school staff will watch for signs of distress in pupils - deterioration of work, illness, the desire to remain with adults, erratic attendance. Whilst this behaviour may be symptomatic of other problems, it may be a sign of bullying.

We shall encourage children to care for each other and to tell the teacher if they know children are frightened or are being picked on by other children (it's O.K. to tell).

All reports of bullying from Lunchtime Supervisors, Teachers on duty, Classroom Assistants or parents will be immediately followed up by the class teacher and reported to senior leadership and the Head of School informed.

Children who are being bullied will be assured that they will be helped and that the bullying will be stopped. They must be encouraged to report any further incidents.

It will be made perfectly clear to children who bully others that their behaviour is totally unacceptable and will not be tolerated under any circumstances. Action will be taken appropriate to the specific situation and knowledge of the child's needs and circumstances. Parents of persistent offenders will be notified, and consequences set out for their child's continuing negative behaviour.

## **11. Roles and Responsibilities**

### **The role of the class teacher and Teaching Assistants in supporting the behaviour policy**

It is the responsibility of class teachers to ensure that our school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regards to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, and enforces the classroom rule consistently, treating all children in their classes with respect and understanding.

The class teacher will record behavioural incidents and escalate actions as set out in the behaviour table. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of the child with a member of the SLT (senior leadership team) or the LA's behaviour support service. The class teacher reports to parents and carers about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child in line with the school's behaviour policy.

### **The role of Midday Supervisors in supporting the behaviour policy**

It is the responsibility of Midday Supervisors to ensure that our school rules are enforced in the lunch hall and playground and that all children behave in a responsible manner during lesson time.

The Midday supervisor treats each child fairly, and enforces the school rules consistently, treating all children with respect and understanding.

## **The role of the SLT in supporting the behaviour policy**

The Head of School and other members of the SLT support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head of School 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 Head of School may permanently exclude a child. The governing body and local authority will be informed where a child is permanently excluded or given a fixed term exclusion.

## **Re-integration Meetings**

Where a child has received a Fixed Term exclusion, a re-integration meeting will be held between the Assistant Head teacher, Head of School, or Senior Team Leader, parent and child. In order to ensure positive behaviour moving forwards, these meetings allow the child to reflect on their actions prior to returning to class. A child may not attend their class until this has taken place.

## **The role of parents and carers in supporting the behaviour policy**

Our school collaborates 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, where we have concerns about their child's welfare or behaviour, to cooperate with our school through a constructive dialogue, as set out in the home-school agreement and our school behaviour policy.

## **The role of Governors in supporting the behaviour policy**

Governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. The Head of School has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour. See DFE

Publication- Behaviour and discipline in schools- Guidance for governing bodies

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/463484/Behaviour\\_and\\_discipline\\_in\\_schools\\_guidance\\_for\\_governing\\_bodies.p](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.p)

## 12. Equal Opportunities

The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation.

## 13. Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering issues related to behaviour. The Head of School and SENDCO should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

If persistent inappropriate behaviour continues, the SENCO will monitor the child and if necessary contact the parents to review the situation

## 14. Power to discipline beyond the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, should be brought to the attention of the Head of School who will follow-up the incident in-line with procedures agreed within this Policy. The teacher may discipline a pupil for:

Any misbehaviour when the child is:

- Taking part in any school
- Organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

If teachers witness bad behaviour outside school, they should consider their own safety and well-being before intervening. If the personal safety of staff is not at risk, the pupil/s should be asked to refrain from the offending behaviour and understand why the behaviour is unacceptable. No punishments should be imposed before discussion with the Head of School or member of the Leadership Team.

The Head of School will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition, staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case staff should follow the Safeguarding Policy and alert a Designated Safeguarding Lead (DSL).

## 15. Screening and Searching

Legal provisions enable school staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary.

In the event of any property being confiscated the Head of School or a member of the Leadership should be informed immediately.

Parents will be invited into school to reclaim the item.

Teachers have the power to search without consent for:

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and
- Any item banned by the school rules

If a search is to be conducted, teachers should refer to the Head of School who will follow procedures in the DFE publication, 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies. Parents will always be informed if their child has been searched.

In the event of weapons or knives being confiscated these will always be handed over to the police.

## 16. Mobile Phones

Children are not allowed to bring mobile phones to school. However, parents/carers may request permission to be granted from the Head of School, or Assistant Head Teacher. Permission may be granted for children where it is deemed necessary for their safety travelling to and/or from school and/or in other exceptional circumstances.

Mobile phones should be named and handed in to the school office at the beginning of the school day. The school may withdraw permission for a mobile phone to be brought to school at any point.

Any child granted permission should hand their phone in to the Office before the start of school and collect it after the end of the day.

They are not allowed to use it during school time or on school grounds without specific permission.

Breaching these rules is likely to result in:

- temporary confiscation of the phone, and/or
- permission to bring a phone to school again declined

Although the school will try to ensure the phone's safety while kept in the main office, we cannot guarantee its safety and will not be liable for any loss or damage.

## 17. Intentional damage to school property or another child's property

A letter will be written to the parent(s)/carer(s) of a child if a piece of property belonging to the school or another child is intentionally damaged. A request for reimbursement/replacement will be made and sanctions issued as detailed in this policy.

## **18. Power to Use Reasonable Force**

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

If reasonable force is required, staff must do this in accordance with the above, ensuring that an additional staff member is present.

## **19. False Accusations**

If children make false accusations against other children and staff, it will be dealt with seriously and if necessary, a severe sanction will be imposed. Naturally, this will be proportionate to a child's age.

## **20. Policies linked to the school Behaviour Policy**

- DFE Publication- 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'
- DFE publication, 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies
- DFE Publication- Behaviour and discipline in schools- Guidance for governing bodies
- Behaviour and discipline in schools- A guide for head teachers and school staff
- Mobile Phone Policy
- School Uniform Policy
- Exclusion Policy
- Play Supervision Policy
- Home/School agreement
- E-safety Policy
- SEND Policy
- Positive Handling

## **21. Working with Parents and expectations**

These are the channels we use for working with parents/carers:

We welcome the opportunity to work with parents to promote and reinforce the School's Ethos. Parents/Carers are always welcome to meet with the Head of School and Assistant Head regarding any concerns they have about their children. We expect Parents to support our policy and procedures by reinforcing the St. Aidan's School way.

Verbal or physical abuse or harassment will not be tolerated and will be dealt with under the powers of the Governing Body. (96 Act Sec. 547)

## 22. 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.



## Appendix 1: Pupil behaviour agreement form

### Pupil behaviour agreement

| Key agreements:  | What does this mean?  |
|--|---|
| <p>Keep your hands and feet to yourself.</p> <p>Follow Instructions.</p> <p>Treat everyone with respect.</p> | <ol style="list-style-type: none"> <li>1. We are reliable, trustworthy, considerate, patient and fair. We treat others as equals, are tolerant to all and never use words or actions which are offensive to anyone. We treat others the way we like to be treated.</li> <li>2. In everything we say and do we follow the teachings of Jesus.</li> <li>3. We always try to do our best work. We don't waste our own or others' time. We do not disturb the learning of others through our behaviour.</li> <li>4. We never run, push or shout as we move around school. When we are in line we do not disrupt the line by talking or messing about.</li> <li>5. We are silent whenever we are asked to be. We always use a quiet voice unless asked to do differently. We do not call out or chat to others in class or assembly unless asked to.</li> <li>6. We never try to upset or hurt others with our words or actions. We make sure that we play and work safely together.</li> <li>7. We are courteous, listen carefully, follow instructions and help others when it is appropriate. We stand aside to let others go by and open doors for adults. We NEVER use bad language or unkind words. When responding to adults we show respect by answering politely and calmly. We do not answer back, argue, raise our voices, shrug our shoulders, tut, roll our eyes etc,</li> <li>8. We never lie to get out of trouble; to get others into trouble or to get our own way.</li> <li>9. We do what we are told by an adult as soon as we are told. We follow adults' instructions with respect at all times.</li> <li>10. We only wear what our school uniform policy says we can wear. We wear our uniform with pride; we don't look untidy. A uniform check will be carried out by all class teachers at the start of each term. Parent(s)/carer(s) will be informed of any discrepancies with the child's uniform.</li> <li>11. We keep the school clean and tidy. This means putting litter in the bins, putting things away when we have finished with them, leaving rooms neat. We do not break school property or the property of others. We do not bring things into school unless asked to do so by our teachers.</li> </ol> |

Good behaviour in schools is central to a good education.

Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning.

|                  |  |
|------------------|--|
| Year group:      |  |
| Pupil signature: |  |

## Appendix 2: Behaviour log

Serious misbehaviour incidents are recorded in the school's behaviour incident log by the Phase Leader, Assistant Head or Head of School.

|                                |   |
|--------------------------------|---|
| Pupil name:                    |   |
| Year and class:                |   |
| Summary of incident:           |   |
| Incident classification:       | <ol style="list-style-type: none"><li>1. Thoughtless</li><li>2. Hurtful</li><li>3. Bullying</li></ol> |
| Date of incident:              |   |
| Name of victim:                |   |
| Place of incident:             |   |
| Sanctions applied:             |   |
| Parents informed:              |   |
| Moving forwards steps:         |   |
| Behaviour factors to consider: |   |
| SENCO informed:                |   |

## Appendix 3: Template letter to parents about serious misbehaviour

Date

Dear [parent/carer name]

On [date] [pupil name] had a serious misbehaviour which breached the pupil code of conduct.

[factual description of incident(s)]

[initial steps taken to address the serious misbehaviour]

In order to reinforce for [pupil name] that s/he is very welcome in her/his classroom, but that these choices are not, I have arranged for [pupil name] to [further steps detailed]. Whilst such [further steps] are not ideal, I think that it might help [pupil name] to understand that [extract from pupil code of conduct] is one of our key agreements in school.

I would be grateful if you would discuss this with [pupil name] again at home and know that he will be very welcome back in his own class again on [date]. Please do not hesitate to contact me if you have any questions, queries or feedback regarding this letter.

Yours sincerely,

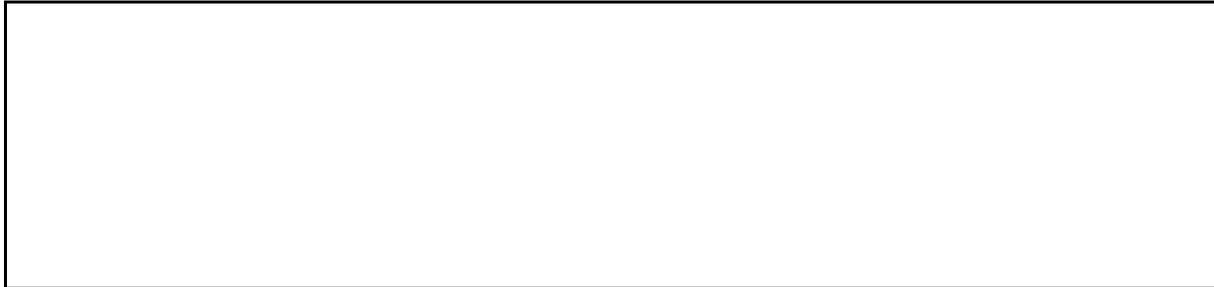
## Appendix 4: Behaviour support plan

|   |  |
|---|--|
| Pupil:  |  |
| Teacher(s):   |  |
| Year and class:   |  |
| Start date:   |  |
| End date:   |  |
| Area of concern:  |  |
| Support:  |  |
| We the undersigned understand the identified area of concern for our child. We are willing to co-operate and make every effort to help our child ensure the successful completion of this behaviour support plan. |  |
| Teacher:  |  |
| Parent/Carer:   |  |
| Head of School:   |  |

## Appendix 5: Pupil Reflection Sheet - Infant

|                    |  |
|--------------------|--|
| <b>Name:</b>       |  |
| <b>Year Group:</b> |  |
| <b>Date:</b>       |  |

Draw a picture of what you did wrong



What rule have you broken?



Draw a picture of what you should have done instead?



How has my behaviour affected others?



## Appendix 6: Pupil Reflection Sheet - Junior

|                    |  |
|--------------------|--|
| <b>Name:</b>       |  |
| <b>Year Group:</b> |  |
| <b>Date:</b>       |  |

What did you do that was wrong?

What rule have you broken?

What could you have done instead?

How has my behaviour affected others?

## Appendix 7: Report Card

|              |  |
|--------------|--|
| <b>Name:</b> |  |
| <b>Date:</b> |  |

| Day                   | First session   | Break   | Second session  | Lunch   | Afternoon session   | Comment<br>Parent<br>Signature |
|-----------------------|---|---|---|---|---|--------------------------------|
| Mon                   |    |    |    |    |    |                                |
| Tues                  |    |    |    |    |    |                                |
| Wed                   |   |   |   |   |   |                                |
| Thu                   |  |  |  |  |  |                                |
| Fri                   |  |  |  |  |  |                                |
| <b>Weekly Comment</b> |   |   |   |   |   |                                |
|                       |   |   |   |   |   |                                |