



St. Jérôme
Church of England
Bilingual School

Behaviour for Flourishing

Le comportement pour s'épanouir

Policy reviewed and updated:	September 2026
Date of next review:	September 2027
Review cycle:	Annually, and following any significant incident or update to national guidance.
Linked policies:	SEND and Inclusion Policy, Anti-Bullying Policy, Suspension and Permanent Exclusion Policy, Child Protection and Safeguarding Policy, Searching, Screening, Confiscation and Reasonable Force Policy, Equality Scheme and Accessibility Plan, Online Safety Policy.
Diocese:	London Diocesan Board for Schools (LDBS)
SIAMS strand:	Community and Living Well Together

Version history

Date	Version	Summary of changes
September 2026	V1	New Behaviour for Flourishing policy, replacing the Positive Behaviour Policy (September 2022) and Community Behaviour Policy (May 2021). Formatted to the trust's current document standard; added an explicit legal framework section, a short statement of behaviour principles, and a brief mobile phones section; broadened the serious-incidents prejudice-based language item to align with KCSIE 2026.

Headteacher: *Kate Schutte*

.....
(Kate Schutte)

Co-Chairs of Governors: Approved by Governors on 17th September 2026

.....
(Vas Lappas and Edward Stowell)

Statement of Behaviour Principles

- Every pupil, member of staff and visitor should feel safe, valued and able to flourish at St. Jérôme
- Firmness and love go together: boundaries are held consistently, and are always followed by restoration, not a label that sticks
- Rewards and sanctions are applied fairly and consistently, whoever the child and whoever the member of staff on duty
- Bullying, discrimination and prejudice of any kind are not tolerated, in line with our Anti-Bullying Policy and Equality Scheme and Accessibility Plan
- Reasonable force and searching powers are used only when necessary, in line with our Searching, Screening, Confiscation and Reasonable Force Policy, and are always recorded and reported to parents/carers
- Pupils with SEND, or facing difficult circumstances, are treated fairly, which sometimes means treating them differently so that every child can succeed
- Parents and carers are partners in supporting good behaviour, not an afterthought
- The Headteacher has regard to this statement when determining the detailed policy and procedures that follow.

1. Introduction and Legal Framework

This policy sets out how St. Jérôme Church of England Bilingual School promotes good behaviour and responds to poor behaviour, rooted in our Christian ethos. It has regard to the following legislation and current guidance:

- Sections 88 to 94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour, publish a behaviour policy, and give schools authority to confiscate pupils' property
- Section 175 of the Education Act 2002, which sets out the school's duty to safeguard and promote the welfare of pupils
- DfE non-statutory guidance: Behaviour in Schools (2024)
- DfE guidance: Searching, screening and confiscation at school
- DfE statutory guidance: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England
- Keeping Children Safe in Education 2026, including its guidance on child-on-child abuse and sexual violence and sexual harassment between children in schools
- The Equality Act 2010 and the Public Sector Equality Duty
- The Special Educational Needs and Disability (SEND) Code of Practice 2015
- DfE guidance on mobile phones in schools, statutory from September 2026 (see 'Mobile Phones' below)

This policy should be read alongside our SEND and Inclusion Policy, Anti-Bullying Policy, Suspension and Permanent Exclusion Policy, Child Protection and Safeguarding Policy, Searching, Screening, Confiscation and Reasonable Force Policy, Equality Scheme and Accessibility Plan, and Online Safety Policy.

Our Ethos

At Saint Jérôme, firmness and love go together. A clear, quick boundary is a kind thing to give a child. Every child gets the same loving response from every adult, every time. Each day is a fresh start. A consequence is always followed by putting things right, not by a label that sticks.

- Firmness is a form of love, not the opposite of it
- Every child, every adult, every time: the same calm and steady response
- A consequence is always followed by putting things right. Grace is not the absence of boundaries. It is what happens after them
- We know that things going on at home can affect behaviour. We look for the reason first, before we assume the worst

Pre-emption: Catching Wobbles Before They Happen

- Routines are taught and practised from day one of each year. We do not just display them and hope children pick them up
- These strategies help every child, not just those with extra needs. That is why they are used with the whole class, all the time
- Silent signals come first: eye contact, standing close, a gesture, a calm pause, a picture or visual
- Adults point out and praise the behaviour they want to see, rather than only reacting when things go wrong
- For children with extra needs, these strategies are agreed with the SENDCO and written into their support plan
- Water bottle breaks happen at set times in the day: on arrival, after PE, at the start of each lesson, and after break and lunch. Bottles stay full at the class water station. This means children are never thirsty, but they also are not leaving the room to fill up whenever they like
- If a child needs water or the toilet more often for a medical reason, such as diabetes or a urinary condition, this is agreed with the SENDCO or school nurse and always comes first, ahead of the usual routine

Early Years (EYFS): Co-Regulation Before Self-Regulation

Young children are only just learning how to manage big feelings. The law is clear that adults must help a child feel calm before we can expect the child to calm down alone. Our youngest children are held to the same warm, steady standards as the rest of the school. We just take a different route to get there.

- An adult stays calm first, then gets down to the child's level to help them feel calm too, before talking about what happened
- We name the feeling for the child before we expect them to name it themselves. For example: "I can see you're cross that...". Staff use Zones of Regulation to talk about feelings. This gives children words for how they feel, and carries across the school.
- Adults redirect, co-regulate and restore, focusing on positive behaviours and using the Quiet Zone as needed.
- Redirect: offer something else to do, or a distraction, before a small wobble turns into a bigger one
- Co-regulate: the adult stays close and calm, and helps the child feel calm too, rather than sending them off to cope alone
- Restore: a short, simple moment of putting things right, such as "shall we fix it together?". This is much shorter than the fuller chat used from Year 1 up, because most three to five year olds cannot yet manage a longer conversation
- Dojo is used to log and celebrate behaviour in EYFS, alongside praise, stickers and simple pictures, which remain the main way we notice good choices. As everywhere else in school, Dojo points are not used to build towards a prize, since collecting rewards is not yet a meaningful idea for children who are still learning what it means to wait for something.
- Dojo also allows us to communicate with parents and celebrate behaviour choices.
- If a pattern carries on even with steady co-regulation, the EYFS lead and SENDCO talk about it together straight away

For a small number of children, co-regulation on its own will not be enough. That does not mean co-regulation has failed. It means the child needs more help, and we do not wait for a set number of incidents before we give it.

- If a child's behaviour is often hard to manage, or is not improving even with steady co-regulation, the EYFS lead and SENDCO agree a support plan as soon as the worry is raised, not after a pattern builds up
- This plan might include extra adult help, a picture timetable made just for that child, a calm space to use, or a shorter day while other support is arranged
- Biting and hitting are common at this age and are a normal part of growing up. Repeated or harmful incidents are still logged on CPOMS. The parents of any child who was hurt are told the same day, without naming the child responsible, alongside our usual safeguarding steps
- If a child's safety, or another child's safety, is at risk right now, staff may use the least amount of handling needed to keep everyone safe, following our Searching, Screening, Confiscation and Reasonable Force Policy. This is always written down and shared with parents
- Getting extra help can look different in EYFS. Alongside the SENDCO and paediatric routes, this might mean a referral to Speech and Language Therapy or a referral to the GP.

- The Serious Incidents list later in this policy still applies in EYFS for any deliberate physical harm. In practice, the EYFS lead, SENDCO and Headteacher manage this together from the start. This is because young children are at a different stage, not because it matters less

Recognising the Positive

Most of our children make good choices every day. We notice and celebrate these.

- Class Dojo is our one, whole-school way to recognise good behaviour, kindness and effort. Points are shared with parents straight away. Every child and family will see one clear picture instead of several different ones
- If a poor choice is made, the Dojo score for that skill is set to zero for that lesson, so the moment can be seen and tracked by teachers and parents. This is a record, not a punishment. It does not take away points a child has already earned, and each new lesson starts fresh. No child carries a debt from one lesson to the next
- Dojo points are about being noticed, not about earning things. There are no prizes to collect and no totals to reach. Being seen, praised, and shared with home is the reward
- Warm, spoken praise still happens in the moment, and staff stay alert to make sure every child, not just the same few, receives that recognition fairly over time.
- Kind words and written feedback are still the main way we praise children every day. Certificates continue for whole-school moments and Christian Values Awards (see below)

Star of the Week: Celebrating the Choices In Between

Alongside daily Dojo praise and half-termly Christian Values Awards, each class teacher picks one Star of the Week for a good behaviour choice, every week.

- This is not the child with the most Dojo points that week. It is the class teacher's own choice, based on who showed real thought in how they behaved: kindness to a struggling classmate, real self-control in a tricky moment, or turning a wobbly week around
- Because it rewards effort and turning things around, a child who had a hard Monday and a brilliant Friday is just as likely to win as a child whose whole week was calm. Growth is what we celebrate here, not just staying calm all week
- Star of the Week is announced in that week's celebration assembly, or shared with parents another way if there is no assembly that week, and comes with a certificate to take home. This certificate needs to detail the reason for the award. Every class picks its own Star of the Week, so this is not just for a handful of children across the school
- This runs alongside Christian Values Awards, not instead of them. They celebrate different things, at different times: a weekly behaviour choice, and a half-termly example of a named Christian value

Christian Values Awards

Each half term, staff can put forward a child for a special award linked to one of our school's Christian values. Every child put forward gets a certificate and a mention in The Quill. The parents of those nominated are invited to attend the award presentation.

The Headteacher then looks at all the children put forward, along with the reasons given for each, and picks one child per value to receive a Saint Jérôme Christian Values pin badge for that value. Children are invited to wear these badges with pride on their school uniform.

	Joy / Joie: delight in learning, celebration, creativity and moments of awe and wonder
	Hope / Espérance: trust in God's love, believing things can get better, and not giving up
	Love / Amour: kindness, caring for others, and giving without expecting anything back
	Respect / Respect: valuing yourself, other people, beliefs, cultures and the world

	Peace / Paix: feeling calm inside, making up after a falling out, and getting on with others
	Justice / Justice: being fair, standing up for other people, and treating people equally
	Courage / Courage: standing up for what is right, asking questions, and facing the unknown

Our Steps: From Wobbly Moments to Walking Forward Together

These steps are fast, clear, and rooted in our faith. For children with extra needs, we change how we use them, but we do not drop them. Being fair sometimes means treating children differently so that every child can do well. In EYFS, we use the co-regulation approach above instead.

These steps are a guide for staff, not a script to recite to a child. We never say things like "that's a level 2", or "do that again and you'll be on level 3", to a child. Counting a child up through numbers turns a caring response into a threat, and a threat is not who we are. Instead, we use the actual words from "Our response" for that step, such as a quiet word, a chat, or a call home, so a child hears care and clarity, not a countdown. The step numbers are for staff to stay consistent with each other, and for our own records. They are not for children to hear.

Wobbly Moment Step 1: Quiet, Private Reminder

Rooted in faith	We notice the small problem before it becomes a big one. A small, kind word now stops a bigger problem later.
Examples	Calling out instead of putting a hand up. Fidgeting or distracting a neighbour. Not listening or following an instruction the first time. Slow to start work. A thoughtless comment to a friend. Tipping back on a chair. Talking during quiet reading. Not lining up sensibly when asked. Playing with a water bottle, or leaving the room to fill one up outside the set times.
Our response	A quiet, private word, never in front of the class. A look, a gesture, a hand near the shoulder, or a name said gently.
SEND lens	For a child with extra needs, this may be a visual cue or a signal agreed in advance with the SENDCO, instead of words.

Wobbly Moment Step 2: Final Reminder, Logged

Rooted in faith	Holding a boundary with love is a form of care, not control.
Examples	Step 1 behaviour happening again in the same lesson. Talking over an adult's instructions. Leaving a seat without permission. Rough play carrying on after being asked to stop once. Interrupting another child's learning again and again. Not following a routine that has already been taught. For Year 6 pupils who are trusted to move around school alone: leaving the classroom without permission, or not coming back on time.
Our response	A clear, calm reminder, using the child's name, kept as private as possible. The class teacher makes a mental note of this, but does not share it further.
SEND lens	The child is given time to process the reminder before we expect a response. Taking time is not the same as ignoring an adult.

Time to Reflect Step 3: Same Day Reflection and Restorative Conversation (class teacher to telephone home)

Rooted in faith	Putting things right comes before leaving a child out. We try to understand and welcome the child back, not just punish them.
Examples	Step 2 behaviour happening again that same day. Answering back or being rude to an adult. Ignoring an instruction on purpose. Ongoing low-level disruption that affects other children's learning. Refusing to share or take turns even after reminders. Carrying on an argument with a classmate.
Our response	A short time to reflect with the class teacher that same day, including a chat using Saint Jérôme's five questions (see Appendix 1). This chat is kept short. If needed, the first five minutes of a break or lunchtime can be used to finish it, so the child still gets the rest of their break to enjoy with friends. This conversation is noted on CPOMS. The class teacher verbally lets the parent know that they had to speak with their child.
SEND lens	This chat is made shorter or changed in format to suit the child's communication needs. A trusted adult can help with the conversation.

Time to Reflect Step 4: Phase Leader Involved and Parents Telephoned (Same Day)

Rooted in faith	We carry each other's burdens. The class teacher does not deal with this alone, and neither does the child.
Examples	Step 3 reached more than once in a week. The same lesson disrupted more than once. Unkind words, or leaving another child out deliberately. Refusing to take part in the restorative chat. A pattern of similar problems across different lessons or adults.

Our response	The Phase Leader talks with the child that same day and agrees extra strategies with the class teacher. The Phase Leader will notify parents.
SEND lens	The SENDCO is brought in if a pattern is forming, to check whether an unmet need might be part of the cause. If appropriate, parents are invited to meet with the SENDCO to share their views and work together on a plan.

A Fresh Start, Together Step 5: Parents and Carers Contacted by SLT (Same Day)

Rooted in faith	Parents are partners in helping a child do well. We do not wait to tell them until trust has already broken down. This is a job for home and school together.
Examples	Step 4 reached, or Step 3 repeated more than once across the week. Unkindness on purpose that has upset another child. Minor physical contact, such as pushing in a line. Open defiance towards an adult in front of the class.
Our response	A member of SLT meets with the child and class teacher to discuss. Parents and carers are contacted by phone or in person that same day by SLT. A simple support plan may be agreed together with the SENDCO.
SEND lens	Conversations with parents always ask whether something at home, or an unmet need, might be affecting behaviour. Support is offered alongside any plan. Expectations still stay high and the same for everyone.

Walking Forward Together Step 6: Deputy Head Meeting

Rooted in faith	We ask for help from others when our own efforts are not enough. This is a sign of strength, not failure.
Examples	A pattern of Step 5 incidents that is not getting better. Keeping on refusing to follow adult instructions, even with support already in place. Unkindness towards the same child, repeated. Being removed from more than one lesson.
Our response	The Deputy Head meets with staff and parents to agree a clear plan before the child goes back to their usual routine, with a date set to check how things are going. If the plan does not work, the Headteacher gets involved, as set out under Serious Incidents below.
SEND lens	Where we think there might be an unmet need but do not yet know what it is, a paediatric or CAMHS referral is usually the right next step for behaviour concerns, with parents' consent. An Educational Psychologist assessment is kept for cases where we suspect a learning difficulty alongside the behaviour, such as dyslexia, dyscalculia, or memory difficulties, because we only have a small number of these assessments each year.

Beyond the Classroom

Our steps apply everywhere a child represents Saint Jérôme, not just in the classroom. Any adult on duty gives the same calm, steady response, wherever a wobbly moment happens.

Playground	Not sharing equipment. Leaving a child out of a game. Rough play carrying on after a warning. Running in from break when not called. Climbing on equipment that is out of bounds. Arguing over the rules of a game.
Corridor	Running instead of walking. Not moving sensibly, or blocking others. Being too loud outside classrooms during lesson time. Not holding a door open for others. Filling up a water bottle outside the set times.
Dining Hall	Talking loudly during quiet eating time. Not using table manners after a reminder. Wasting food for no good reason. Leaving a place messy without clearing it up. Swapping or refusing food in a way that disrupts others.
School Trips	Wandering away from the group. Not listening to the trip leader or the venue's staff. Calling out or messing about on the coach. Touching things when asked not to. Being unkind to a partner during paired activities.

Where a wobbly moment happens outside the classroom, the same steps apply. A quiet reminder comes first, with the same warm consistency a child would get from their class teacher. If a problem on a trip carries on, or is serious, a child may stay with a named adult for the rest of the activity, for safety, and parents are told that same day.

Beyond School Hours: Off-Site and Online Behaviour

We may respond to a pupil's behaviour when they are:

- taking part in any school trip, club or fixture
- travelling to or from school
- wearing school uniform, or otherwise recognisable as a Saint Jérôme pupil
- behaving, at any time, in a way that could affect how the school runs, threaten another pupil or member of the public, or damage the school's reputation. This includes unkindness or bullying online or on social media between pupils

If an incident is a crime, or puts a member of the public at serious risk, we will always tell the police. If behaviour away from school raises a safeguarding worry, staff follow our Child Protection and Safeguarding Policy and speak to the Designated Safeguarding Lead. Ongoing disruptive behaviour can sometimes be a sign that a child needs help, not just a sign of defiance.

Mobile Phones

In line with DfE guidance on mobile phones in schools, statutory from September 2026, smartphones and other smart devices, including smartwatches with messaging or camera functions, are not permitted at school at any time, including during the journey to and from school. This applies throughout the school day, and at break and lunchtime.

Where a pupil genuinely needs a phone to travel independently to or from school, only a basic phone, with no camera, internet access, or messaging or social media apps, may be brought in. This 'brick phone' must be handed in to the school office at the start of the day and collected at the end of the day; it is not to be carried by the pupil during the school day. A pupil who does not follow this is dealt with under Our Steps above, in the same way as any other wobbly moment.

Same Day, Same Response Commitment

- No child should ever be unsure what happens next
- No incident at Step 3 or above waits until the next day to reach parents and carers
- Every adult uses the same step at the same point, no matter who is on duty.

Restoration, Not Just Consequence

Every Step 3 incident or above is followed by a restorative conversation, using our five questions (see Appendix 1). Forgiveness is spoken out loud. The child gets a clean slate, not a label that follows them around.

Serious Incidents: Bypassing the Steps

Some behaviour goes straight to the Headteacher. There is no doubt about what counts as serious.

- Any deliberate physical harm to another child or adult
- Racist, homophobic, transphobic, faith-based or other prejudiced language or behaviour
- Deliberate damage to school property
- Attempting to leave the school site without permission
- Serious or repeated bullying

Serious incidents are managed by the Headteacher. Where needed, this follows our separate Suspension and Exclusion Policy, which sets out the full rules and steps for any suspension or permanent exclusion. If a suspension or exclusion is being considered, the Headteacher gets advice from Harrow local authority.

Searching and confiscation: staff (with a second adult) may search a pupil's bag, or take an item away, if there is good reason to think it is dangerous, banned, or being used to cause harm or disruption. Banned items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and anything a staff member reasonably thinks could be used to hurt someone or damage property. Full search rules, including the rare case of a strip search, are set out in our separate Searching, Screening, Confiscation and Reasonable Force Policy. Any search follows Department for Education guidance, and parents are always told.

Staff who face a complaint from a pupil or parent about how they used these steps are supported under our safeguarding and staff allegations procedures. They are not automatically suspended while this is looked into.

Parents and Carers as Partners

Parents are the main people responsible for raising their children, and they are our partners in this from the start. We do not wait to tell them until a pattern has already set in. Meetings to help a child get back on track are a partnership, not a punishment.

Mindful of SEND: Fairness, Not Sameness

Treating everyone fairly does not always mean treating everyone the same. Where a child has an identified or emerging extra need, the SENDCO is brought in to make sure the steps above are used in the right way, at the right pace, for that child, while keeping the same warm, steady boundaries for everyone.

- Where a child would benefit from a steady, familiar relationship, the SENDCO can give them a Champion: an adult who checks in with the child regularly, whether that means reading together, talking about school or friends, or celebrating what they have achieved
- Where behaviour seems to be linked to difficult things happening in a child's life, the SENDCO works with our Harrow Children's Mental Health practitioner, with parents' consent.

Sexual Violence and Sexual Harassment: Zero Tolerance

Sexual violence and sexual harassment between pupils are never treated as "just messing about" or a normal part of growing up. Every report is taken seriously, never ignored, and always met with a response that fits what happened, thought through carefully, and caring.

- Pupils are actively encouraged to speak up about anything that makes them feel uncomfortable, however small it may seem
- Any worry is passed straight to the Designated Safeguarding Lead, who decides whether to handle it in school, ask for early help, contact children's social care, or report it to the police, following our Child Protection and Safeguarding Policy
- Support is offered to any child affected, whatever the outcome of any investigation

When an Allegation Is Not True

If a pupil makes a claim against a member of staff, or against another pupil, and that claim turns out to have been made up on purpose, the school will think about whether to discipline that pupil under this policy. If a claim turns out to be untrue, we also think about whether the child who made it needs help themselves. A false claim can sometimes be a cry for help rather than mischief, and we treat it with the same care as everything else in this policy. The school works with

the Local Authority Designated Officer (LADO) where needed, and any member of staff facing a complaint is supported throughout, under our safeguarding procedures.

Monitoring for Consistency

- Senior staff do learning walks that look at how behaviour is being handled, not just what behaviour happens
- Behaviour data is shared with staff each term, and checked to make sure no group of pupils, including by SEND, ethnicity, or disadvantage, is treated unfairly at Step 4 or above. This follows our Equality Scheme and Accessibility Plan
- Any managed move, use of a support unit, or time spent off-site is logged and reported to trustees each term, alongside suspension and exclusion figures, so the full picture is visible, not just the headline numbers
- Every incident from Step 3 upwards, and any serious incident, is logged on CPOMS, giving one clear record that staff, the DSL and trustees can all check
- Staff, pupils, parents and governors are asked from time to time how they feel about the school's approach to behaviour, and this feeds into how the policy is reviewed each year
- This policy is reviewed every year.

Appendix 1: Our Restorative Questions

Used from Year 1 upwards, for any Step 3 conversation or above. The length and format can change to suit the child, but the five questions stay the same every time, so children know what to expect.

- What happened? (Tell the story, without blame.)
- What were you thinking, and how were you feeling, at the time?
- Who has this affected, and how?
- What do you think needs to happen now, to put things right?
- How can we help you get there?

In EYFS and for vulnerable pupils, this is swapped for the much shorter, adult-led way of putting things right described earlier in this policy ("shall we fix it together?"), because that is what children of this age can manage.