



St Kentigern's Catholic Primary School

Behaviour and Discipline Policy

“Treat others as you want to be treated”

Mission Statement

At St. Kentigern's Catholic Primary School, our mission is to provide a nurturing, faith-filled environment where children grow in their relationship with God, inspired by the Gospel values of Jesus Christ. We are committed to guiding each child in their spiritual, academic, and personal development, empowering them to live lives of kindness, integrity, and service, as they follow the examples of St. Kentigern and Christ's love for all.

Vision Statement

We envision St. Kentigern's Catholic Primary School as a vibrant community where children flourish in faith, hope, and love. Rooted in the teachings of the Gospel and guided by St. Kentigern, we aim to nurture all our children to become compassionate individuals who make a positive impact on the world around them. Our vision is to be a place where every child is valued, and together, we strive to build a future of justice, peace, and love for all.

1 Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

1.3 We are currently working towards being awarded the status of 'School of Sanctuary'. This recognises all that we do to support those seeking sanctuary in the UK. As part of this journey, we seek to build a culture of kindness and compassion for all.

1.4 The school has 4 key rules for all children to follow. These rules are displayed in every classroom and frequently referred to by staff. (See Appendix 1.) The school expects every member of the school community to behave in a considerate way towards others. The School motto is: 'Treat others as you would like to be treated yourself' which is also the fourth key rule.

1.5 The whole school follows silent signals linked to the Read, Write, Inc teaching. For example, a hand up in the air by an adult indicates that children should stop what they are doing, stop talking and put their hand up in the air also.

1.6 We treat all children fairly according to their needs and apply this behaviour policy in a consistent way.

1.7 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.8 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

2 Rewards

2.1

Whole school rewards

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children;
- Staff give Dojo points out;
- Each week, we nominate one child from each class to receive a certificate in assembly - a 'Mungo's Marvel' (Mungo was a nickname of St Kentigern's). These children receive a hot chocolate / juice / ice pop treat with the Deputy Headteacher.
- Bronze, Silver, Gold, Platinum and Diamond awards are presented to children when they have received a requisite number of house points for good work and behaviour;
- House points are calculated at the end of each half term and the children in the winning house receive extra play time.

EYFS/ KS1 rewards

Children can earn 'Fred tickets' for reading at home. (Fred is a frog linked to their phonics learning in Read, Write, Inc.) These are raffle tickets for a Friday raffle where children can earn a small reward.

KS2 rewards

Children can be awarded prizes for examples of good effort or behaviour such as stickers and mini rubbers. Children are also encouraged to follow the class rules to earn points towards whole class prizes, helping the children to realise how their individual actions can build towards shared goals.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring into school certificates and trophies to share their achievements with the school.

2.3 The school follows the 'Good to be green' behaviour system. (See Appendix 2 for an explanation.)

3 Expectations

3.1 We expect children to try their best in all activities and access all areas of the curriculum. If they do not do so, we may ask them to redo a task.

3.2 If a child is disruptive in class, the teacher reminds him or her of behaviour expectations. If a child misbehaves repeatedly, we consult the SLT or learning mentor and if he/she is being disruptive we relocate the child from the rest of the class until he/she calms down and is in a position to work sensibly again with others. A child will not be sent outside the room to stand in the corridor.

3.3 The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

3.4 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately with the help of the learning mentor in her pastoral role to stop any further occurrences of such behaviour. Wellbeing Warriors from upper KS2 have been commissioned to support this policy. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation. A Behaviour Support Plan may be initiated so that staff, parents and the child can work together with a clear strategy and agreed rewards.

3.5 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically, as a last resort to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

4 The role of the class teacher

4.1 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own set of classroom rules, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. The teacher treats all children in their class fairly, with respect and understanding.

4.2 The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

4.3 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the online behaviour log. In the first instance, the class teacher deals with incidents him/herself in the normal manner and a letter 1 will be sent home to notify parents. However, if negative behaviour continues, the class teacher seeks help and advice from the Phase Lead progressing to Deputy Headteacher, then the Headteacher. Parents are notified by a letter 2 and a meeting is requested with parents to discuss their child's behaviour.

4.4 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4.5 The class teacher liaises with the SENCo, as necessary, to support and guide the progress of each child. The SENCo may then discuss the needs of a child with an external agency such as the Primary Mental Health Team, Pupil Welfare Officer or the Inclusion Support Team.

5 The role of the Headteacher

5.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the

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

5.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

5.3 The Headteacher keeps records of all reported serious behaviour incidents.

5.4 Every effort is made to promote inclusion for a child. However, in some serious situations, suspensions or exclusions may be appropriate. The Headteacher has the responsibility for giving fixed-term suspensions to children for serious incidents. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Governors must be notified at every step of this process.

6 The role of parents

6.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

6.2 During September, all parents are welcomed into school to meet their child's new teacher. School expectations of behaviour are shared, along with other relevant information, including curriculum coverage and homework.

6.3 If parents have any concern about a behavioural incident in school, they should initially contact the class teacher. If the concern remains, they should contact the Deputy Header, then Headteacher. If they still feel their concern has not been resolved, parents should then contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The role of governors

7.1 The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

7.2 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

8.1 Only the Deputy and Headteacher have the power to exclude a pupil from school. They may exclude a pupil for one or more fixed periods, for up to 15 days in any one term. The Headteacher may also exclude a pupil permanently. A fixed-term exclusion can be changed into a permanent exclusion, if the circumstances warrant this.

8.2 If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

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

8.4 The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

9 Monitoring

9.1 The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school keeps records of behaviour incidents in the behaviour log, located in St Kentigern's online drive. We also keep a record of any incidents that occur at break or lunchtimes: welfare staff record details of any incident in a duplicate book and give copies to the class teacher and learning mentor.

9.3 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

10 Review

9.1 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date: 24-09-2025

Appendix 1

St Kentigern's Catholic Primary School



School Rules

1. **Be kind: kind hands, feet and words.**
2. **Be safe and mindful: walk quietly around school.**
3. **Be respectful of each other and school equipment.**
4. **Treat others as you would like to be treated.**

Appendix 2

"It's Good to be Green!"

- Every child starts each lesson on a green card that is displayed within the child's pocket of the classroom poster.
- The children's behaviour is monitored within the classroom, playground, dining hall and corridors, and praise given for expected behaviours.
- If a child displays low level inappropriate behaviour during lessons, on the playground, dining hall or around the school building, then any member of staff can give a yellow warning card.
- The yellow warning is placed in the pocket of the classroom chart.
- Yellow cards are given for a session only. If behaviour improves after or even during the session, then they can return to green.
- Children are reminded that if their behaviour continues there will be consequences.
- If the child continues with inappropriate behaviour or if the behaviour is aggressive and more serious then the child is given a red card.
- The incident will be recorded in the behaviour log and SLT will be notified, if appropriate. A letter 1 will be sent home to notify parents that their child's behaviour has fallen below expectations and a Dojo message sent or phone call made to make the parents aware.
- The number of red cards given will be monitored.
- On a red card, children are given an appropriate consequence to their actions e.g. lunch time detention led by SLT, a sorry letter etc.
- If child has to be warned again on the same day they have received a red card then they are sent to the Deputy Headteacher or Headteacher. A letter 2 will be sent home and parents will be invited to come into school discuss their child's behaviour.
- Children may be withdrawn from their classroom to work alongside the Deputy Headteacher or Headteacher for a short set period of time.
- The Headteacher can pursue a fixed period of exclusion, if thought necessary, with support of the governing body.
- If this behaviour persists, or if records show a concerning number of red cards (e.g. 3 given in one week) then a Behaviour Support Plan would be put in place.
- Children would work on their behaviour targets with support from either or all of the following; the class teacher, Deputy Headteacher or learning mentor. If necessary, support from external agencies will be sought.

This is a guideline only and should be used only if appropriate. More serious behaviour incidents should be dealt with accordingly and may not need to follow all of the procedure.