



St Maria Goretti Catholic Primary School Behaviour Policy

Review date: September 2026

Purpose

This policy reflects the values and philosophy, in relation to behaviour management at St Maria Goretti Primary School.

It sets out a framework in which staff can work to develop behaviour modification strategies and gives guidance on school procedures.

Section 1:

Policy Aims and Objectives

At St Maria Goretti Primary, we have developed this policy to:

- Promote fairness in the treatment of individuals.
- Provide a clear framework so that behaviour management is consistent throughout the school.
- Promote good behaviour as part of the entitlement of all pupils to the school's curriculum.

Our aims are to:

- Ensure the well-being of all staff and pupils.
- Ensure individuals are treated with respect.
- Promote equal opportunities in learning and personal development.
- Foster a sense of responsibility, fairness and justice among pupils.
- Provide opportunities for collaboration and teamwork between staff and pupils.
- Create a learning environment, which enables pupils to make choices and learn from them.
- Give pupils confidence in themselves and pride in their achievements.
- Ensure that all pupils have an entitlement to high quality learning in a positive environment.
- Develop inclusive practices that meet the needs of individuals as well as the school as a whole.
- Teach strategies to manage their own behaviour.

Section 2:

Context

The school adopts several policies that relate to the over-arching theme of behaviour management including an anti-bullying policy an attendance policy and a home school agreement.

Section 3:

Classroom Management and School Rules

The 3 school rules

- At the heart of our behaviour management policy are three very simple school rules. The children also know them as questions in order to think about their own behaviour and that of others.
 - Is it safe?
 - Is it caring?
 - Is it my best?
- The children know that if they can answer positively to all three questions that the behaviour in question is acceptable, though if they answer one of the questions negatively, they will need to address what they are doing.

Strategies for Promoting Positive Behaviour

- Plan for good behaviour – use positive comments to try and get children to modify their behaviour.
- Constantly promote making sure that all we do is caring, safe and our best.
- Discuss routines and responsibilities. Be explicit and clear on your expectations.
- Separate the behaviour from the child. For example, “I like you, but not what you are doing.”
- Use the language of choice. Inform them what the consequences will be.
- Distraction
- Tactical ignoring/proximity praise.
- Pause between name and instruction.
- Keep the focus on the behaviour and ignore the child’s reaction to your discipline.
- Build trust and rapport; this comes through understanding of expectations.
- Always follow-up issues that count and ensure the restoration of relationships.

- Avoid conflict and an audience (quiet word). Get down to their level.
- Keep calm and be consistent with all children, avoid raising your voice. A raised voice should only be used to attract attention.
- When children are acting inappropriately tell them what they are doing rather than questioning.
- Encourage children to use resources such as chill-out and Mrs Hopes (learning mentor) to talk about issues that they have.
- Create a relaxed atmosphere and environment.
- Provide a variety of prompts for expected behaviour including non-verbal cues: ignoring, proximity praise.
- Some children will need other strategies as they cannot work within the golden time system. They may need a cooling period in another room with teaching assistant to avoid a stand-off situation.
- HT, Behaviour Lead and Learning Mentor will review the weekly timeout sheets. Children causing concern will be discussed by the Leadership Team.
- If the negative behaviour continues then a text or phone call is made to inform the parents and the Headteacher will request a meeting with the parents. We will also inform the parents of improvements.
- A weekly class circle time or collective worship should provide opportunities to celebrate good behaviour and discuss improvements.

Section 4:

Rewards

Golden Time

- The main behaviour management policy in school is called 'Golden Time'. It positively states that for good learning and behaviour, children are entitled to 30mins a week of fun and exciting activities at the end of every week that are linked to the curriculum.
- Children start each week with 30 minutes of golden time.
- The amount of golden time all children have is displayed in their classroom.
- When a child displays any unwanted behaviour, they are challenged about it and offered a choice to change their behaviour.
- If the behaviour persists the child is given a warning, these warnings are displayed visually e.g. marks on the board so a child knows where they are up to.
- At the end of a day, all single warnings are cleared.
- If a child accumulates 3 warnings, then they lose a 5 minute chunk of golden time.
- If a child quickly loses a lot of golden time e.g. 15 minutes and they are struggling to back down, then the child should cool off and complete their work in another

classroom, but this should only be used in extreme circumstances as it is not conducive to teaching and learning.

- Children who are struggling with behaviour and need to calm down are asked to sit on the 'calming down chairs' outside the Head Teacher's office. The Head Teacher should be informed. All members of staff know to allow that child a time of calming down and that they should not be approached during the time.
- If children go on to demonstrate good behaviour at any point and are currently missing a period of golden time, this can be given back to them in 5 minute chunks or as individual warnings.
- During golden time (2:30-3:00pm on a Friday afternoon) those missing a period of golden time (5-30mins) attend time out. Time out is usually in the head teacher's office and is presided over by the Behaviour Lead or nominated member of the school leadership team.
- During this time, the child is about the behaviour that has led them to being there. The reasons for loss of Golden Time is recorded on CPOMs in order to keep track of any reoccurring issues.
- If a child loses Golden Time on 3 consecutive occasions, they will lose the entire session.

The Golden Box

- The golden box was initially brought in to reward children who are always well behaved and those who sometimes suffer from low self-esteem and a feeling that they can't do anything right.
- Every month, school will celebrate a different aspect of Christian and British Values. The children seen demonstrating these will receive a Golden Ticket.
- All staff have golden tickets in their classroom.
- When children display these good 'behaviour for learning' strategies, they are rewarded with a golden ticket from that member of staff. These are then collected.
- Children write their names on the back of the tickets and put them into the golden box in the entrance hall.
- On the last assembly of the half-term, some of the names of the children in the golden box are read out and they can choose a prize. Entries are not limited, so the more tickets the children have in, the more chances they have of winning a prize.

Month	Value
January	Faithfulness and Integrity
February	Dignity and Compassion
March	Humility and Gentleness
April	Truth and Justice
May	Forgiveness and Mercy
June	Purity and Holiness
July	Tolerance and Peace
August	Sensitivity to the Needs of Others
September	Attitude, Service and Sacrifice
October	Trust and Simplicity
November	Hope and Resilience
December	Love and Generosity

DOJO Points

Dojos are awarded for anything from smart walking to using good manners. They can also be used to reward good learning and effort in class.

Other ideas for rewards are:

- Extra playtime
- Stars of the week
- Verbal praise
- Stickers
- Attendance awards
- Golden Treat/Trip at the end of each term

Section 5:

Sanctions

Serious Incidents

- Playtime consequences. If a child displays serious bad behaviour e.g. physical violence or swearing in anger, their name is listed in a book for the day on which it happened and they are asked to attend a playtime consequence the next day.
- Playtime consequences are run by our Learning Mentor who is able to keep track of regular offenders.
- When children attend the consequence they are asked to complete a form that asks them questions about their behaviour and what strategies they might use in the future. This form will then be sent home for parents to sign. Consequences are recorded on CPOMs.
- Child-on-Child abuse

Following three consequences, a phone call will be made home to discuss further plans that can be put in place to aid with a child's behaviour in school and to support parents out of school. Following another three, another phone call will be made to arrange a face-to-face meeting with the child's parents.

There may be occasions where a child is physically or verbally abusive and it is considered as a serious incident. A phone call home will be made immediately and the parents asked to attend a meeting. Children can sometimes be placed on 'report' where their behaviour is monitored and personal targets may be given. These are tailored to each individual child. The Headteacher (or other designated person in the absence of the Headteacher) only can decide to exclude or give an internal exclusion where the child is removed from class for a set number of days. This is only ever considered as a last resort and in the most serious circumstances. Permanent exclusion may, however, occasionally be in response to a single serious one-off incident.

If a child has shown on a number of occasions that they are not displaying good behaviour for learning and all the above interventions have been explored, then they

may be placed on a Behaviour Plan. This plan will be thoroughly discussed with the Head Teacher, the Behaviour Lead and this child's parents. A contract will be drawn up and will be reviewed on regular basis. Once a child shows a change in behaviour then their plan will be reviewed in order to slowly integrate them back into normal school life. These plans are tailored for each child – celebrating their successes and helping them overcome difficulties.

Other guidance on sanctions:

- Withdrawal from playtime to complete work, which will be supervised by a teacher.
- Withdrawal from privileges e.g. clubs, etc.
- Withdrawal from school trips when the child's behaviour is identified in the risk assessment as a health and safety issue.

We do not use curriculum withdrawal as a sanction i.e. missing PE because of behaviour.

Other Behaviour Strategies:

School Support Systems

At St Maria Goretti School we also have systems in place for supporting pupils and their families who show consistently disruptive behaviour and do not respond to the usual range of rewards and sanctions. This will include support from our Learning Mentor, our SENCo and alternative provision. Our Family Support Worker will also provide support for parents. We will also consider whether the behaviour might be the result of unmet needs, in which case a TAF meeting will be arranged with all relevant professionals.

Various behaviour plans/cards/charts are used as and when required and personalised to the age of the child. The following report is an example of something that has been used with older children.

Sport Code of Conduct

Children at St Maria Goretti are asked to sign a contract (see Sport Contract) which encourages fair play on the playground, during PE and when training and playing for our school team. Unfair play carries a ban from recreational sport the following day. A child who represents our school in any sports team will be chosen based on their ability to demonstrate good sportsmanship and enthusiasm.

Section 6:

Preventing Bullying

The school has a zero-tolerance approach to bullying and proactively seeks to eliminate potential issues or conflicts. The emphasis at St Maria Goretti is on embedding an ethos of good behaviour, where children understand the impact their actions have on the esteem and learning of others.

Anti-bullying/incident sheets are completed by the headteacher

For full guidance, please reference the schools anti- bullying policy.

The school follows up any accusations of racist language or racially motivated behaviour using the Lancashire County Council guide for best practice and this includes incidents that happen outside of the school gates.

Searching and confiscation of inappropriate items

Staff have the power to search (and seize) without consent for 'prohibited items', under Sections 550ZA to 550ZD of the Education Act 1996, including:

- a. Knives and weapons
- b. Alcohol
- c. Controlled Drugs and other substances
- d. Stolen Items
- e. Tobacco and cigarette papers
- f. Pornographic images
- g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for. Weapons and knives, illegal drugs or child pornography must be handed to the police. Otherwise it is for the member of staff to decide if and when to return an item, or whether to dispose of it.

See Screening, Searching and Confiscation Guidance

The use of reasonable force

There are certain circumstances in which reasonable force might be used. For example, staff will physically separate pupils found fighting or if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed.

- Staff will make reasonable adjustments for disabled pupils and pupils with special educational needs (SEN)
- School does not require parental consent to use reasonable force on a pupil.
- School does not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or stop them from taking the action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when reasonable force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.
- School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Force is used either to control or restrain. It will never be used as a punishment.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most staff at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. Schools generally use force to control pupils and to restrain them. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
5. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring a child.

Who can use reasonable force?

1. All members of school staff have a legal power to use reasonable force.
2. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2. In a school, force is used for two main purposes - to control pupils or to restrain them.
3. The decision on whether or not to physically intervene is down the professional judgement of the staff member concerned and should always depend on the individual circumstances.
4. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.
 - a. Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
 - b. Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - c. Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - d. Restrain a pupil at risk of harming themselves through physical outbursts.

Roles and Responsibilities

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The Headteacher is responsible for developing the behaviour policy and must decide on the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

School has, and asks parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-15) receives a suitable full-time education either at school or by making other suitable arrangements.

For school-registered pupils, parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £60 (rising to £120). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself. Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction. Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

Consultation, monitoring and evaluation

Staff and governors have been included in the writing of this policy and arrangements will be made for it to be monitored and evaluated in September 2023.

Complaints procedure

Should you feel you have cause for complaint regarding the education of your child, you can see your child's Class Teacher, the Headteacher or the Chair of Governors or the Parent Governor who may consult the whole Governing Body.

Please note the following guidance will be used where complaints or allegations are made against staff members.

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a member of staff, the school should ensure that the person has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against that person.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

Sports Contract

In order for me to participate in sports activities at this school, I must agree to play like a professional and adopt the correct attitude which shows respect at all times to everyone involved.

In order to participate in these activities:

- I will not foul
- I will not gloat
- I will keep up with my school work
- I will not carry issues back to class
- I will not hog the ball
- I will not chant or tease
- I will congratulate the other team
- I will apologise for mistakes
- I will not argue any decisions made by the referee or a staff member
- I will focus more on improving my teammates skills' instead of winning

I understand that if I break any of the agreed expectations, that staff may review my contract and as a result I will not be allowed to play for:

- 1 day after the first occurrence
- 3 days after the second occurrence
- One week after the third occurrence

Signed Date