

St Benedict's

CATHOLIC PRIMARY SCHOOL



Positive Behaviour Policy

St. Benedict's Catholic Primary
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Mission Statement

In our Mission Statement, we say that we aim:

“To love one another as Jesus loves us and to provide a centre of educational excellence which meets the needs of every individual.”

Some of our Mission Statement objectives are:

“To respect one another, to celebrate individual efforts and achievements, to recognise that we make mistakes but we forgive.”

These underpin our approach to encouraging positive behaviour in our school.

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at St. Benedict’s Catholic Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school’s general rules and values, and will be asked to be involved again in reviewing the policy regularly.

Aims

The aim of St. Benedict’s Catholic Primary School is to live out a Catholic ethos, for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

- The primary aim of the behaviour policy, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.
- St. Benedict’s Catholic Primary School **does not** tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour.

- We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).
- We aim to ensure that all children and staff have an entitlement to a sense of physical security and mental wellbeing.
- We also aim that children in St Benedict's will develop valuable life skills.

Expectations

At St. Benedict's Catholic Primary School we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the school values.
- Teach, through the school curriculum, and informally, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

This is a cornerstone of our policy.

A Positive Approach

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance and develops emotional intelligence. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of St. Benedict's Catholic Primary School are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's' self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.

- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

Our School Values

Be respectful

Be kind

Work hard

Reward and Sanctions

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school behavior policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

Included in the policy are suggestions for behaviour management techniques (see 'sanctions' below). All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children, for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Children with Special Educational Needs, where the need may affect their behaviour, will be treated on an individual basis.

Incentives/Rewards

- Frequent use of approval and praise and smiling at children.
- Friday 'Golden Time' when children get the opportunity to choose preferred activities.
- Awards and Celebration assembly - Incentive to be chosen as 'Star of the Week.'
- Sent to Head teacher/senior staff with **good news**.
- Whole school reward system – Class Dojos.

Golden Time

"Golden Time" has been included in each class's weekly curriculum as part of our school positive behaviour policy.

With "Golden Time" children are rewarded individually for behaving well.

All classes organise their own golden time activities. Ideally, those children who have a tendency towards disruptive behaviour will be less inclined to continue if they are risking the loss of a privilege that they had a part in deciding.

In this way, the message given to children is that if they are sensible, co-operative and go about their business to the best of their ability, they will be consistently rewarded for their efforts and they are secure in the knowledge that their reward will not be forgotten about due to pressure from other commitments in the curriculum.

Children who break one or more of the rules in class or elsewhere in school or playground risk losing golden time minutes. Teachers should take off golden time minutes depending on the severity of each incident.

Sanctions

Despite positive responses as a means to encouraging good behaviour in St. Benedict's Catholic Primary School, it may be necessary to employ a number of sanctions to enforce the school values, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly, referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehavior. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

Fresh Start – although persistent or serious misbehavior needs recording, every child must feel that everyday is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained.

Consequences/Sanctions

These are common to all classes.

- Non verbal warning (look)
- Verbal warning
- Name written in book
- 'Thinking Time'
- Loss of part of playtime (discuss behaviour with child)
- Loss of increments of 'Golden Time'.

If a child is involved in persistent poor behaviour, they move into the 6 STEPS TO IMPROVEMENT graded response programme.

5 Steps to Improvement Programme

STEP 1

Where a pupil has not responded to low-level incentives, censures or sanctions and persists with unacceptable behaviour, the child will be placed a program of support for a fixed period. . Parents will be notified and regularly informed about the child's progress towards meeting targets.

IF THERE IS NO IMPROVEMENT

STEP 2

The Head teacher will be informed and parents will be asked to come in to see the Headteacher, and class teacher to discuss the problem. A further programme of support will be implemented

IF THERE IS NO IMPROVEMENT

STEP 3

A formal meeting will be arranged between parents, the Headteacher and **a governor of the Pupil Disciplinary Panel**. The pupil will be given a formal warning and a **final** programme of support will be put in place.

IF THERE IS NO IMPROVEMENT

STEP 4

Failure to respond will lead to the pupil being brought to the attention of the full Governors' Pupil Disciplinary Panel being informed.

IF THERE IS NO IMPROVEMENT

STEP 5

Parents will be asked to a meeting with the Head teacher and the Governors' Pupil Disciplinary Panel to discuss a likely exclusion, (fixed-term or permanent.)

NB

If a case of sufficient seriousness occurs, the Head teacher can exclude without recourse to the 5 STEPS process.

Major Incidents will be brought immediately to the attention of the Head teacher. These are incidents which bring teaching or learning to a total halt, or those in which the child puts his/her own safety, or that of others, at risk. Parents will be notified immediately. Sanctions are related to behaviour.

Behaviour on the Playground

Good behaviour on the playground will best be achieved through daily reminders of school values by all staff, including lunch time staff. Lunchtime staff will understand the importance of fostering good relationships with children by use of praise for good behaviour and by actively participating in play with children. The use of praise for good behaviour is important for raising children's self esteem and motivating them to behave well. Class dojos will be given for kindness, co-operation and general good behaviour.

However, sometimes children may make wrong choices and break school rules. If this happens, staff will use a clear process of sanctions as follows:

- Verbal warning (child informed of why the behaviour is not appropriate and asked to stop.)
- If behaviour continues, 5 minutes thinking time. Child asked to stand in a quiet area on playground to contemplate the rule they have broken.
- If the behaviour continues, removal of the remainder of playtime (child stays on playground in view of staff in a designated quiet area.)

In the event of a serious incident eg the use of violence or behaviour that endangers the safety of children, the child will be sent to the Headteacher, or in his absence the Deputy Head or member of the Senior Management Team. Parents will be informed of the incident and incident will be recorded on CPOMS.

Behaviour in the Dinner Hall.

Children are encouraged to eat lunch in a quiet, calm manner, when lining up in the queue and whilst eating. **Teachers should walk children into the school hall and ensure they are calmly settled on tables.** Once seated with lunch, children should remain seated unless given permission to move. When they have finished eating, children should take their plates and cutlery and place them in the designated area to be washed. They should then return to their seat, until a member of the lunchtime staff gives them permission to line up to go to the playground. **Whilst children are eating, staff should circulate to ensure children have everything they need, and to prevent any behaviour issues.**

Nurture Hub

We recognise that playtimes may be difficult for some children. For example, some children struggle in social situations to make friendships, or they may struggle to regulate emotions following disagreements with others. For this reason, during lunch time each day we have a quiet indoor space that children can access, supervised by a member of our welfare staff.

Educational Visits/ Out of School Activities

Curricular activities, (i.e. sports matches, festivals, swimming, choir, clubs), which take place off site or out of normal hours will be viewed in line with the Positive Behaviour policy and a relevant list of expectations should be understood by the children. Health and safety is paramount.

Educational visits have their own specific needs depending on the nature of the venue. The teacher's expectations should be made clear to all children and adult helpers. Consequences should be explained in advance and consistently administered.

School will take an interest in behaviour when children are off the premises within our community. The most likely course of action would be an appropriate discussion with the child, perhaps involving the parents, depending on the nature of the incident.

After School Clubs

Extra Curricular activities after school i.e. football, choir and gymnastics, will also be viewed in line with the Positive Behaviour policy and a relevant list of expectations should be understood by the children.

When entering the school hall, and whilst getting changed for the club, children should be quiet and calm, awaiting instructions from the club leader. During sessions, children will be expected to listen carefully to the adult supervising the session, follow all instructions and treat peers and adults with respect. **Children are expected to go to the toilet prior to the start of clubs, to avoid walking around school unsupervised. Similarly, if children leave school items in class by mistake such as book bags, they are not permitted to walk back to class unsupervised, and instead are expected to get them the following day.**

Outside providers that lead clubs such as Community Soccer and LEAP Dance and Gymnastics, will follow this Behaviour Policy in order that clubs are both safe and enjoyable for children. Effective communication is paramount between Senior Leaders and outside coaches in the event of behaviour that falls short of expectation – regular dialogue will take place to discuss any issues that occur.

COLLECTION FROM CLASS ?

DISMISS FROM HALL ?

Restorative Justice

Areas of conflict are dealt with effectively and fairly. We use the Restorative Justice process. Everyone involved is brought together and given the opportunity to resolve and repair any harm that has been done in a calm and methodical way. The children are involved and encouraged to be engaged in the decision process.

The Role of School Council

The School Council meets approximately once a month. The School Council consists of children from Year 2 – Year 6. School Councilors wear special badges that identify them throughout the school.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

Recording incidents of behaviour

Low level incidents of behaviour will be recorded by teachers in a book kept in class. However, an electronic REGISTER is kept of behavioural incidents, on a system called CPOMS. This recording system helps us to spot patterns of behaviour and inform particular strategies, programmes or steps to improvement that may be effective.

The Role of Parents/Carers

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's values in the school prospectus, and we expect parents to read these and support them.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the head teacher who will take appropriate action. **In the first instance parents will be asked to explain their behaviour and will be given a verbal warning. If the behaviour persists, parents may be prohibited from entering the school grounds, including for special assemblies and events.**

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The head teacher may then be involved and, if the concern remains, they should make a formal complaint to governors, in accordance with the Complaints Policy (Found on School Website)

The Role of Support Staff

All school staff have a responsibility to uphold the behaviour policy.

Support staff should ensure that children move sensibly and quietly through the school at lunch time helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children will be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime supervisors are in close touch with class teachers and communicate with them as and when required.

The Role of the Class Teacher

St. Benedicts Catholic Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Staff at St. Benedict's Catholic Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding raised voices.

Staff deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the school 'Values' are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Play Leaders

Year 6 pupils are trained and formed into groups of play leaders to support younger children and look to give support to their peers to help them prevent difficult situations developing.

Lunchtime Monitors

Year 6 also perform duties in the dinner hall on a voluntary basis. This may involve cleaning tables and brushing floors. This gives children a sense of responsibility and may improve self-esteem. It also ties in with our Mission statement of serving others.

Moving Around Classes

When large class groups are moving around school they will do so quietly and in an orderly line on the left hand side of the corridor. Children need to know that this is in the interests of safety, respect for other pupils working and to reinforce and encourage an atmosphere of calm. Staff should take up a position that enables them to monitor the movement of the whole class. If alone, this is probably best achieved by being close to the middle of the line and asking the child in front to stop at strategic junctures on the route.

Toilets

Children should be encouraged to use toilets at the beginning or end of playtimes and similarly at lunch break. In the event of children needing to use the toilet during lesson time, teachers should ensure that only one child is out of the room at any one time.

Assemblies

Staff should consider the placing of their children and especially ensure that potential disruptors are apart as far as possible. Staff should sit where they can most easily feel part of their class and monitor the behaviour of their own children. Children should enter the assembly hall in silence and remain silent whilst waiting for the assembly to begin. When leaving the assembly hall, they should also be silent when walking to class. When staff need children's attention during the course of an assembly, a system of clapping is used to inform children of the need to be silent and listen. **Adults should lead by example and endeavour to remain silent and communicate with children non-verbally.**

Equal Opportunities/Discrimination

The behaviour policy practices will be monitored to ensure that they meet the set aims in regard to pupils of different race, gender and disability.

Success Criteria

Reduction in number of pupils:

- Needing Thinking Time
- Sent to Head teacher/Recorded on CPOMS
- Receiving behaviour support programmes
- On 5 Steps programme

Confiscation of inappropriate items

A member of staff has the power to confiscate property that may be deemed as inappropriate or a danger to other members of the school community.

Use of mobile phones

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the Headteacher. Parents who insist that children require a mobile phone during school hours eg for the journey to and from school, must express these reasons in their request to the Headteacher in writing. Such requests will be considered on an individual basis. If permission is granted, mobile phones must be handed into the class teacher upon arrival and collected at the end of the school day.

Power to use reasonable force

Members of staff have 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. The definition of reasonable force is 'using no more force than is necessary.' An example of reasonable force may include guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Staff will be appropriately trained to ensure the health and safety of all involved in the unlikely event of the use of reasonable force.

Support for Staff Facing Difficulties

All staff benefit from support at different times with challenging pupils. We include in our policy, practical guidelines to help promote good standards of behaviour but staff can call upon the experience of the Senior Management Team.

Monitoring and Evaluation

This policy was revised in Oct 25 and will be monitored continuously and revised annually.