St. John the Baptist
Catholic Primary School
We will prepare the way by loving, living and learning with the Lord

Viam Parabimus

Behaviour Policy

2026 - 2027

Audience: Staff/ Governors/ Public **Frequency of Review:** Annually **Postholder Responsible for Review:** Headteacher

Recommended Associated Documents: Safeguarding & Child Protection Policy Staff Code of Conduct Anti Bullying Policy Online Safety Policy Acceptable Use Policy PSHE Policy RHE Policy

Approved by the Full Governing Body – **Review** – September 2027

Our School Mission

"We will prepare the way by loving, living and learning with the Lord."

Introduction and Aims

This policy is for children, parents/carers, staff and governors to reflect the mission, ethos and values we all share and maintain in our Catholic community. It is set out to provide clear guidelines, based on the language of our school mission, our Catholic Virtues and the principles in our Children's Charter. This ensures all staff follow a consistent approach to managing behaviour and promote high standards of self-discipline, self-esteem and consideration for other people at all times.

The purpose of this policy is to:

- Promote our school vision rooted in Gospel values. (A3.12 Christ at the Centre 2005 Diocesan Schools Commission, Archdiocese of Birmingham)
- Develop positive behaviours, influenced and encouraged by the 'We Are All Saints… Children's Charter.'
- Help promote a happy, safe and secure environment where all children can achieve their full potential.
- Manage behaviour whilst building on children's capacity for self-regulation, resilience and confidence.
- Develop an active whole-school approach to positive behaviour that encourages high standards of behaviour in and out of school.
- Foster a school ethos that respects diversity and values the contributions of all.
- Work with parents/carers to encourage positive behaviour and effectively manage more challenging behaviour

Rationale

- Our school mission underpins our whole approach to behaviour management.
- We as Catholic educators have a key role to play in providing our pupils with the skills required to participate safely, effectively and responsibly in an increasingly complex world.
- We need to work in partnership with parents/carers, education services, social work, health, voluntary agencies and others.
- Well-judged praise and recognition of achievement looks to focus on involving and valuing the strengths of individuals.
- There is no place for discrimination based on race, ethnic origin, religion, gender, sexual orientation, disability, social group or any other grounds.
- High expectations of behaviour are explicit to all pupils and our mission and values are consistently modelled by adults.
- Consequences must be used appropriately and proportionately to the incident and consider individual circumstances and needs.
- Intervention must be planned and communicated in order to support staff and pupils and establish the most appropriate strategy to promote positive behaviour.
- Children should be encouraged understand the impact of their behaviour on themselves and others and be supported to take responsibility for, and to understand the consequences of their actions.

Values

We Will Prepare the Way, by Loving, Living and Learning with the Lord

Our Behaviour Regulation Policy is based on our school mission statement; our Catholic School Virtues and the principles set out in our Children's Charter. This ensures that each are central to our approach towards behaviour management. In turn, they provide a strong, everyday model for our children to help them regulate their own behaviours and be successful, tolerant citizens.

This approach, based on the faith of our school, means that our school mission and virtues are promoted each day, through expectation; through regular dialogue and in the positive behaviours evidenced throughout our school.

Loving	Living	Learning
All Saints have a love for one another ***All Saints have a love for the world around them***	***All Saints are servants of Christ***	***All saints use their gifts wisely*** ***All Saints are risk takers***
Compassionate and Loving **We show love for one another.** **We treat others as we wish to be treated.** **We are caring, helpful and think of others first.**	**Attentive and Discerning** **We listen carefully and ask questions so that we can understand.** **We consider the consequences of the choices we make and listen to the good advice of others.**	**Grateful and Generous** **We celebrate the success of others.** **We are grateful for the gifts God has given us.** **We have time for others and give to those in need.**
Eloquent and Truthful **We speak the truth and are true to God's word.** **We use kind words and do not gossip about others.** **We show truth in our actions and show people how wonderful we really are.**	Viam Parabimus	**Learned and Wise** **We think before we speak and make the right choices.** **We learn from our mistakes and follow the good examples of others.**
Intentional and Prophetic **We are peacemakers, guided by our conscience.** **We comfort people who are worried.** **We live in a way that protects our Earth's precious resources.**	**Faith-Filled and Hopeful** **We are hopeful and always do our best. We think positively and aspire to achieve more.** **We celebrate Mass and show respect during prayer and liturgy.**	**Curious and Active** **We are constantly curious in our learning.** **We actively participate in lessons and aim to achieve our very best.** **We are happy to share our faith with others.**

Behaviour Strategies and the Teaching of Good Behaviour

We have a bespoke St John the Baptist Behaviour Curriculum which is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, our behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all pupils will know this content.

We have four behaviour principles in school known as the **pocket principles**. These are to:

- **be respectful,**
- **be responsible,**
- **be ready to learn,**
- **act first time, every time.**

We ensure that opportunities to use positive behaviour are plentiful and that it is noticed, praised and rewarded.

- Our TenTen Life to the Full PSHE/RHE and KiVA curricula gives the children a chance to discuss positive behaviour and learn strategies for coping with challenging situations
- Our RE lessons and assemblies ensure children know that respect towards each other is central to the Gospel Values that we have in our school.
- Positive behaviour is reinforced in the classroom, during Key Stage assemblies and during whole school prayer and liturgy.
- We also share our 'Key for Behaviour, Effort and Attitude Challenge' (see appendix 3) each half term with children and parents.

Guidance on rewards

Examples of individual/group/whole class rewards to celebrate positive behaviour:

- Verbal praise (specific and effort based)
- Saint points (maximum of 1 at any one time)
- Class Dojo points
- Certificates
- Speaking to parents
- Stickers, stamps and charts
- Stars of the Week will be awarded during assembly and mentioned in the weekly newsletter
- Mission Awards will be awarded during assembly and mentioned in the weekly newsletter
- Celebrating examples of work through our school website, newsletter, Class Dojo and Instagram

Behaviour and Consequences

At St John the Baptist Catholic School we have clear expectations so that all children know what is expected of them at a given time. Throughout school, children are actively encouraged to consider the consequences of their behaviour and to take responsibility for their own actions. We believe that positive reinforcement of our school mission and values is the best way to achieve good behaviour and to help those who need support to make the right choices with their behaviour.

We have in place a range of clear consequences for those who have difficulty making the right choices and /or are persistently demonstrating challenging behaviours. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil including children with insecure attachments. Our behaviour management flow chart (Appendix 2) shows the strategies in place.

When poor behaviour is identified, the school's agreed behaviour strategies should be implemented. We recognise that a child showing poor behaviour is sometimes trying to communicate a problem or issue they may have.

Recording of Behaviour

Any child who receives a consequence will be recorded in the behaviour log on Bromcom along with the type of misbehaviour. This will be monitored each half term as a means to identify children who may need additional support for their behaviour.

Behaviour Report Cards

Children who need support with making the right choices may be issued with a 'Behaviour Report Card' as a further supportive strategy. This will last for two weeks initially, (although this may be extended) with each session throughout the day. Behaviour focus card designs and grading systems will be adapted to suit children's ages and sometimes their particular interests.
The child will be required to bring their card the DHT or HT for regular reviews. Behaviour focus cards may also be adapted to include behaviour at home, if this is an issue that impacts on a child's behaviour at school.

Suspensions and Exclusions

Suspensions and exclusions are seen as a last resort when all other attempts to modify behaviour have failed. They serve several purposes, including:

- To ensure the safety and well-being of all staff and children
- To maintain a high standard of behaviour in school.

If a child is suspended/excluded the HT/DHT will inform the parent/carer immediately, giving reasons for the exclusion. Parents/carers will be informed that they can appeal against the decision to the governing body. The headteacher will follow the LA guidelines and will inform the

LA. After the suspension a reintegration meeting will take place with the pupil and parent/carer where a reintegration plan is agreed.

Under exceptional circumstances, the headteacher may issue a permanent exclusion.

Reasonable Force

Reasonable force is used to prevent pupils hurting themselves or others, from damaging property or for causing a disorder.

All members of school staff have the legal power to use reasonable force.

Staff may use reasonable force to:

- Remove a disruptive child from the classroom where they have refused an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- 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
- Prevent a pupil from attacking staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through a physical outburst

Further details can be found in our Restrictive Intervention Policy.

Inclusion

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

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, professionals, parents/carers) in order to meet their individual needs.

St. John the Baptist
Catholic Primary School
We will prepare the way by loving, living and learning with the Lord

Appendix 1 Our Home School Agreement

The family will: -

- Support the Catholic teaching and ethos of St John the Baptist Catholic Primary School.
- Be a good role model for behaviour and positively support the school rules.
- Ensure that our child arrives at school on time, in agreed uniform (correctly labelled), and ready to benefit from the day at school.
- To strive for 100% attendance and ensure that the school is informed of any absences by telephone.
- Support the school's commitment to ensure no term time holidays.
- Communicate with the school regarding anything which may affect our child's education or welfare.
- Support and encourage children to read at home and to complete homework set.
- Demonstrate courtesy and respect for others in the school community.
- Refrain from making comments about the school, its staff or children on-line.
- Instead sharing concerns through appropriate channels by meeting with a senior member of staff.
- Attend Parents' Evenings to discuss progress, success and concerns.
- Encourage and celebrate our child's achievements

The child will: -

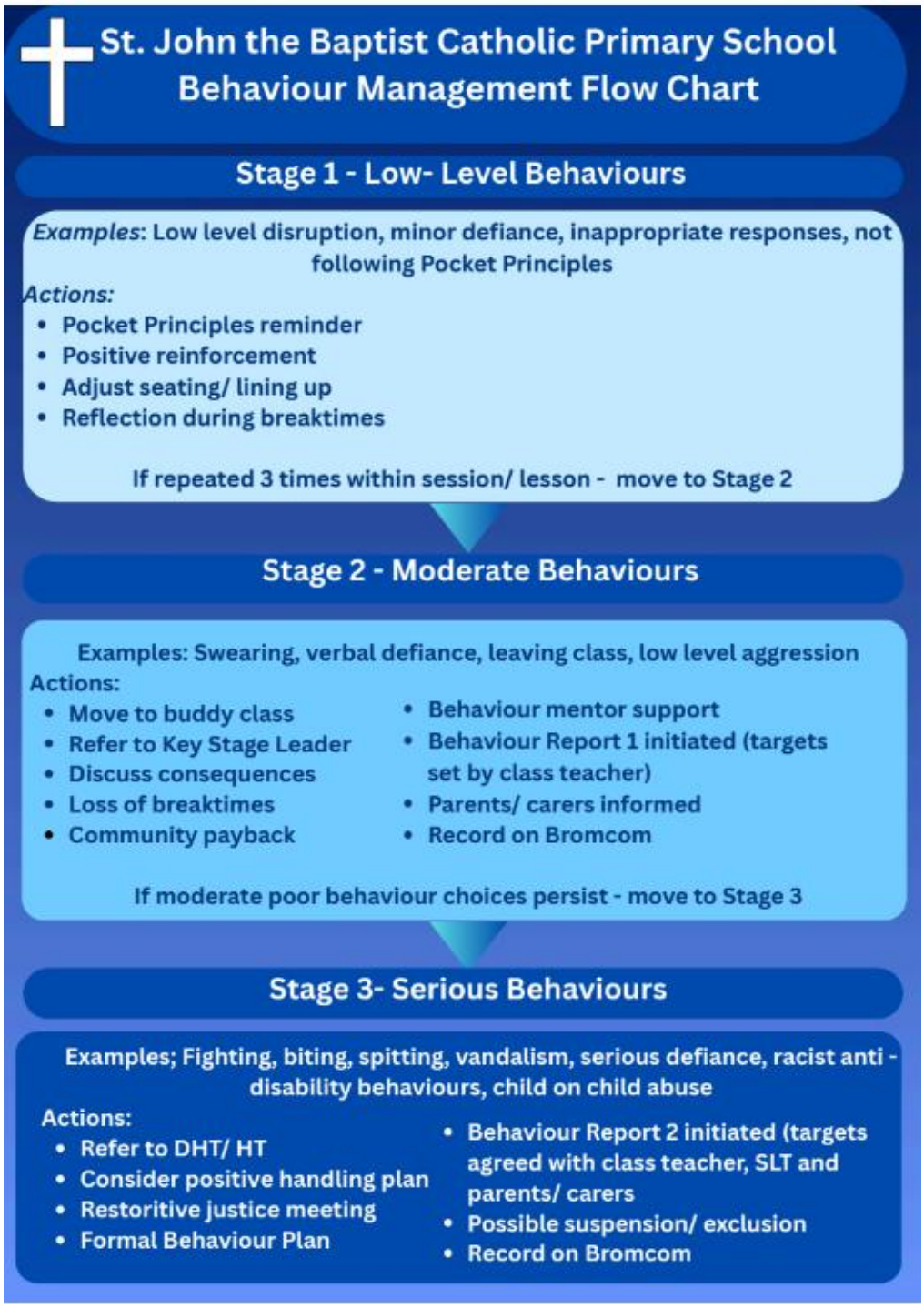
- Take part in daily prayer and worship.
- Be forgiving and show consideration for others
- Work as hard as I can and take a pride in my work at school and at home.
- Follow classroom and playground rules
- Be kind and understanding towards each other
- Be an enthusiastic and active learner
- Dress smartly in my school uniform.
- Tell a grown-up/monitor if I am upset or unhappy.
- Set a good example to younger pupils by my words and actions.
- Try my best with all homework and complete it on time.
- Take responsibility for my actions and take care of my belongings.
- Show good sportsmanship.

The school will: -

- Provide a Catholic setting for the education of all pupils.
- Provide a happy, caring, safe and supportive learning environment
- Praise and reward good behaviour in class, the school and the community.
- Encourage pupils to work to the best of their ability.
- Praise and reward good attendance and punctuality and challenge poor attendance and punctuality.
- Develop children's independence by giving your child increasing responsibility for his/her own learning, behaviour and belongings.
- Keep parents informed about children's progress and well being
- Make your child's education meaningful and enjoyable.
- Prepare your child to become a valued member of society.
- Promote kindness, courtesy and good manners

Appendix 2

Behaviour Stages



Appendix 3 Behaviour, Effort and Attitude to Learning Challenge

Gold Standard	Tries their best all of the time Excellent and exemplary behaviour	I am working as hard as I possibly can all of the time. I always take pride in my work. My behaviour and attitude in lessons is an excellent example to the rest of the class. I am a resilient learner and I independently challenge myself to deepen and further my learning. My behaviour and attitude around school and in the playground is an excellent example to the rest of school all the time. I constantly make right choices.
Silver Standard	Tries hard most of the time	I am working as hard as I possibly can most of the time. I take pride in my work most of the time. My behaviour and attitude in lessons is a really good example to the rest of the class most of the time. I am a resilient learner and welcome regular challenge. My behaviour and attitude around school and in the playground is really good most of the time. I make right choices most of the time.
Green Standard	Tries hard some of the time but needs to be more consistent	I am working hard some of the time and in some lessons. I take pride in my work some of the time. My behaviour and attitude in lessons is a good example to the rest of the class some of the time but I sometimes distract others. I am prepared to have a go at something new. My behaviour and attitude around school and in the playground is a good example to the rest of school some of the time. I make right choices some of the time and I need to try and do this more often.
Amber Standard	Some effort but needs to try harder (Room for improvement)	I put some effort into my work but still need to improve as I know I can do better. My behaviour and attitude in class needs to improve. My behaviour and attitude around school and in the playground needs to improve and I need to make right choices more often. I usually give up easily and I rarely challenge myself. I need a lot of reminders from adults both in class and around school. I try to distract others in my class. I need to make a big effort to make right choices more often.
Red Standard	Poor effort (not acceptable)	I am not putting enough effort into my work and only try when directed by an adult. I need a lot of reminders from adults about my behaviour in class. I give up easily and I'm reluctant to accept challenge. I need a lot of reminders from adults about my behaviour around school and in the playground. I regularly try to distract others in my class. I must improve my behaviour and attitude. I find it very difficult to make right choices throughout the day and so I am receiving many consequences.