



St John Fisher RC Primary

BEHAVIOUR POLICY

MISSION STATEMENT

**Love Jesus, love learning,
Inspiring each other to be the best that we can be.**

At St John Fisher RC Primary School we aim to create a positive, caring and encouraging atmosphere, in line with the Mission Statement. The ethos of the school is determined by the relationships within the school: child with child, child with adult, adult with adult, adult with child.

Our policy for behaviour contributes to the atmosphere and ethos in which we wish to work. It contributes to making our school a happy, safe, secure and welcoming environment; creating the right conditions will help us to meet our school mission. We believe that positive expectations are the key to successful behaviour management. Our policy is based on the key principles of: Praise, reward and positive recognition.

Our School Will:

- Grow closer to Jesus by loving, valuing and respecting each other.
- Celebrate and develop our God given talents.
- Welcome support from friends in our wider community and reach out to those we can help.
- Be a happy school, creating friendships and wonderful memories.

Great emphasis is put on good behaviour at all times. This is achieved primarily through example, teacher expectation and full co-operation of parents. Children are corrected and disciplined, and various sanctions may be imposed as seen fit. Each child is treated as an individual and any misdemeanour is corrected accordingly, without prejudice.

Overall there is a whole school approach to disciplining the children at St John Fisher RC Primary School based on our Christian beliefs and ideals, whereby both children and adults care for and respect each other. Compassion, understanding and forgiveness are at the heart of the life of St. John Fisher RC Primary School.

Procedures to be followed:

General misbehaviour - dealt with by the Class teacher

Repeated misbehaviour - further action by the

Class teacher
Key Stage Leader
Headteacher
Headteacher and parents
Use of outside agencies

At any stage the class teacher may wish to talk informally to the parents, but it may become necessary to involve parents on a more formal basis.

In all situations positive strategies are used to re-establish good behaviour and relationships, for example, housepoints and class treats.

GUIDELINES

School rules are discussed with each class and in addition we have our 'School Rights', 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. Minor incidents of anti-social behaviour are discussed with the class teacher.

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 to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, relating to Section 93 of the Education and Inspections Act 2006. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. In line with Keeping Children Safe in Education 2023, our school believes that the adoption of a 'no contact' policy at a school can leave staff unable to fully support and protect their pupils. Therefore, we allow and support our staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. Staff must be able to demonstrate how their response was reasonable and proportionate given the circumstances. All instances of the use of physical intervention are reported to parents and recorded on Cpoms. Parents are also informed where the use of physical intervention has been used with their child. Please see the Positive Handling Policy.

Good behaviour is promoted by effective teaching. We aim to provide a curriculum matched to the needs of the children and encourage personal, social, moral and spiritual development wherever possible, for example: choice of assembly themes; incorporating aspects of PSHE, Citizenship and Every Child Matters into curriculum areas; circle time; and providing extra-curricular activities which encourage independence, self-reliance and trustworthiness.

School rules and rights

Children are encouraged to make the right choices.

Rules based on mutual respect, are the key to an effective policy for behaviour. We have agreed to adopt the following school rules.

We always try our best and never give up.
We always show respect by listening carefully to adults and peers.
We always use quiet voices around school if people are trying to learn.
We always take turns to answer and listen to the opinions of others.
We always treat people with respect.
We always keep our environment clean and tidy.
We always try to follow Jesus' way.

We believe that everyone in our school has the right:

To be respected
To learn
To be safe

Rewards and consequences

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

- Housepoints (See Appendix A)
- Good to be green (See Appendix B)
- Happygrams (See Appendix C)
- Achievement assemblies
- Class Points (aim for a 20 class points = treat each half term)(See Appendix D)
- Stickers and certificates
- Headteacher's stickers
- Opportunities for greater responsibilities(prefects/monitors)
- Attendance awards

Consequences (See Appendix B)

All teachers will follow the same structure of sanctions:

- Verbal warning
- 2nd warning – name on board (a child may be moved to a different position in the classroom)
- 3rd warning – name and a tick (a child may be moved to a different classroom) The child is given an Amber card and name moved to amber on the class traffic light.
- If a child displays poor behaviour or is given an amber card withholding participation in a school trip or sports event may be considered.

Amber cards

Receiving an amber card will result in a loss of Green Time on Friday. Amber cards are sent home to be signed by the parent. Amber cards are given out for the following (these are examples):

- If a child gets three warnings
- Fighting
- Swearing
- Hurting another child intentionally
- Cheating
- Being disrespectful to adults
- Lying

When an amber card is given or if the class teacher has to speak to a parent regarding their child's behaviour the class teacher must record this on to the school's secure monitoring system, CPOMs and include the detail of the reasons why.

Red cards

- Severe misbehaviour will result in an instant consequence that will remove the child from their immediate environment. This addresses the severity of a child's actions and sends the message that certain behaviours are totally unacceptable; this includes acts of violence beyond what might be termed a playground scuffle and any acts of a sexual nature or racism towards another person. The child will be given a 'Red Card' which will need to be taken home and signed by the parent. The child name is moved to red on the class traffic light. Parents may be contacted immediately to discuss the situation with a view to improving the behaviour of the child. Receiving a red card will result in a loss of Green Time on Friday.

Straight Red Cards will be issued for:

- Physical assault
- Deliberate damage to property
- Stealing
- Leaving the school premises without permission
- Verbal abuse

When a red card is given, the class teacher must record this on to the school's secure monitoring system, CPOMs and include the detail of the reasons why.

The Headteacher or Deputy Headteacher will arrange to meet with the pupil's parents to discuss the behaviour and appropriate ways forward.

In Reception the teacher will use time out as a reminder to children of expected behaviour. More persistent poor behaviour will result in a child being moved to amber and being sent to a member of the SLT if necessary.

For children with speech and language difficulties, the rules will be adapted (if necessary) into simple accessible language or pictorial form.

Inherent within this policy is the fact that no member of staff should raise his / her voice when dealing with children. There will be no shouting at children. Each member of staff should treat each child with respect and use appropriate language when dealing with children.

Beyond the classroom

Discipline around school is the responsibility of the whole staff. Teaching and support staff will deal with any situation as it arises. In the case of any serious incident, support staff will refer to the appropriate teacher. Overall we have a whole school approach to disciplining our children.

Lunchtimes

Lunchtimes are a time for socialising and playing. They are also opportunities for negative behaviour, falling out and arguments. If we accept that we are responsible for the child's whole day then we have a role in making the lunch break happier for the children. The following are some ways we seek to make lunchtimes a fun and safe part of the day.

- Regular contact with lunchtime supervisors, discussing progress and offering support.
- Involving the supervisors in children's games and activities – encouraging them to play with children.
- The yard to be divided into zones to enable activities to take place in designated areas.
- Children from the top class will be trained as 'playground leaders' to help the lunchtime supervisors in a variety of ways such as organising the play equipment.

Sanctions on the playground at dinnertime

- A child who breaks a school rule is given a warning.
- If the rule is broken again then the child is given a final warning.
- If the child continues to misbehave then they will be stood out in the 'time out zone' for 5 minutes.

Times when the class teacher needs to be informed

- If the child continues to misbehave after being stood out.
- If a child is rude or abusive to a member of staff.

Rewards during lunchtime

- Lunchtime organisers are to communicate to the class teacher which children have behaved well during lunchtime. Each class teacher will use this information when they award happygrams at the end of the school day. Lunchtime organisers will also award a certificate daily for good behaviour.

Misbehaviour which is in breach of child safety should be reported to a teacher or senior member of staff.

Supervision

Effective supervision of children will ensure reasonable and orderly behaviour. Teachers are on duty from 8.45am before school, and during break-times. Supervision of children in the hall during lunch-time is undertaken by Lunchtime Organisers under the supervision of the SLT. Members of staff supervise children from playground into the school after the morning break and lunch break.

Children are encouraged to walk in and around school quietly, in single file. It is important that children who are not walking or making excessive noise are challenged by members of staff or prefects. All adults have a part to play in ensuring an orderly and safe environment and that the school rules are kept.

Other movement through the building needs to be carefully supervised - coming into assembly, going into the hall for P.E., children lining up for lunch.

Children need to be reminded of these procedures on a regular basis.

Effective time management by all staff is vital. Being there to greet your class or group will ensure the children come in to start work calmly. All work and equipment should be organised prior to each session encouraging a prompt start to lessons and appropriate use of support staff.

Children should never be left in class on their own. If a teacher has to leave the class in an emergency, they should inform the teaching assistant or the teacher next door to cover for that brief period.

At the end of the day, all teachers should escort their class to the appropriate exit and teaching assistants should ensure that no children are left behind in the classroom.

School Trips and Residentials

A child's behaviour in the days and weeks leading up to a school visit off site, may cause concern and lead to the parent being spoken to about their child's participation on the trip. At all times the child's health and safety is of high priority and there may be instances when due to inappropriate behaviour, the school is not prepared to take them. In such rare cases the child will remain in school and be given an alternative curriculum.

Breakfast Club/After School Clubs/Activities

All school rules apply across the whole school day. If a child misbehaves while attending breakfast club or an after school club/activity, the parent will be informed that the child is at risk of being excluded from the club. The parent will be offered the option to remove their child voluntarily. However, if they continue to attend the club and poor behaviour continues, the school will inform the parent that their child is being removed from the club. In this instance if there is a charge associated with the club the parent will be reimbursed for outstanding sessions.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that the behaviour checklist is referred to daily. It is expected that their class behaves in a responsible manner during lesson time.

The class teachers 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.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from colleagues.

When an amber or red card is given, the class teacher must record this on to the school's secure monitoring system, CPOMs and include the detail of the reasons why.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker of LA behaviour support service.

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.

The Role of the Headteacher

It is the responsibility of the headteacher 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.

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.

When an amber or red card is given, the class teacher must record this on to the school's secure monitoring system, CPOMs and include the detail of the reasons why. The headteacher and deputy headteacher will monitor CPOMS for all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. If after an appropriate investigation a pupil is found to have made an unfounded serious allegation against a member of staff the pupil will be deemed to have committed an extreme case of misbehaviour which will result in the pupil being given a fixed-term exclusion or a permanent exclusion. All fixed term and permanent exclusions are in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.

The actions above are only taken after the school governors have been notified.

The Role of Governors

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

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.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

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

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. Parents are asked to inform the class teacher if home circumstances change and there may be an effect on their child's behaviour.

If the school has to use reasonable sanctions to punish 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. If the concern remains, they should contact the headteacher and school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Conclusion

The staff and headteacher monitor the effectiveness of this policy and, if necessary, make recommendations for further improvements. When an amber card is given, the class teacher must record this on to the school's secure monitoring system, CPOMs and include the detail of the reasons why. Records are kept as necessary but in particular of any pupil who is suspended for a fixed term, or who is permanently excluded. The governing body ensure that the policy is administered fairly and consistently. It is reviewed annually – or sooner if an incident arises that warrants such a review.

This policy also links with our Anti Bullying Policy, E Safety Policy, Safeguarding Policy and Child Protection Policy.

Document history

Date	Amendments
March 2015	Original documents
September 2016	Updated procedure with Good to be Green
January 2017	Updated school rules
September 2017	Reviewed Term Deputy Headteacher replaced with Key Stage Leader
April 2017	Reviewed Consequences and Amber card sections updated. School Trips and Residentials – Section Added Clubs – Section Added
September 2018	Reviewed
May 2019	Reviewed Good to be Green system updated
September 2019	Reviewed

September 2020	Reviewed
September 2021	Reviewed Further detail regarding recording on CPOMS when class teachers speak to parents regarding pupil behaviour.
October 2021	Reference to Positive Handling Policy added.
September 2022	Reviewed
September 2023	Reviewed
September 2024	Reviewed
May 2025	Reviewed Further detail regarding fix term and permanent exclusion added.

APPENDIX A

Housepoint System.

- Children are in one of four house teams.
- Points are awarded for good work and for good behaviour.
- House points will be collected each week by Year 6 prefects. Prefects will be responsible for collating the house points from each class.
- A trophy is presented to the winning house on Friday morning.
- Each term the weekly totals will be calculated and the winning house will have a treat. This treat will be organised by the teacher leaders of the house.
- Each house will have a 'non-uniform day' and extra playtime as a treat on the birthday of their saint.

APPENDIX B

Good to be Green

Each classroom has a 'Good to be Green' traffic light display for the children in that class. The display is a visual representation of the hierarchical sanctions written below. The children's goal is to always maintain their green status as this is a sign that their behaviour is meeting the expectations of our school.

Green Card

All children will have their name displayed on the green traffic light at the beginning of the morning and afternoon session.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child. This takes the form of a verbal warning where children are made aware that they are responsible for their own actions and that breaking rules will lead to a yellow card.

Poor behaviour should be dealt with following these stages:

Stage 1	Verbal Warning
Stage 2	2 nd Warning - Initials written on the board (the child is not spoken to) and a tick is put by the child's name or sad face (KS1)
Stage 3	3 rd Warning - A tick is put by the child's name or sad face (KS1) Child's name is moved to amber on the class traffic light. An amber card issued.

Amber Card

An amber card is issued when a verbal reprimand and reminder of expected behaviour has failed to have the desired effect. When an amber card is given then the pupil must move their name from the green traffic light to the amber traffic light.

An amber card is sent home to parents so they are aware of the behaviour, the class teacher will endeavour to speak to the parent. The amber card must be signed by the parent and returned to the Key Stage Leader at school.

A loss of playtime or lunchtime play will occur with the Key Stage Leader or member of the Senior Leadership Team. During the time staff will talk to the child about their behaviour allowing the child to reflect upon their behaviour and for them to seek a solution to this. Children may be encouraged to apologise for their behaviour verbally or write a written apology (if appropriate) Children may also come up with a consequence for their own actions which could include some service to the school. The child will also miss the Good to be Green playtime that week.

When an amber card is given, the class teacher must record this on to the school's secure monitoring system, CPOMs and include the detail of the reasons why.

Stage 4	If any child receives a second amber card within a week they will be sent immediately to Head teacher or member of the Senior Leadership Team. Playtime and /or lunchtime play will be lost. A second amber card will be sent home signed by the Head teacher or member of the Senior Leadership team. When an amber card is given, the class teacher must record this on to the school's secure monitoring system, CPOMs and include the detail of the reasons why. If an amber card is sent home for two consecutive weeks a meeting will be held between the child's parents and the class teacher or a member of the Senior Leadership Team to discuss the child's behaviour and discuss support and intervention going forward.
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Red Card

A red card is issued when a verbal reprimand and amber card have been given and the disruptive behaviour has not ceased, it may also be issued where a pupil is continuously refusing to complete their work. When a red card is given then the pupil must move their name from the green or amber traffic light to the red traffic light.

A red card is sent home to parents so they are aware of the behaviour, the class teacher will endeavour to speak to the parent. The red card must be signed by the parent and returned to the Key Stage Leader at school. The Headteacher or Deputy Headteacher will arrange to meet with the pupil's parents to discuss the behaviour and appropriate ways forward.

A loss of playtime or lunchtime play will occur with the Key Stage Leader or member of the Senior Leadership Team. During the time staff will talk to the child about their behaviour allowing the child to reflect upon their behaviour and for them to seek a solution to this. Children may be encouraged to apologise for their behaviour verbally or write a written apology (if appropriate) Children may also come up with a consequence for their own actions which could include some service to the school. The child will also miss the Good to be Green playtime that week.

When a red card is given, the class teacher must record this on to the school's secure monitoring system, CPOMs and include the detail of the reasons why.

Stage 5 If any child receives a red card they will be sent immediately to Head teacher or member of the Senior Leadership Team. Playtime and /or lunchtime play will be lost.

When a red card is given, the class teacher must record this on to the school's secure monitoring system, CPOMs and include the detail of the reasons why.

The Headteacher or Deputy Headteacher will arrange to meet with the pupil's parents to discuss the behaviour and appropriate ways forward.

However, there are certain behaviours which will result in a straight red card.

Straight Red Cards will be issued for:

- Physical assault
- Deliberate damage to property
- Stealing
- Leaving the school premises without permission
- Verbal abuse

This type of behaviour is rare and it is the responsibility of the Headteacher or the Deputy Headteacher to deal with. They will ensure that all incidents are recorded on to the school's secure monitoring system, CPOMs and include the detail of the reasons why. The Headteacher or Deputy Headteacher will arrange to meet with the pupil's parents to discuss the behaviour and appropriate ways forward.

Further incidents, in significant and serious cases, may lead to fixed term or permanent exclusion after consultation with the Governing Body and the LA. Parents have the right to appeal to the Governing Body against any decision to exclude.

N.B. Very serious incidents may result in the normal procedure being abandoned. Parents will be contacted to collect their child and take him/her home straight away.

The Headteacher and Deputy Headteacher will use CPOMs tracking to regularly monitor behaviour. Where this monitoring raises concerns, parents will be informed and may be required to meet with the class teacher and / or Headteacher.

Each week there will be an extra playtime for those children who have stayed on green all week. Children who have been issued an amber or red card will miss this playtime and will return to class to complete an educational activity. Green time extra play will be supervised by the Key Stage Leader or a member of the Senior Leadership Team.

APPENDIX C

Happygrams

Each day teachers will give out 5 Happygrams as a reward. These rewards are given to children who have behaved well all day and kept the school rules. Teachers are to record on a class list the children who have been given a Happygram. Once a child has earned 5 Happygrams they will be rewarded with a treat from the 'Goody bag.'

Each Friday the Headteacher will ask for all children who have earned 5 Happygrams to come into the school hall to have a dip in the 'Goody bag.' This bag will be filled with novelties selected by the School Council.

APPENDIX D

Class Points

This is an additional reward system in the structure of our Behaviour Policy. When staff witness good behaviour being displayed by any class, a class point is given as a reward and recorded on a class chart to be displayed at all times for members of the class to see. On achieving the class target of 20 class points an additional reward is to be given to the whole class. The class will decide upon the reward to be given by choosing from the following treats extra playtime, drink and biscuits, non-uniform day or watching a DVD.