

St John Fisher Catholic Primary School



ST JOHN FISHER
CATHOLIC PRIMARY SCHOOL

Behaviour Policy

Updated: Autumn 2025

Review: Autumn 2026



The
Pope Francis Catholic
Multi Academy Company

The mission of our school is: *"Let all that you do be done in Love."* – 1 Corinthians 16:14 and this resonates through everything we do at St John Fisher. (Appendix 2 explains this approach)

We are committed to providing an environment that is supportive of the emotional health and well-being of both children and staff. Staff receive training as appropriate to help pupils understand and manage their feelings and behaviour. When children feel good about themselves and have high self-esteem and self-awareness, we believe they will be motivated and equipped to:



- Be effective and successful learners.
- Make and sustain friendships.
- Deal with and resolve conflict effectively and fairly.
- Solve problems with others and themselves.
- Manage strong feelings such as frustration, anger, and anxiety.
- Be able to promote calm and optimistic states that produce the achievement of goals.
- Recover from setbacks and persist in the face of difficulties.
- Work and play co-operatively.
- Compete fairly and win and lose with dignity and respect for competitors.
- Recognise and stand up for their rights and the rights of others.
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

Policy Statement

The Behaviour Policy at is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of excellent behaviour and a positive ethos. All members of our school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as a basic requirement. We expect all members of our school community: staff, children, parents, governors, and visitors to uphold the values in this policy; this will be their response to the Catholic ethos of St John Fisher and in-keeping with the mission of our school

Behaviour Management System

Praise and Rewards

The school aims to encourage students to reach the highest standard of which they are capable. Praising students' efforts and successes has a strong motivational effect so that positive behaviour is instantly recognised and positively rewarded. Students' achievements are also celebrated through sport, art, music, and other extra-curricular activities.

We reward to:

Encourage an ethos where all types of achievement, whether it be academic, sporting, creative or social are openly recognised and valued by the whole school community to model and promote respect.

Develop self-esteem in individual students to develop confident, well rounded young people.

Recognise effort as well as achievement to model and promote understanding.

Rewards

Our whole school rewards include, but are not limited to:

- Raffle tickets in classes.
- Religious Order House Teams – Each child is part of an order.
- Rewards for the highest scoring house each term
- Playground Awards
- Reading Leaves
- Headteacher's Awards - recognizing extra effort in school.
- Attendance Awards
- Learner of the Week
- Sports Leaders
- Good news postcards sent home.
- End of year reports (Term 6)

Action	Sanction	Person Responsible
Classroom Children who are: not listening, calling out, talking at inappropriate times, not following instructions, incomplete class work, (examples but not exclusive to). Lunchtime: excluding children from games, putting peers down, lack of respect towards peers and staff, arguing about staff decisions, not following adult instructions (examples but not exclusive to).	1.) First reminder about learning behaviour in the classroom/ playground .	Class teacher
	2.) Second reminder about learning behaviour in the classroom/ playground for persistent behaviours.	Class teacher
	3.) 5 minutes of playtime missed.	Class teacher
	Child removed to work in alternative learning space for the remainder of that lesson and parents informed.	Class Teachers
	If occurs a second time in the day Child removed to work with member of Leadership Team for the remainder of that lesson and parents informed.	Headteacher Deputy /SENCO
	If occurs three times in a week Behaviour Report Card and parents informed.	Headteacher Deputy /SENCO
	Continuation of Behaviour Report Card and meeting with parents.	Headteacher Deputy / SENCO
Use of foul or derogatory language. <i>*Insulting protected characteristics (Sex, Race, Religion, Disability etc. will be treated as if physical force)</i>	One break time sacrificed: service to the school.	Class teacher
	Three break times sacrificed: service to the school.	Key Stage Leader Deputy Headteacher
	If this happens in two successive weeks: Parental Meeting	Deputy Headteacher
Causing deliberate physical damage to school or other property.	Service to the school by repairing what has been damaged. Parents informed.	Class teacher
	Contact with parents to inform them of further damage. Assessment of cost and invoice to parents.	Class teacher
	Internal or fixed term exclusion as assessed on severity of case by Senior Leadership Team. Risk assessment in place.	Headteacher Deputy Head /SENCO
	Fixed-term exclusion up to 5 days followed by reintegration meeting with parents.	Headteacher
	Repeated fixed term exclusions up to a total of 15 days followed by reintegration meeting with parents.	Headteacher
	Permanent Exclusion	Headteacher
Use of physical force to another child.	Attempt to reconcile with pupils	Playground – Supervisor Classroom – Class teacher, Key Stage Leader. Deputy / Head
	Remove from classroom or playground for fixed amount of time as assessed on severity of case.	
	If it occurs three times in a week – Parental Meeting	
	If it continues – Behaviour Report	Headteacher Deputy / SENCO Headteacher
	If repeated - Internal or fixed term exclusion as assessed on severity of case.	
	Repeated fixed-term exclusions	
	Permanent exclusion	
Use of physical force to a member of staff or other adult in the school.	Internal or fixed term exclusion as assessed on severity of case by Senior Leadership Team	Headteacher Deputy / SENCO
	Fixed-term exclusion up to 5 days followed by reintegration meeting with parents.	Headteacher
	Repeated fixed term exclusions up to a total of 15 days followed by reintegration meeting with parents.	Headteacher
	Permanent exclusion.	Headteacher

Early Years Foundation Stage (EYFS) and Nursery

In our EYFS and Nursery settings, we recognise that children are at an early stage of emotional and social development. The focus in these phases is on supporting children to understand and begin to regulate their own behaviour through modelling, positive relationships and the creation of a nurturing environment. We place a strong emphasis on co-regulation and teaching emotional literacy in age-appropriate ways. Formal behavioural sanctions as set out in the main behaviour system are not routinely applied in these phases; instead, any serious or repeated behavioural concerns are considered on a case-by-case basis. Responses will be individualised, developmentally appropriate, and designed in close partnership with parents and carers to ensure consistency and care.

Pastoral Support Framework: Sanctions

Any pupils engaging in inappropriate behaviour will be spoken to firstly by their class teacher or other adults responsible for the class or groups of children during that lesson. Children will be made fully aware why their behaviour is unacceptable. However, if the poor behaviour continues, the pupils will be reminded of the fair and consistent sanctions that will follow. Sanctions of whole groups for an individual's actions are avoided and all consequences are in proportion to the offending behaviour. Where possible children are encouraged to resolve disagreements themselves; staff are always on hand to provide support and promote the act of forgiveness.

Procedures for dealing with challenging behaviour.

It is the responsibility of class teachers to deal with minor incidents which occur in the classroom. More serious incidents can be dealt with by the teacher but should be shared with the Key Stage Leader and recorded on CPOMS. It is the responsibility of the Key Stage Leaders to monitor pupils' behaviour across the key stage and report any rise in incidents at weekly Leadership Team meetings. They will become involved if a student's behaviour is causing concern in a number of lessons. Members of the Leadership Team (LT) are available throughout the day to support where there is more significant disruption.

It is the responsibility of lunchtime staff to solve minor incidents that occur on the playground at lunchtime. If the incident escalates, senior lunchtime supervisors are expected to solve incidents. If behaviour is persistent, a member of the Leadership Team will become involved.

Unacceptable behaviour

We have identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse,

damage or theft to property belonging to another, bullying (including cyber bullying), harassment and all forms of prejudice-related behaviours (including bullying on the grounds of body image and other physical characteristics, homophobic bullying, racist bullying, faith-based bullying, ageist bullying, disability bullying and sexist bullying)

Bullying

Referrals for internal and external support

In cases where behaviour does not improve after a sustained period, a referral to external agencies including Behaviour Support Service, Education Welfare Service and Psychology Service will be considered and acted on where appropriate. In addition, we will provide support through the nurture programme, anger management, pupil support programmes, mentoring, counselling, and peer mediation.

Any sanction must be reasonable and proportionate in the circumstances. Account must be taken of the pupil's age, any special education needs, or disability they may have.

Children with particular learning difficulties or special needs

With children who have learning difficulties or particular emotional and behavioural issues, the SENCO will also be involved in advising the class teacher and Leadership Team. It may be felt appropriate that the agreed system of rewards and sanctions is not suitable for certain children and Individual Pupil Profiles will need to be created to show alternative strategies being used in line with the school's SEN policy. The involvement of outside agencies may then be considered with parental agreement.

The Headteacher and SENCO will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, the school's Safeguarding Policy will be followed. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is appropriate.

Fixed-term or permanent exclusion

In the event of a fixed-term or permanent exclusion, the Headteacher (or a member of the LT

deputising for the Headteacher) is the only member of staff who can sanction a fixed period or permanent exclusion. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Please see detailed information in the Exclusion Policy.

Power to Discipline beyond the School Gates

A child will be deemed to be acting as a member of the school whilst in school uniform and travelling to and from the school or as a member of a school trip. A child, whilst in school uniform, who is proven to have acted in breach of school expectations outside school will be considered as bringing the school into disrepute and sanctions will apply.

Screening and Searching

Legal provisions enable school staff to confiscate, retain or dispose of a pupil's property as a punishment and protect them from liability for damage to, or loss of, any confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated, the Headteacher or a member of the Leadership should be informed immediately. The property should be given to the Headteacher who will contact parents and invite them into school, to reclaim the item.

Teachers have the power to search without consent for items inappropriate for a primary school. If a search is to be conducted, teachers should refer to the Headteacher who will follow procedures in the DFE publication, 'Screening, Searching and Confiscation - guidance for school leaders, staff, and governing bodies. Parents will always be informed by the class teacher if their child has brought inappropriate items into school. If a dangerous item is brought in, the school reserves the right to involve the police.

Recording details of behaviour incidents

Minor incidents of disruptive behaviour within the classroom are recorded and monitored on a classroom level. Any trends in behaviour will be brought to the attention of the Leadership Team through documentation in CPOMS. All incidents of unacceptable behaviour are recorded on CPOMS and the Headteacher, Senior Assistant Headteacher and Key Stage Leader are tagged into every incident.

The Headteacher uses CPOMS to report on the type and number of incidents to the Local Academy Committee termly. This is monitored by the Committee Member responsible for Safeguarding. The school reports details of racist incidents in accordance with statutory duties to the governors and Local Authority.

Appendix

“Let all that you do be done in love.”



Love yourself.

- Come to school ready to learn each day
- Try your best in all that you do
- Forgive others

Love your school.

- Be loving and respectful to adults and children
- Be physically peaceful to all
- Look after school property

Love your community.

- Raise awareness of local issues
- Help and support those in need close to use
- Take pride in our Parish and local area

Love your world.

- Offer solidarity and charity to global issues
- Respect and love everyone and their differences
- Look after your environment as a Steward of the Earth

Expectations

- Good behaviour, courtesy and politeness are expected in school, to and from school and out in public.
- Full school uniform must be worn to and from school and on all school occasions, unless advised. All articles of school uniform should be clearly marked with the owner's name.
- Children must arrive on time to school and ready to learn. School doors open at 8.45am and the school day officially starts at 8.55am.
- Children arriving late to school will have to sign-in at the front entrance. The Pastoral Support Team will investigate persistent lateness or non-attendance.
- Children in Year 6 are allowed to walk home independently. If parents wish to grant this privilege, they must sign a permission slip. This right will be removed if deemed unsafe.
- Any mobile phones brought into school (Years 6 only) are to be brought to the front office by 8.45am and collected at 3.15pm. Any mobile phones found in children's bags will be confiscated by a senior member of staff and returned to a parent at the end of the school day.
- All children and adults are expected to show respect and care for all school property, children's individual property and the school grounds.
- False or malicious accusations against members of staff will be treated extremely seriously and will result in reports to the governors of St John Fisher Catholic Primary School and the Directors of the Pope Francis Multi Academy Company.

On entry to the school, parents sign a Home School Agreement, agreeing to support the whole ethos of St John Fisher Catholic Primary School. This is a binding contract and in signing it, it is expected that parents agree to the rules of the school.

Links to Other Documents

- Anti-bullying Policy
- E-safety Policy
- Online Safety Guidance
- Inclusion & SEND Policy
- Equalities Policy & Plan
- Safeguarding Policy
- Keeping Children Safe in Education (Sept 2023)
- Attendance Policy
- Exclusion policy
- DfE guidelines 'Screening and Searching'

Signed: Paul Higgins
Head teacher

Signed: Ian Courtney
Chair of Governors