



Saint John Vianney Catholic Primary School

Behaviour Management Policy

Consulted with staff	Feb 2023
Agreed by governor committee	Not applicable
Ratified by full governing body	

Behaviour Policy

“St John Vianney School is an academic community which is characterised by the Gospel Spirit of Peace, Justice and Love. All that we do and say in our school will be dominated by Jesus’ words “Love one another as I have loved you”. Our school rules are based on this statement and carried in “our hearts and our heads” and reflected in the life and work of our school”.

St John Vianney Catholic Primary School is committed to safeguarding and promoting the safety and welfare of all children and expects all staff and volunteers to share this commitment.

Jesus Christ said ‘Let the children come to me, do not hinder them’ (Matthew 19:14). As a Catholic school it is our mission to educate pupils in such a way that no matter what their abilities or background they may reach their full potential as human beings. We thus seek to overcome any hindrance that might prevent any pupil accessing the fullness of the curriculum, opportunities and activities we offer.

St John Vianney Catholic Primary School is committed to safeguarding and promoting the safety and welfare of all children and expects all staff and volunteers to share this commitment.

This policy describes the aims, principles and strategies for promoting good behaviour at St John Vianney Catholic Primary School. It is the role of all in the school community to create an environment in which learning and teaching can take place. Good behaviour enables pupils to feel safe and happy at school and allows pupils to make the most of the learning opportunities presented to them.

This Behaviour Management Policy has been written in consultation with pupils, parents/carers, governors and school staff, including teachers, learning assistants and lunch time supervisors.

○ **Purpose**

The purpose of this policy is to:

- Ensure high levels of good behaviour
- Provide a consistent approach in rewarding good behaviour
- Provide a consistent approach in dealing with unacceptable behaviour
- Ensure that behaviour does not inhibit or prevent the learning or well-being of pupils.

○ **Aims**

The aims of the policy are that all members of the school community:

- Know the behaviour expected of pupils
- Understand what is right and wrong
- Understand the Jesuit Values and Virtues and aspire to display them in their behaviour
- Promote self-discipline and an appropriate respect for authority
- Can work together, harmoniously, with others
- Develop a responsible and independent attitude towards their work and their behaviour towards others
- Achieve their potential in learning and in developing their full human potential.

• Underpinning Principles of Behaviour Management at St John Vianney Catholic Primary School

We believe that every child has a right to feel safe and to learn unhindered when at school. Behaviour management plays a key part in ensuring the ethos and atmosphere within the school enabling children to feel safe and learn unhindered.

Our Catholic ethos guides and informs the way we interact with children.

All of our interactions with children, staff and parents/carers are guided by our Catholic ethos and the Values and Virtues we aspire towards.

St John Vianney Catholic Primary School has adopted the Jesuit Values and Virtues of being:

- Grateful and generous
- Attentive and discerning
- Compassionate and loving
- Faith-filled and hopeful
- Eloquent and truthful
- Learned and wise
- Curious and active
- Intentional and prophetic

All pupils and staff are expected to uphold these values and to aspire to show them in their day-to-day life in school. Each half term, two of the values and virtues are taken as a focus for behaviour and pupils are encouraged to pay special attention to upholding these values during the half term.

We believe that every child is made in the image and likeness of God and, therefore, must be treated with respect and compassion. All interactions should allow the child and others within the school environment to retain their dignity. We believe that every person within the school setting has a responsibility and a right to use their God-given talents to the best of their ability, in order that they may meet their full human potential. We believe that, by saying sorry and reflecting on the impact of our actions, every child can be forgiven for making mistakes or wrong choices.

○ All behaviour is a way of communicating; staff will seek to understand what the child is trying to communicate and address it.

Children communicate their needs in many different ways. Behaviour is a key way that children express their needs, often without realising it themselves. Examples of this include children who are in need of greater attention who behave in a comical or 'silly' way to attract additional attention, or a child who finds the proximity of other children who are too close to them on the playground overwhelming and pushes them away.

All behaviour will be dealt with appropriately, within an appropriate timescale, but staff will seek to understand the cause of the behaviour and address it, seeking additional support in meeting the child's needs where necessary. Children will be encouraged and supported to recognise when and why they have behaved inappropriately and to find alternative, more appropriate ways of communicating their needs.

○ Children will be taught to expect high standards of themselves.

Whilst children will inevitably need support to adhere to high standards of behaviour at all times, the most successful behaviour management and preparation for adulthood is for children to develop the skills and motivation to have self-control and self-discipline. Children will be taught about the intrinsic benefits and rewards of good behaviour, as well as receiving awards and incentives for good behaviour and consequences for inappropriate behaviour.

- **school community will be treated in a respectful manner.**

It is expected that children will treat other children and adults respectfully. Equally, adults within school will treat pupils and other adults in a respectful manner. This means that when children have made a mistake or wrong choice, any consequences or reminders about behavioural expectations will be given firmly, but always respectfully.

- **Good relationships between staff and pupils are key to good behaviour.**

Pupils will always behave at their best when they feel valued and respected. Knowing each individual pupil well enables staff to deal with both good and inappropriate behaviour in a caring but firm manner with understanding, respect and humour.

- **Good behaviour will be rewarded; inappropriate behaviour will incur sanctions.**

Children will receive appropriate rewards for displaying good behaviour. This may range from a 'well-done' smile to house points to extra playtime. This is to encourage good behaviour to be repeated. If a child consciously makes a wrong choice or behaves inappropriately, sanctions can be applied to support children in learning and understanding that every action has a consequence.

When a wrong choice is made, the consequence is likely to be negative. Consequences will range in severity and may range from a frown to a verbal reminder of correct behaviour to missing part of playtime to more formal sanctions involving parents/carers.

Rewards and sanctions will always be proportionate. This means that the reward or sanction is appropriate to the behaviour, but also that consistent and sustained behaviour will result in more significant rewards or sanctions.

- **Children need appropriate behaviour to be modelled.**

Children learn most of all from the experiences they are exposed to. When adults and other children demonstrate appropriate behaviour, children are more likely to show good behaviour towards others. **All users of the school site will be expected to model appropriate and respectful behaviour towards others.**

- **Shouting will not routinely be used as a strategy.**

Shouting is not generally effective as a behaviour management strategy; instead firm, controlled speaking will be used most frequently to remind pupils of expected standards of behaviour. However, there may be times when shouting is necessary, for example in quickly gaining the attention of a child to prevent an accident.

- **Involving and communicating with parents/carers is vital.**

In order to ensure an effective and good working relationship between home and school, parents/carers should be informed of especially pleasing behaviour and any significant concerns over behaviour. Parental support in praising good behaviour and working to reduce undesirable behaviour is vital and will be expected. Therefore, parents/carers need to be made aware of the circumstances regarding any behaviour (good or poor).

- **Pupils must be supported to understand the consequences or impact of their actions.**

In order to understand why certain behaviour is good or undesirable, pupils will be supported to understand how their actions affect themselves and others. They will be asked to think about who has been affected by their actions, what the effect is and how this will make the affected person/people feel.

- **Pupils must be given the opportunity to 'fix' their mistakes.**

Once pupils have identified the consequences or impact of any undesirable behaviour, they will, as far as possible, be given the opportunity to 'fix' their mistake. Pupils will be given support to identify ways in which they can do so, for example, saying sorry or helping someone to clean up a mess, and then given the opportunity to carry out their ideas.

2.14 The Behaviour Management Policy sits alongside and works together with all other school policies.

Other policies that work alongside the Behaviour Management Policy include the Child Protection and Safeguarding Policy, Anti-Bullying, Special Educational Needs and Disabilities, Homework and Teaching and Learning Policies

3 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

4. Deliberately hurtful
5. Repeated, often over a period of time
6. Difficult to defend against

Bullying can include, but is not limited to:

Emotional: Being unfriendly, excluding, tormenting

Physical: Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial: Racial taunts, graffiti, gestures

Direct or indirect verbal: Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying: Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Child on child abuse and our details on preventing and addressing this is set out in our peer on peer abuse policy.

Home/School Agreement

The school implements a Home/School Agreement which is reviewed and renewed in the Autumn term each year. This agreement sets out the expectations and promises that are made by the school, the child and the parents to ensure that every child is happy, safe and achieving their best.

In signing this agreement all parties are agreeing to adhere to the principles and points set out in this policy.

4 Roles and Responsibilities

○ Pupils

- Know the rules and abide by them.
- Showing respect to members of staff and each other
- In class, making it possible for all pupils to learn
- Moving quietly around the school
- Following the instructions and direction of all school adults
- Trying their hardest in all lessons
- Treating the school buildings and school property with respect
- Wearing the correct uniform at all times
- Accepting sanctions when given and being truthful when they have done something wrong
- Refraining from behaving in a way that brings the school into disrepute, including when outside school

○ Parents/Carers

- Fully support the school in upholding the Behaviour Management Policy.
- Offer encouragement and praise to their child in adhering to the school's Behaviour Management Policy.
- Co-operate with teachers in dealing with unacceptable behaviour and rewarding good behaviour.
- Inform their child's class teacher of any circumstances that may affect their child's behaviour.
- As with all areas of school life, parents/carers should contact their child's class teacher in the first instance, should they have concerns or queries regarding their child's behaviour or the behaviour of others towards their child.
- Attend any meetings regarding their child's learning or behaviour.

4.3 Teachers & Learning Assistants

- Present themselves as good role models, treating each other, pupils and parents/carers with respect.
- Endeavour to foster good relationships with pupils built on respect and knowledge of individual pupils.
- Be calm and consistent in interacting with children, addressing inappropriate behaviour promptly and in a proportionate manner and identifying and celebrating examples of good behaviour.
- Listen to and take account of pupils' views and accounts.
- Investigate fully any incidents that are brought to their attention and endeavour to have resolved the incident before the end of the school day, as far as is practicable.
- Encourage and demonstrate the Jesuit Values and Virtues and the Catholic ethos of the school.
- Have and make explicit high expectations of children and support children in meeting these expectations.
- Seek to identify underlying reasons for inappropriate behaviour and support children in overcoming these.

- Provide an engaging curriculum that meets the educational, social, behavioural and emotional needs of all pupils.
- Ensure parents/carers receive appropriate information regarding their child's behaviour in a timely manner.
- Liaise with other members of staff, including staff from supporting agencies.
- Seek the support of and work with members of the Senior Leadership Team or the Learning Mentors where there are ongoing concerns or severe issues.
- Support and implement the school Behaviour Management Policy.

4.4 Lunchtime Supervisors

- Present themselves as good role models, treating each other, pupils and parents/carers with respect.
- Endeavour to foster good relationships with pupils built on respect and knowledge of individual pupils.
- Be calm and consistent in interacting with children, addressing inappropriate behaviour promptly and in a proportionate manner and identifying and celebrating examples of good behaviour.
- Listen to and take account of pupils' views and accounts.
- Encourage and demonstrate the Jesuit Values and Virtues and the Catholic ethos of the school.
- Investigate fully any incidents that are brought to their attention and endeavour to have resolved the incident before the end of the lunchtime, as far as is practicable.
- Communicate efficiently and promptly with class teachers to ensure they are aware of any significant incidents that have occurred at lunchtime.
- Support and implement the school Behaviour Management Policy.

4.5 Other adults working within the school environment

- Present themselves as good role models, treating each other, pupils and parents/carers with respect.
- Endeavour to foster good relationships with pupils built on respect and knowledge of individual pupils.
- Be calm and consistent in interacting with children, addressing inappropriate behaviour promptly and in a proportionate manner and identifying and celebrating examples of good behaviour.
- Listen to and take account of pupils' views and accounts.
- Encourage and demonstrate the Jesuit Values and Virtues and the Catholic ethos of the school.
- Communicate efficiently and promptly with class teachers.
- Support and implement the school Behaviour Management Policy.

Senior Leadership Team

- Support class teachers and other staff in managing behaviour appropriately according to the Behaviour Management Policy.
- Deal with severe incidents of inappropriate behaviour according to the Behaviour Management Policy

Headteacher

- Support all members of staff in applying this Behaviour Management Policy.
- Generally be involved in any severe breaches of the Behaviour Management Policy and rewarding exceptionally good behaviour.
- Work together with parents/carers in supporting children to meet the high standards of behaviour expected at St John Vianney.
- Inform governors of the effectiveness of the Behaviour Management Policy.

In the absence of the Headteacher, the Deputy Headteacher will act in her place.

4.7 Governors

Support the Head Teacher in ensuring that all members of the school community listen to and consider pupils' views and accounts.
Support the Head Teacher in implementing the school Behaviour Management Policy.
Support the Head Teacher in monitoring that the Behaviour Management Policy is implemented and upheld in managing incidents of inappropriate behaviour.
Serve on a Disciplinary committee as necessary or meet with parents/carers regarding incidents deemed as Level 5 or Level 6

1. School Rules

Our One School Rule is to live our lives by Jesus' words: 'Love one another as I have loved you,'

Restorative practice will encourage analysis of behavior through sub rules of :

- Be Kind
- Be Safe
- Be Fair

These three rules will be displayed in all classrooms and teaching rooms and in other communal areas, such as the hall, and the playground.

1. Non-negotiables

Within the expectations of these school rules, all children are expected to show the following behaviour at all times. Whilst there are other behavioural expectations, these non-negotiable expectations form the baseline of behaviour at St John Vianney. Any member of staff who does not see children displaying this behaviour will remind children of the expectations. Children will:

- actively listen when someone is talking to them, individually or as a group.
- wear school uniform correctly, e.g. shirts will be tucked in.
- arrive in, sit during and leave assembly silently.
- use 'please', 'thank you' and 'excuse me' when appropriate.
- walk inside the school building.
- stand aside to let others pass and hold doors open for adults.
- address adults by their name when talking to them, e.g. 'Yes, Mrs X.'
- treat property with respect.

2. Specific Rules within a given context

Whilst rules are kept to a minimum, there are some instances in which additional rules are necessary, for example to promote healthy practices and the safety of school users.

1. School Uniform

All pupils and parents are expected to abide by the School Uniform Policy. This includes pupils wearing long hair tied back and, if earrings must be worn, only one plain stud in each ear. 'Smart watches' may not be worn to school.

6.2 Mobile Phones

Mobile phones may be brought into school after May half Term Break by Year 6 children who walk to and from school without adult supervision. They must be handed in, switched off, to the school office and collected at the end of the day. Pupils are not permitted to use their mobile phone on-site during the school day. If a child is found to be using a mobile phone or other device in their possession during the school day, or if a child's mobile phone is disturbing lessons or used inappropriately, the phone may be confiscated. A parent or carer will be asked to collect the phone from a senior member of staff. The school cannot accept liability for any loss or damage to mobile phones brought on to the school site.

2. Other possessions

Any possessions brought in by children that are deemed by a member of staff to be disruptive, unsafe or inappropriate will be confiscated. A parent or carer will be asked to collect the item from the class teacher. The school cannot accept liability for any loss or damage to personal possessions brought on to the school site.

3. Searching pupils belongings

In line with Searching, Screening and Confiscation, DfE staff may search pupils' belongings under the following conditions:

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

3. Processes & Procedures

1. On the playground:

- There will always be at least 2 members of staff supervising playgrounds at playtime and lunchtime.
 - Children are encouraged to use the play time equipment at lunchtime on a rota based on year groups.
 - Ten minutes before the end of lunchtime, a bell/whistle is rung and the child from the rota-ed year group nearest a piece of equipment will tidy it away.
2. At the end of the playtime/lunchtime a bell is rung and pupils are expected to stand still and are then instructed to line up in an orderly fashion. A member of staff from each year group collects pupils from the playground and supervises them to enter the building where they will be met by another staff member who will direct handwashing. Entering the classroom at the beginning of the day and after lunch
- At the beginning of the day, pupils will be greeted to their classroom by a member of staff.
 - Pupils put their coat on their peg and their belongings in their drawer quickly and calmly.
 - Work will be ready for pupils to begin independently as they arrive in the classroom.

3. Moving around the school site

- All pupils and staff walk in the school building and will keep to the left in corridors.
- Pupils talk quietly whilst moving around the school site.
- Pupils greet each other, staff and visitors with a smile or verbal greeting.
- Pupils stand aside or hold the door open for staff, adults, visitors and each other and thank others when the door is held open for them.

4. Supporting Children to Develop Independent Appropriate Behaviour

Whilst many children will naturally rise to the expected standard of behaviour with clear expectations, encouragement, reward and sanctions, some children will find displaying consistent appropriate behaviour more challenging. This may be because of personal circumstances, interruptions in a child's emotional or personal development, special educational needs, or simply not yet having learned the skills to conform to certain expectations. At St John Vianney, we believe that all children should be given the skills and support necessary to reach the high standards expected of everyone in school. Class teachers and other members of staff will endeavour to support all children to develop independent strategies and skills to use in managing their own behaviour. In addition, St John Vianney offers a range of support for individuals and groups of children.

1. Teaching Assistants

The teaching assistants will support pupils in analysing their behaviour and developing the skills and strategies they can use independently to behave appropriately. Examples of this could include facilitating the Peer Mediator programme, understanding how a disagreement developed into name-calling and how the child could have behaved differently in a more positive way, to supporting a child in developing strategies to avoid 'calling out' in lessons, to working in groups to develop friendship skills.

2. Emotion Coaching

Staff are trained in Emotion Coaching principles. Staff will endeavour to respond to all behaviours by acknowledging the feeling a child is showing, working with the child to recognise that their feeling is valid and then supporting the child to demonstrate appropriate behaviour as a response to the feeling. This process may occur very quickly or over a period of time if the child needs more time to allow strong feelings to become manageable.

3. Outside Agencies

Some children may find behaving appropriately challenging because of a special need. If this is suspected or known to be the case and once other strategies and avenues of support within school have been tried, trialled and evaluated, the SENDCo (Special Educational Needs and Disabilities Coordinator), with parental consent, may refer the child to an outside agency such as SEMHL (Social, Emotional, Mental Health and Learning team) or the Complex Communication Team for advice or support.

5. Rewards

At St John Vianney we believe that children respond well to praise, and are more likely to develop consistent good behaviour when their efforts are recognised and appreciated. Good behaviour and effort will be identified and celebrated, with rewards being given as a 'well done' and to encourage the behaviour further and in the future. They will reflect the effort, consistency and context of the good behaviour. It is important to ensure that children who consistently demonstrate good behaviour are recognised as well as rewarding children who have shown a marked improvement.

At St John Vianney Catholic Primary we:

- Use praise generously with young pupils, but be inclined to be more discriminating with older Key Stage Two to that praise has a meaning and value.
- Catch the child being good and so deliberately look for good behaviour.
- Give praise early. Show approval early in the lesson so that the tone is set and then kept to, and so that typically well-behaved children are acknowledged.
- Avoid actions that could spoil the effects of praise. Sometimes it may be beneficial not to give a reprimand to a child, but to give praise to a child nearby who is working well.
- Ensure that praise informs by describing the behaviour you are praising. Non-verbal prompts may also be used to great effect.
- Praise for effort and social acts as well as academic achievement
- Use praise to communicate the message "I know you can do it!"
- Relay favourable remarks from other classes or adults.
- Be genuine.
- Some praise may be in private for a child who has reported a bully, or for a child who may become embarrassed.
- ♣ DO NOT shout unless it is absolutely necessary and do not use sarcasm

The House System

All children, on admission to St John Vianney, are allocated a house to belong to. The houses are: St George, St David, St Patrick and St Andrew. When a child has demonstrated good behaviour or effort, they are given a House Point which they then post in the House Points box outside the Head Teacher's office. At the end of the term, the house points earned throughout the term are added up and the winning house receives a treat.

Behaviour Charts

1. Early Years and Key Stage 1 and Key Stage 2

In Early Years and KS1 each class has a Good to be Green chart where every child starts each day on green. If a child has excellent behaviour, their name will receive a sparkly card and the child will be told why.

If a child makes a poor choice they will receive a yellow warning card. The child will be told why their name has been moved and that they now need to behave well enough to get their name moved back to green.

If a child breaches the behaviour policy in a serious way (for example, hurts another child) or continues to make poor choices in their behaviour, they will be given a red card and the child will be told why. Parents/carers will always be informed if their child has a red card and the reason explained.

At the end of the day, all names will be moved back to green and will be told that each new day is a fresh start.

2. Golden Time

Golden Time is used as a reward for the class as a group for their behaviour and effort during the course of a week. Golden Time consists of time that can be spent by children individually participating in an activity of their choice or in an activity that has been chosen by the class or the class teacher.

Golden Time:

- Is a class reward
- Can last for up to (and no longer than) 30 minutes.
- The teacher or learning assistant can deduct minutes (usually in 5 minute blocks) from the period of Golden Time during the week for unacceptable or undesirable behaviour. This may include not working at the expected standard, persistent talking, etc.
- Classes may be awarded lost time back (remaining within the 30 minute limit) by the class teacher or learning assistant if they have worked exceptionally hard or behaved very well.
- The class teacher or learning assistant may deduct minutes from or the whole period of Golden Time from individual pupils if their individual behaviour has been below the expected standard whilst the remainder of the class has continued to work exceptionally hard. This is at the professional discretion of the member of staff.

8.4.1 Tier 1 Rewards – these will be offered for general good behaviour and effort.

- Smile, thumbs up, non-verbal gesture indicating praise
- Verbal praise, such as 'well done'
- House points
- Stickers
- Class teacher's own reward (for example, pebble in a jar leading to a class treat)
- Moving to a higher level on the class behaviour chart
- Lunch Time Supervisor house points or praise stickers
- Year group allocation of play equipment/gym on a Friday

8.4.2. Tier 2 Rewards – these will be offered for consistently good behaviour and/or significant effort.

- Wow certificates
- Visit to Leader of Learning
- Choosing something from the 'Treat Box'
- Phone call home to a parent/carer
- Lunch Time Supervisor merits
- Extra playtime

8.4.3 Tier 3 Rewards – these will be offered for excellent behaviour and effort, consistently demonstrated or a sustained and significant improvement in behaviour.

- Visit to the Head Teacher or Deputy Head Teacher
- Head Teacher's sticker
- Letter home to parents/carers
- Class treats, e.g. movies and munchies afternoon
- End of term awards

Sanctions

When a child has not behaved as expected, they receive a sanction. Sanctions will be proportionate; the child will also be supported to make amends by doing something to 'fix' their mistake or reverse the consequences of their actions. For example, if a child is seen dropping litter, they may spend the next playtime tidying up the playground.

The sanctions listed are a guideline, however the member of staff dealing with the incident at each level will use his/her discretion and take into account the severity of the incident, the needs of the child and the context surrounding the situation when deciding what action to take.

3.

The behaviours listed below are not exhaustive and members of staff will use their professional judgment to establish which level the behaviour best fits. In making this decision, they will consider the context of the situation.

Members of staff will exercise their professional judgment in deciding how to impose the sanctions suggested. Sanctions do not need to follow in numerical order, but may be chosen because they are appropriate to the child, the context and/or the unacceptable behaviours.

Pupil Transition

During moments of transition, between years, key stages or school settings it is important that all information is shared with those who need it. Arrangements are in place as appropriate for teaching staff to share their knowledge and expertise with the child's next class teacher or setting.

For some children the transition arrangements need to be more specific. It may be that these children need more time to meet with the new teaching staff or require more in depth information sharing.

New pupils

On induction new pupils will be made aware of our one school rule:

'To love one another as I have loved you'

Restorative practice looks at analysing behavior in terms of:

Be Kind
Be Safe
Be fair

Pupils and parents will be made aware of the rewards and sanctions.

Staff Induction

New staff will be asked to read and sign the behavior policy making them aware of the rewards and sanctions.

Level 1 – Class teacher, learning assistant, lunchtime supervisor, learning mentor	
<ul style="list-style-type: none"> • Low level disruptive behaviour • Not adhering to the non-negotiables • Not trying their best • Not following instructions on the playground • Homework not completed/not completed to the expected standard • Work not completed to the expected standard within the child's ability 	<ul style="list-style-type: none"> • Non-verbal signal, e.g. frown, hand gesture • Verbal reminder • Moving child's name to amber • Moving child to another location within the classroom/on the playground • Keeping child in at playtime/lunchtime • Child will be asked to redo or improve their work
Level 2 – Class Teacher, learning assistant, lunchtime supervisor, learning mentor	
<ul style="list-style-type: none"> • Unkindness towards others • Repeated Level 1 behaviour • Deliberately rude or defiant behaviour • Repeatedly not following instructions on the playground • Moderate breaches of expected behaviour 	<ul style="list-style-type: none"> • Moving child's name to red • Keeping child in at playtime/lunchtime • Child will be removed from the class and expected to continue working away from other children
<ul style="list-style-type: none"> • Accidental or low-level loss of or damage to property, e.g. library books, through carelessness 	<ul style="list-style-type: none"> • Child will be sent to another teacher in the same phase to work in their classroom. • Child will have 'time out' standing still at the side of the playground (repeatedly not following instructions on the playground) • Appropriate opportunity to 'fix' the mistake • Parents/carers informed verbally. • Incident will be recorded on CPOMs (monitoring system)
Level 3 – Leader of Learning, learning mentor	
<ul style="list-style-type: none"> • Continued and repeated Level 1 or Level 2 behaviour • Substantial breaches of expected behaviour • Repeated or deliberate loss or damage to property, e.g. library books, reading books, etc 	<ul style="list-style-type: none"> • Child will be sent to the Leader of Learning for their phase • Class Teacher may request input from a Learning Mentor to support with ongoing or possible underlying issues • Class teacher will request a formal meeting with parents/carers • Child will go on report, with behaviour being monitored daily and parents/carers informed • Incidents will be recorded on CPOMs (monitoring system) • Payment to replace damaged/lost property

Level 4 – Head Teacher, Deputy Head Teacher	
<ul style="list-style-type: none"> • Racist, homophobic language or abuse • Swearing • Verbal bullying • Threatening behaviour • Serious breaches of expected behaviour • Continued or repeated Level 1, level 2 or Level 3 behaviour 	<ul style="list-style-type: none"> • Parents/carers will receive a letter (racist, homophobic, sexist remarks or abuse; swearing) • Head Teacher will report to Governors (racist or homophobic remarks) • Incident will be recorded on CPOMs (monitoring system) • Child will be sent to the Head Teacher or Deputy Head Teacher • Head Teacher will inform parents/carers of increased severity of child's behaviour • Head Teacher may request a meeting with parents/carers • Lunchtime detention with parents/carers informed that this has taken place.
Level 5 – Head Teacher, Deputy Head Teacher	
<ul style="list-style-type: none"> • Physical bullying • Violent/aggressive behaviour towards other children 	<ul style="list-style-type: none"> • Head Teacher will request a meeting with parents/carers • Incident will be recorded on CPOMs (monitoring system)
<ul style="list-style-type: none"> • Violent/aggressive behaviour towards staff • Damage to property 	<ul style="list-style-type: none"> • Head Teacher will report to Governors • Internal exclusion • Fixed Term Exclusion
Level 6 – Head Teacher	
<ul style="list-style-type: none"> • Serious breaches of the Behaviour Policy • Violent/aggressive behaviour of a serious nature • Extensive damage to property • Repeated serious violation of the Behaviour Management Policy 	<ul style="list-style-type: none"> • Permanent Exclusion • Head Teacher will request a meeting with parents/carers • Incident will be recorded on CPOMs (monitoring system) • Head Teacher will report to Governors

1. Exclusions

The school strives to support all children and parents/carers to prevent the need for exclusions. Unfortunately, there may be times when all other strategies have been exhausted or the severity of behaviour necessitates an exclusion.

2. Fixed Term Exclusions

Parents/carers will receive a letter informing them of the reason for the exclusion, the duration of the exclusion and the terms of the exclusion. At the end of the exclusion period and before returning to school, the child and parents/carers will be invited to a reintegration meeting to establish whether a pupil is able to return to school and expectations for the pupil's behaviour on their return.

Pupils receiving a fixed term exclusion will receive work to complete during the exclusion. It is expected that the pupil will return to school at the end of the fixed term exclusion with the work completed to an acceptable standard.

On reintegration

A timetable is considered reduced, when it consists of something less than that which is provided to the majority of the pupil's peers in that setting. The school will place a child on a reduced timetable in very exceptional circumstance. **timetable is considered reduced, when it consists of something less than that which is provided to the majority of the pupil's peers in that setting. As a rule schools are only permitted to provide less than full-time education, including placing a pupil on a reduced timetable, in very exceptional circumstances**

Commented [TM1]:

3. Permanent Exclusion

In the event that a permanent exclusion is deemed necessary, parents/carers will be informed of the right to appeal.

2. Safer Handling

Members of staff are trained in Safer Handling positive behaviour management approach. Safer Handling works on the principle that undesirable behaviour should be prevented, minimised and de-escalated. However, Safer Handling recognises there may be times when, for the safety of the child or other people around the child, controlled physical restraint may be necessary.

Safer handling holds will only be used when there is no other appropriate alternative and when:

- The child is in danger (this includes presenting a danger to him/herself through his/her actions).
- The child is posing a risk to the safety of others.
- The child is posing a significant risk to property.

Safer Handling will only be used by fully trained members of staff and all incidences of its use will be recorded on the CPOMs recording system.

Overview of Behaviour Police

Appendix

- Listen carefully and follow instructions.
- Show respect.
- Be supportive and kind at all times

Non-negotiables

Expectations for all children.

- Actively listen when someone is talking to them, individually or as a group.
- Wear school uniform correctly, e.g. shirts will be tucked in.
- Arrive in, sit during and leave assembly silently.
- Use 'please', 'thank you' and 'excuse me' when appropriate.
- Walk inside the school building.
- Stand aside to let others pass and hold doors open for adults.
- Address adults by their name when talking to them, e.g. 'Yes, Mrs X.'
- Treat property with respect.

Rewards

For a class:

Golden Time – rewards whole class for up to 30 minutes at the end of the week.

For individuals:



Tier 1 Rewards –for general good behaviour and effort.

- Gesture; verbal praise; house point; sticker; class teacher's own reward; moving to a higher level on the class behaviour chart; Lunch Time Supervisor praise stickers or house points.

Tier 2 Rewards –for consistently good behaviour and/or significant effort.

- Wow certificates; visit to Leader of Learning; choosing something from the 'Treat Box'; phone call home; extra playtime

Tier 3 Rewards –for excellent behaviour and effort, consistently demonstrated or a sustained and significant improvement in behaviour.

- Visit to the Head Teacher or Deputy Head Teacher; Head Teacher's sticker; letter home; class treats; end of term awards

Sanctions

Level 1 – Class teacher, learning assistant, lunchtime supervisor, learning mentor	
<ul style="list-style-type: none"> Low level disruptive behaviour; not adhering to the non-negotiables; not trying their best; not following instructions on the playground; homework not completed/not completed to the expected standard; work not completed to the expected standard within the child's ability 	<ul style="list-style-type: none"> Gesture; verbal reminder; moving child's name to amber; moving child to another location within the classroom/on the playground; keeping child in at playtime/lunchtime; child will be asked to redo or improve their work
Level 2 – Class Teacher, learning assistant, lunchtime supervisor, learning mentor	
<ul style="list-style-type: none"> Unkindness; repeated Level 1 behaviour; rudeness or defiance; repeatedly not following instructions on the playground; moderate breaches of expected behaviour; accidental or low-level loss of or damage to property 	<ul style="list-style-type: none"> Moving child's name to red; kept in at playtime/lunchtime; removal from the class; sent to another teacher; 'time out'; opportunity to 'fix' the mistake; parents/carers informed verbally; incident recorded on CPOMs
Level 3 – Leader of Learning, learning mentor	
<ul style="list-style-type: none"> Repeated Level 1 or Level 2 behaviour; substantial breaches of expected behaviour; repeated or deliberate loss or damage to property 	<ul style="list-style-type: none"> Sent to Leader of Learning; input from a teaching assistant; formal meeting with parents/carers and class teacher; report, and parents/carers informed; recorded on CPOMs; payment to replace damaged/lost property
Level 4 – Head Teacher, Deputy Head Teacher	
<ul style="list-style-type: none"> Racist, homophobic language or abuse; swearing; verbal bullying; threatening behaviour; serious breaches of expected behaviour; continued/repeated Level 1, level 2 or Level 3 behaviour 	<ul style="list-style-type: none"> Letter home (racist, homophobic, sexist remarks or abuse; swearing); Head Teacher will report to Governors (racist or homophobic remarks); recorded on CPOMs; sent to Head Teacher or Deputy Head Teacher; Head Teacher will inform parents/carers; meeting with parents/carers and Head Teacher; lunchtime detention with parents/carers informed
Level 5 – Head Teacher, Deputy Head Teacher	
<ul style="list-style-type: none"> Physical bullying; violent/aggressive behaviour towards children; violent/aggressive behaviour towards staff; damage to property 	<ul style="list-style-type: none"> Meeting with parents/carers and Head Teacher; incident recorded on CPOMs; Head Teacher will report to Governors; internal exclusion; Fixed Term Exclusion
Level 6 – Head Teacher	
<ul style="list-style-type: none"> Serious breaches of the Behaviour Management Policy; violent/aggressive behaviour of a serious nature; extensive damage to property; repeated serious violation of the Behaviour Management Policy 	<ul style="list-style-type: none"> Permanent Exclusion; Head Teacher with parents/carers; incident recorded on CPOMs; Head Teacher report to Governors

Appendix 2

Catholic Schools' Pupil Profile

As a Catholic School in the Archdiocese of Birmingham, we have embraced the Catholic Schools' Pupil Profile, which teaches the children a set of eight pairs of virtues to be internalised and cultivated - enabling them to grow in wholeness as fully rounded individuals in the image of God. The pairs of virtues are:

- Grateful and generous
- Attentive and discerning
- Compassionate and loving
- Faith-filled and hopeful
- Eloquent and truthful
- Learned and wise
- Curious and active
- Intentional and prophetic

At St John Vianney, we expect our children to be:

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, now and in the future... by encouraging them to know and be **grateful** for all their gifts, developing them to the full so that they can be **generous** in the service of others.

Attentive to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices... by promoting the practice of **attentive** reflection and **discerning** decision making: in teaching, in the examen, prayer and retreats; and through the practice and example of school leaders and staff.

Compassionate towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words... by being **compassionate** and **loving** in the way pupils are treated, especially when a pupil is in trouble; and by opening pupils' eyes to those who suffer poverty, injustice or violence.

Faith-filled in their beliefs and **hopeful** for the future... by passing on the living and **faith-filled** tradition of Jesus Christ; by having persevering **faith** in the pupils, and by encouraging them in turn, to have faith and hope in themselves and others.

Eloquent and truthful in what they say of themselves, the relations between people, and the world... by developing an **eloquent** language which pupils can use to understand and articulate their emotions, beliefs, and questions, encouraged by the example of their teachers to be **truthful** in the way they represent themselves and speak about the world.

Learned, finding God in all things; and **wise** in the ways they use their learning for the common good... by the breadth and depth of the curriculum; by excellence of teaching, and the creation of opportunities to become more **learned** and **wise**.

Curious about everything; and **active** in their engagement with the world, changing what they can for the better... by leading pupils to be **curious** about the universe and all human activity, and to take

*increasing responsibility for their own learning, and by providing opportunities for them to be **active** in the life of the school, the Church, and the wider community.*

***Intentional** in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others... by being a school community which is **intentional** in its way of proceeding to build-up quality of life; and which is **prophetic** in the way it offers an alternative vision of education and the human person rooted in the gospel.*

Each half-term the school focuses on a specific pair of virtues which are explored in greater depth through assemblies, RE lessons and classroom worship