



St. Ethelbert's Catholic Primary School and Nursery

Behaviour Policy

Date of Policy Issue: September 2025/August 2026

Name of Responsible Person : Mr S Marshall

Role of Responsible Person : Headteacher

Signature of Responsible Person : S Marshall

Signature of Headteacher

Signature of Chair of Governors

Date agreed:

Date to be reviewed: August 2024

Our vision for St Ethelbert's Catholic Primary School and Nursery is to be 'a school with High Expectations for All, in the Light of Christ'. All pupils will be given every opportunity to achieve their potential and encouraged to learn about and develop their hidden talents in order to reach high levels of achievement. All members of our school community will be fully equipped to meet all pupils' needs through appropriate professional development. St Ethelbert's will be an outstanding school.

'Every child at St Ethelbert's is to fulfil their academic, social, behavioural and emotional potential in the surroundings of a Catholic community, and in which each individual shares or respects the Catholic church and Christian way of Life.'

This policy aims to ensure that:

At St Ethelbert's Catholic Primary School and Nursery, we belong to a loving, welcoming, forgiving family that lives in the life of the Gospels. We are committed to treating each child as an individual, with consideration given to children with special educational needs or disabilities which may affect the way they behave. Our children are taught in the context of a diverse and vibrant Catholic community within the teachings of Jesus Christ and are witnesses to a Christian way of life.

We celebrate that St Ethelbert's Catholic Primary School and Nursery is a secure, happy school with high expectations. We embrace honesty, responsibility, respect, equality, tolerance and acceptance. We recognise that children have the ability to grow spiritually, emotionally, physically, intellectually and creatively and so will consequently, achieve their very best in a supportive environment. We believe that God is always with us in whatever we do.

Purpose

We believe that the actions and attitudes of children and adults should provide a safe and harmonious environment. This can only be achieved if the adults involved treat the children with respect, consideration and consistency, and in return expect respectful co-operation from the children. Our school values of Thoughtfulness, Inclusion and Knowledge underpin our Behaviour Policy, along with the Children's rights, as set out by UNICEF.

These expectations will be best met if the adults are generous with praise and sparing with correction. It is essential that at no stage should a child feel that he/she is unacceptable, but simply that their actions at that time are at fault. We teach and model forgiveness and recognise the importance of personal and social education as a means of promoting the values of mutual respect, self-discipline and social skills.

Day to day behaviour

Our pupils are taught to fully understand what is right and wrong, the behaviours that are expected from them and what is not. Throughout the year, children engage in different activities to understand this further, such as anti-bullying assemblies.

- Unless the weather is unsuitable, all children will play outside in their designated areas. After the first bell has been rung, children will stand still; after the second bell has been rung, children will walk back to their lines in silence. Teachers will then lead their own class back to their classrooms.
- Children should walk in corridors in silence.
- Children should listen carefully to adults and to each other.
- Children will take pride in their school uniform and always look presentable.
- Children will acknowledge visitors to their class, but remain on task.

- Children will never be left unattended or made to wait outside classrooms.
- Staff will ensure that children leave the building in an orderly manner at the end of the day.
- Children whose behaviour or language is unacceptable during playtime will be given 'time out' on a bench and receive a consequence for their behaviour from the SLT if necessary.

Through our school values of **Thoughtfulness**, **Inclusion** and **Knowledge**, we expect all children to:

- **Be thoughtful**
- **Make the right choice**
- **Take Responsibility**

Every class has a class behaviour chart system for rewarding children for independent qualities such as considerate behaviour, determination, showing initiative and following instructions. We use a signposted system of 'traffic lights' coloured gold, green, amber and red.

Gold is exceptional. Children will reach gold for demonstrating an ability to go above and beyond. Children awarded gold will have demonstrated clear and strong examples of the school values.

Green is good. Every child will start each session on green.

Amber is an indication to the child that their behaviour is a challenge to the learning environment in class or the safety and wellbeing of others in class.

Red is the indication that a child has behaved in a way that is very much against the school values. By their words or actions a child has acted against the standards that other children are living by and impacted severely on other people's learning, wellbeing or safety.

Gold (on the star)	• Child demonstrating outstanding behaviour for learning, will be moved to gold. • Child remaining on gold for the rest of the day will be sent a postcard home to share their achievement with their families.
Green	All children start on the green <u>every</u> session
Prior to warning being given – a verbal/nonverbal reminder.	• Child is reminded of our school rules. • Child is reminded of behaviour expectation. • Appropriate time is given for child to address low level behaviour.
First warning Amber	• Warning as above – reminder of school rule and the behaviour that is required to move back to green. • Child's moves name to amber. • Child is given an opportunity to address behaviour. If behaviour improves name can be moved back to the green. • Repeat of behaviour – child moves name to red. Examples of Amber behaviours: persistent low-level disruption, calling out, refusal to follow instructions, jostling in line, poking / pushing / shoving / elbowing/ ignoring warnings from adults.

Final warning Red	• Child moves name to red. • Child moved away from their table/group and given 5 /10 minutes reflecting on their behaviour, within the classroom. • Reminder given of school's rules and what is required to get back to green. • Incident logged in class green behaviour folder. • Child on red at the end of the day, or receiving a red for a more serious incident, to have a red note sent to parents/carers and logged on the school behaviour system. Examples of Red behaviours: repeat of amber behaviour, persistent high-level disruption in class, damage to property/environment. More serious red behaviour examples: Intentional physical violence (fighting using fists, kicking, slapping to face, biting/spitting in face), abusive language, racial abuse, homophobic abuse. Receiving a red note often results in the child speaking with a member of the SLT and receiving a consequence following their behaviour, depending on the incident.
Next Step - Repeat of behaviour	• Child sent to the Link Class for time out. Red note sent home. 10 mins - KS1 and 15 mins- KS2. Logged on school behaviour system.

Repeats of Bad Behaviour

- Child persistently on amber/red (i.e. rarely escalating to red note home) - parental meeting with Class Teacher and Phase Leader. SLT and SENDCO informed.
- Child receiving two red notes in a week or four over a half term – parental meeting with Class Teacher and Behaviour Lead. SLT to be informed.
- Child sent to a link class twice in a week or four times during a half term – parents meeting with Class teacher, Behaviour Lead/SLT.
- Parents of children giving repeated cause for concern will be invited to discuss the difficulties with the Headteacher, Behaviour lead and Class Teacher at a mutually agreeable time, and targets for improved behaviour will be set. Where appropriate, referrals to outside agencies will be made.
- Extreme difficulties in co-operation between parents, children and school staff will be referred to the Governors. Any incidents involving bullying, racism or homophobic behaviour will be logged and sent to the Governors and Local Authority.

Serious Behaviour

Sadly, there will be times when children are inappropriately behaved. Serious behaviour incidents include:

- Severe disruption of learning
- Behaviour that affects the safety and well-being of other children and adults e.g. damaging property, fighting, bullying, intimidating behaviour, swearing, spitting.

Such behaviour will involve escalation to a final warning, including being taken to the Headteacher's office and a strategy meeting arranged between Parent/Carer, the Headteacher and/or the Class Teacher. A consequence of the serious behaviour will be given to the child, for example, losing a playtime. In occasional cases the incident may be serious enough to warrant an exclusion being issued.

Positive Behaviour

At St Ethelbert's, we promote good behaviour to enable our children to form positive relationships, develop a strong sense of value and self-worth and develop a sense of belonging and community.

Staff should use positive reinforcement of the message that good behaviour (in the classroom, during sports lessons, in the corridors, lunch hall, or playground) supports excellent learning and achievement. To reward children who demonstrate this and our values, we use the following rewards:

- Classes use the DoJo system where children can earn points for positive praise throughout the day and week.
- Praise and other simple positive reinforcement strategies e.g. stickers.
- Responsibility in class and around school.
- Achievement awards and certificates shared in assembly with peers.
- Postcards sent home for exemplary behaviour.

Recording Behaviour Incidents

All behaviour incidents involving a red note or a consequence for a behaviour are recorded electronically on Pupil Asset, the school's behaviour recording system. This is reviewed weekly by the behaviour lead and any necessary meetings are arranged subsequently.

Investigating Incidents

Children have a great sense of justice and it is therefore only right that we listen to children who have been involved in an incident so that we can hear all sides of what happened. We use a process of Restorative Conversations. For minor negative behaviours (behaviours that are incidental and unplanned or mildly disruptive) in class or around the school building, an adult will respond with reasonable strategies and sanctions such as a dialogue about our values, a restorative conversation and an opportunity to quietly reflect in class. For behaviour specific to the playground, the following restorative questions should be used:

1. What happened?
2. Who was affected?
3. How did they feel?
4. How did this make you feel?
5. What should we do to make things right?
6. What choices need to be made?

(Please see Appendix 1 for full details)

It is essential to remind children of the importance of good choice making for behaviour and for teachers to investigate each incident, avoiding hearsay.

Child-on-Child Abuse

All members of staff at St Ethelbert's Catholic Primary School and Nursery recognise that children can abuse other children (referred to as child-on-child abuse), and that it can happen both inside and outside of school and online.

St Ethelbert's Catholic Primary School and Nursery recognises that child-on-child abuse can take many forms, including but not limited to:

- o Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- o Abuse in intimate personal relationships between children

- o Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- o Sexual violence and sexual harassment
- o Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- o Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- o Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- o Initiation/hazing type violence and rituals

- Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this child protection policy and [KCSIE](#) (in particular, part two and five).

- St Ethelbert's Catholic Primary School and Nursery adopts a zero-tolerance approach to child-on-child abuse. We believe that abuse is abuse and it will never be tolerated or dismissed as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; this can lead to a culture of unacceptable behaviours and can create an unsafe environment for children and a culture that normalises abuse, which can prevent children from coming forward to report it.

- All staff have a role to play in challenging inappropriate behaviours between children. Staff recognise that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved. For example, for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.

- St Ethelbert's Catholic Primary School and Nursery recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place, and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL (or deputy) about any concerns regarding child-on-child abuse.

- To minimise the risk of child-on-child abuse, St Ethelbert's Catholic Primary School and Nursery will:
 - o implement a robust anti-bullying policy,
 - o provide an age/ability appropriate PSHE and RSE curriculum,
 - o provide a range of reporting mechanisms, for example, worry boxes,
 - o dedicated safeguarding email for parents, children and community members which is monitored by DSLs (safeguarding@stethelbertsschool.co.uk)

- St Ethelbert's Catholic Primary School and Nursery want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying, and behaviour. Pupils who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

- Concerns about pupils behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with pupils and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies.

- Alleged victims, alleged perpetrators and any other child affected by child-on-child abuse will be supported by:
 - o This could include taking reports seriously, listening carefully, avoiding victim blaming, providing appropriate pastoral support, signposting to local/national support, working with parents/carers, reviewing educational approaches, following procedures as identified in other policies, for example, the school anti-bullying, behaviour and child protection policy, and where necessary and appropriate, informing the police and/or ICS.

Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. St Ethelbert's Catholic Primary School and Nursery will adopt a whole school approach to online safety which will empower, protect, and educate our pupils and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

St Ethelbert's Catholic Primary School and Nursery will ensure online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures, and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.

St Ethelbert's Catholic Primary School and Nursery identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate, or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- Contact: being subjected to harmful online interaction with other users. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (including consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

St Ethelbert's Catholic Primary School and Nursery recognises that technology and the risks and harms related to it evolve and change rapidly. The school will carry out an annual review of our approaches to online safety, supported by an annual risk assessment, which considers and reflects the current risks our children face online.

Cyber-bullying

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

As part of our online safety teaching and our RSE curriculum, the school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be.

Staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training. The school also sends information/leaflets on cyber-bullying to parents/carers so they are aware of the signs, how to report it and how they can support children who may be affected.

The headteacher will be informed of any online safety and cyber-bullying concerns by the DSL, as appropriate. The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing body.

The role of parents/carers

Good relationships with parents and carers are developed by keeping them well informed and by providing a welcoming atmosphere, which encourages parental involvement.

Early contact is made between school and home to discuss matters which affect a child's happiness, progress and behaviour. Parents are also responsible for ensuring that children attend school in good health, punctually and regularly (this involves taking holidays only out of term time).

Regular contact is maintained with the school so that family, school and the child work together as a team to resolve issues. Parents are expected to be realistic about their children's abilities and offer encouragement and praise. At home, parents / carers should take an active interest in their children's learning by giving due importance to homework, listening to reading and assisting in learning of times tables and spellings.

Parents / Carers are given opportunities to participate in discussions concerning their children's progress and attainments through Parents' Evenings throughout the year and at the invitation of the Class Teacher.

When children are wearing their school uniform, whether it is on a school trip, in the local community or online, the same behaviour expectation is held. Parents/carers should supervise their child to ensure behaviour is following the same behaviour rules as when the child is in school.

We operate an open-door policy and communicate with parents many ways including DoJo, telephone calls and emails. Teachers are available at the end of the day and SLT are on the gates greeting parents at the beginning and end of each day. However, if you would like to arrange a meeting with a member of staff, parents/carers can telephone or visit the office to arrange this.

Playtime and Lunchtime provision

At St Ethelbert's, we value the contribution made by lunchtime staff and expect our children to have high standards of behaviour during playtimes. Staff on duty at break and lunchtime supervise the children's behaviour and engage the children in play. Our staff use positive reinforcement and avoid negative language when speaking to the children i.e. 'I really like the way...', 'I'm impressed by your...'

If there are any instances of inappropriate behaviour during lunch/playtime, the TAs/Midday Meal Supervisors will follow the same behaviour traffic light system. Children on the red will be placed on a bench for a timeout (5mins for KS1 and 10mins for KS2). The lunchtime/playtime staff will record any instances of inappropriate behaviour in the playtime behaviour book and share this information with the Class Teacher at the end of play/lunch, who will then issue a red note to the child if necessary. This book will be monitored weekly by the Behaviour Lead, to identify any children that may need further support with behaviour choices.

If a child appears in the playground behaviour book twice in one week or four times or more over a half term, a parental meeting will be arranged by the Behaviour Lead.

At the end of playtime/lunchtime, breaktime staff and teachers ensure transition between the playground and classrooms are safe, quick, and quiet. Any incidents that take place during break and lunchtime, will be dealt with by the staff member on duty or SLT; children return to class ready to learn and no learning time should be lost.

For SEN children that struggle to regulate their emotional wellbeing during lunchtime, provision is in place which is managed by the SENCO.

Appendix 1 - Restorative Conversations

Investigating Incidents at St Ethelbert's - Guidelines for dealing with children

Children have a great sense of justice. It is therefore only right and necessary that we take time to listen to children who have been involved in an incident so that the picture we receive is a full one.

The basic questions are:

What happened?

Who was affected?

How did they feel?

How do you feel now?

How can things be put right - what choices need to be made?

The basic rules are:

One person speaks while everyone else listens.

All incidents need to be thoroughly investigated and recorded.

To allow children time to cool down after the incident and ensure that all sides are explored, children will fill in a 'Record of my Behaviour' form.

CHILDREN'S ARGUMENTS

When children argue, name call, or start a fight, there is generally a reason that has ignited the anger. It is our role as adults in the school to calm the situation and all children involved down. **It is not our role to take sides, nor to assume or to judge.**

WHAT ADULTS WILL DO:

- If an argument begins, take children away from any audience or send the audience away.
- Remind the children of the rules of listening and talking (one person speaks, everyone else listens).
- Children fill out a 'Record of my Behaviour' (Restorative Conversation) sheet, so they have a fair opportunity to explain things from their point of view. These sheets are held in the class Incident Folders.
- The role of the adult is to facilitate a discussion with the children using the basic questions above to structure the conversation.
- Let each child have their say and take notes as the children speak. As the children talk, the adult may ask them to repeat something so that notes are accurate. This will also give the adult an opportunity to clarify any aspect. Repeat for all children involved.
- Once everyone involved has had the opportunity to give their account of the situation any inaccuracies or mismatched ideas must be clarified, and the adult must take a lead on this through questioning. Should the children not agree on the events, time must be allowed for them to talk while the adult stands away. Children can then come back to the adult to share the agreed version.
- The adult must then run through the whole version of events and seek assurance from the children that what they are saying is accurate.
- At this stage children in the wrong are then spoken to about their actions and an appropriate consequence decided with the child.
- The Restorative Conversation must be recorded by the facilitator and given to the Behaviour Lead.
- Parents may need to be telephoned to inform them of the incident and to reassure them that it has been thoroughly dealt with and investigated. It will also be necessary to inform the parents if the children have received any consequences for their behaviour e.g., time out.

APPROPRIATE CONSEQUENCES

Appropriate consequences are:

- A verbal apology to the child
- A written apology to the child
- A job to do
- Missing some time from a playtime/lunchtime or an activity

INFORMING PARENTS

- Informing parents is the responsibility of the class teacher. Teaching assistants and Midday Supervisors are not to discuss incidents with parents, even in cases where they are known to each other.
- All children's parents must be informed (both the instigator(s) and the aggrieved child).
- On informing the parents, respect the privacy of the child and the parent by speaking quietly and not in front of others.
- Do not name the other child involved.
- Explain that the situation was investigated fully and resolved.
- This is a time-consuming exercise and should not be rushed. If an incident happens during the school day, it is suggested that break times and lunchtimes are used to solve difficulties.
- If it happens at the end of lunchtime, then it will be dealt with by a MDS or a member of the SLT so that the afternoon is productive and learning can take place.

A Record of My Behaviour

