



St John Bosco RC Primary School

With Jesus in our hearts, we love, pray, learn and play

Behaviour Policy September 2023

Our school Mission Statement states, “With Jesus in our hearts, we love, pray, learn and play.” All staff and children at St John Bosco RC Primary School will work together to ensure that our school is a safe and positive place to work, learn and play. This policy should be read in conjunction with the anti-bullying policy and the internet & e-safety policy.

Children have a right to an education (Article 28 UNCRC); a right to be the best they can be (Article 29 UNCRC) and a right to be kept safe (Article 19 UNCRC).

In order to create a secure, welcoming and inclusive school, all staff and children, with the support of Governors and parents will work together to promote:

- A community in which children and adults are treated with respect
- An environment which supports children’s learning
- Care and respect for our building and the property of others to keep each other safe

We will do this by following our 3 main rules:

- Be ready
- Be respectful
- Be safe

At St John Bosco’s, the Christian principle of Reconciliation is central to promoting good behaviour. Our children are encouraged to empathise and compromise with others and should feel welcomed back into the school community, following appropriate sanctions for unacceptable behaviour.

Creating a Positive Ethos

At St John Bosco’s we expect and reward high standards of behaviour and effort. Rewards include:

- Verbal praise
- Written comments on children’s work
- Public displays of children’s work
- Public acknowledgement in assembly of good effort, behaviour and attitude to work through Merit Certificates
- Privileges, such as being allowed to help staff with special tasks
- Sharing children’s achievement with other staff by sending work to them
- Award of merit stickers for good work and behaviour
- Verbal feedback and notes home to parents
- Going out for activities with adults, including gardening

Key language to be used consistently by all staff:

- Ready (for learning),

- Respectful,
- Safe
- Is that safe?
- Was that respectful?
- Which is the right choice?

Children should be asked to identify whether what they are doing makes them Ready? Respectful? Safe?

They are encouraged to reflect on their choices, rather than us telling them our view.

Staff will make reasonable adjustments tailored to specific circumstances for pupils with additional needs such as ASD.

Consequences

Low level behaviours in class which will lead to a warning.

- Talking whilst teacher is talking
- Messing around with objects
- Distracting others
- Talking when you should be working quietly
- Wasting learning time
- Disrespectful attitude (either speech or body language)

Low level behaviours during break time or lunchtime which will lead to a warning.

- Being inside when you shouldn't be
- Sitting on low fences
- Climbing up fence
- Dangerous use of equipment
- Disrespectful attitude (either speech or body language)

For low level behaviour the children will be told clearly:

“This is your first warning.”

If it continues:

“This is now your second warning.”

And then,

“You have had two warnings you are now in reflection.”

It is essential that all staff are clear about warnings and that consistent language is used.

If a child attends reflection 3 times in a week, parents will be contacted.

Serious, unacceptable behaviours.

- Fighting, pushing or hurting someone
- Swearing
- Refusing to follow adult's instructions
- Name calling* & "silent" bullying by social isolation / peer exclusion
- Going on a website/app that you haven't been given permission for**

These behaviours have no place in our school. No warnings are given for these things; children will immediately be given 3 reflections. Parents will be notified.

*This includes online bullying outside school times if evidence (eg a screenshot) is provided.

Child on child abuse - In particular staff are aware of the importance of challenging inappropriate behaviours, making clear that sexual harassment is not acceptable, will not be tolerated and is not an inevitable part of growing up or dismissed as "banter" or "having a laugh." Dismissing or tolerating such behaviours can create an unsafe environment and risks normalising them, leading to children not coming forward to report it.

Incidents arising from not following the computer and internet use agreement will be dealt with in line with this behaviour policy.

Serious incidents and racist incidents will be recorded on CPOMS. Incidents involving physical restraint will also be recorded on the serious incident report form (see Appendix 1), including any actions taken as a result of the incident. Physical restraint will be used in line with the DfE Guidance document, 'Use of reasonable force' 2013 (reviewed July 2015).

In exceptional circumstances a child may receive an internal suspension for persistent low level disruption which has a detrimental effect on the education and wellbeing of other children.

In exceptional circumstances, in line with Local Authority guidance on suspension and exclusions, a child may receive a fixed term suspension or permanent exclusion. In these rare circumstances, the school will seek the advice of the Local Authority and other support services.

Where poor behaviour takes place off site or on a school trip, children may be removed from the group, or in exceptional circumstances may be returned to school.

Reflection

Reflection takes place during break and lunchtimes and is supervised by a member of the teaching staff or SLT. Children are asked to reflect on their behaviour and identify how they can improve for themselves. Afterwards children are offered the opportunity to go out for fresh air before returning to class.

Additional Needs

Where a child has Special Educational Needs (SEN) or a disability, the above sanctions may be modified and supplemented where appropriate, for example pastoral support programmes, including Nurture groups or an Individual Education Plan. Support may also be sought from external agencies.

British Values

At St John Bosco School, we value the diversity of backgrounds of all pupils, families and the wider school community.

We uphold the following definition of British Values:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

Equality

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil or member of our school community and it helps to promote equality at this school.

Updated September 2023

To be reviewed: September 2025