



St Catherine's Catholic Primary School



Behaviour Policy

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St Catherine's Catholic Primary School

Mission Statement

At St. Catherine's, we shine bright by learning, loving, and caring in an environment where we feel safe, happy and confident. We believe everyone is special and made in God's image. We help each other grow and share our gifts to make the world a better place.

We believe in:

- being kind, respectful, and fair to everyone (service)
- living like Jesus in and out of school (honesty)
- celebrating everyone's achievements, big or small (inspire)
- nurturing our relationships with families, parish, and communities. (Nurturing)
- valuing our differences and learning from each other (Embracing)

We let our light shine brightly for all to see! Be who God wants us to be. Together, we can achieve and set the world on fire with kindness and faith.

Rationale

We see behaviour as communication and a chance to grow. Our approach is rooted in strong, caring relationships and an understanding that behaviour often reflects underlying needs. We focus on connecting with the child, over giving consequence, helping each child learn, grow, and thrive.

We use the principles of PACE—*Playfulness, Acceptance, Curiosity, and Empathy*—to build trusting, respectful relationships and create emotionally safe learning environments. These principles enable staff to meet children with understanding and consistency, especially during moments of difficulty or dysregulation.

Through the Zones of Regulation, we teach children to recognise, understand, and manage their emotions so they are ready to learn, build positive relationships, and make wise choices. Emotional regulation is not only taught but modelled daily by adults who nurture each child's development with compassion and high expectations.

Our ethos is lived through our SHINE values:

- Service: Helping those in need and caring for our environment.
- Honesty: When we are truthful and forgiving.
- Inspire: We inspire others to dream big.
- Nurturing: We help grow our minds and bodies.
- Embrace: We embrace our diversity, respecting each other's uniqueness.

Our behaviour approach is grounded in the belief that:

- Every child deserves to feel safe, valued, and included.
- Every behaviour communicates a need.
- Children need to be taught how to behave, just as they are taught to read or write.

- Behaviour support should address the underlying emotional or sensory needs, not just surface-level symptoms.
- Lasting change comes through relationships, trust, and restorative practice.

The aim of our behaviour policy is to uphold Gospel values in every interaction, to nurture children's ability to self-regulate, and to develop responsible, empathetic, and spiritually individuals who live out Christ's message of love.

SHINE – Our Core Values at St Catherine's Catholic Primary School

At St Catherine's, we encourage every child to SHINE by living out these values in all they do:

S – Service

Helping those in need and caring for our environment shows we are stewards of God's world.

H – Honesty

When we are truthful and forgiving, we shine like Jesus and show others how to make good choices.

I – Inspire

We inspire others to dream big; inspiration drives us to be role models and leaders so we can set the world on fire.

N – Nurturing

God nurtures us with His love to help grow our minds and bodies.

E – Embracing

We shine brightest when we embrace and celebrate our diversity; respecting each other's unique gifts and cultures, promoting unity.

Positive Behaviour at Our School – Living Our SHINE Values

At St Catherine's, we are proud to promote a positive and values-driven culture where all children are supported to 'let their light shine'. Our SHINE values – Service, Honesty, Inspire, Nurturing and Embracing – underpin everything we do. We use a consistent and caring approach to behaviour, built around high expectations and positive reinforcement.

Our Expectations for Behaviour

The children have worked together in house groups to come up with an agreed code of behaviour based around our SHINE values. These rules are our expectations of how children should behave in classrooms and around the school.

Our five **SHINE** expectations are:

1. Show respect to everyone you meet
2. Honest words, kind hearts
3. I listen to everyone
4. Notice those who need help
5. Encourage others to make good choices

Encouraging Positive Behaviour

We recognise and reward positive behaviour through:

- Verbal praise and encouragement to highlight achievements and reinforce kindness.
- Stickers, certificates, and 'SHINE' points to celebrate children who demonstrate our values.
- "PE Star of the Week" awards to recognise individual achievements and teamwork in physical education.
- 'Let Your Light Shine' award for children who exemplify our school's motto through living our SHINE values.
- Opportunities to serve as school councillors, Mini Vinnies, buddies, playground leaders, and Junior Joes, empowering children to be role models and leaders in our community.
- House group events, fostering teamwork, inclusion, and friendly competition.

Class Rewards and the Two-Step SHINE Chart

Each class follows a clear and consistent reward system, including a two-step SHINE behaviour chart. Every child begins the day on the first step. When a child actively demonstrates one of our five SHINE values and 'let's their light shine' they move to the second step. This encourages others to 'let their light shine'.

In addition to the class chart, teachers use a range of class-based rewards to celebrate effort and achievement. These may include:

- Verbal praise and certificates.
- Stickers and special responsibilities.
- whole-class treats or golden time.
- Class goals (e.g. marble jars) working towards a reward.

If a child does not follow the SHINE values, they will first receive a verbal warning. If the behaviour continues, they will be moved down on the SHINE chart. A discussion will then take place with the teacher at the next break time, after which the child will move back up the chart and have the opportunity to make a fresh start

SHINE Points (Whole School Recognition)

Children earn SHINE Points for demonstrating our core values throughout the school day. These can be awarded by any member of staff and are recorded both individually and as part of their Saints House Groups.

Individually, children work towards personal milestones and will receive a certificate in Star Assembly when they reach every 50 SHINE Points milestone, celebrating their ongoing commitment to living out our values.

Collectively, all SHINE Points contribute to our Shine ball, which track the achievements of each House Group. The total points for each House Group are shared and celebrated at the end of every term, promoting teamwork, pride, and a shared sense of community. The House Group with the most Shine points will receive a reward.

How SHINE Points are earned:

- 1 SHINE Point – For everyday good choices: reading records, kindness, effort in lessons, helping others.
- 2 SHINE Points – For going above and beyond: excellent work, values in action, homework, or achievements outside school.
- 3 SHINE Points – For truly shining behaviour: exceptional leadership, effort, or rare acts of kindness or responsibility.

This dual approach encourages both personal growth and collaborative success, helping every child to let their light shine individually and as part of our wider school family. (See Appendix I)

House Groups

All staff from Reception class to Y6 are members of our Saints House Groups, working alongside children to support whole-school activities and champion our values throughout the year.

House Groups also come together for special celebration days, values-based activities, and friendly team competitions such as Sports Day. These events build relationships, promote collaboration, and create memorable moments that bring our school community closer together.

Staff actively model our SHINE expectations and help foster a caring, inclusive environment where every child can feel part of something bigger, letting their light shine not just as an individual, but as valued members of a team.

St. Aiden	Miss Murray, Mrs Ahmd, Mrs Kearns
St. Bede	Ms Kalsi, Mrs Phillips, Mrs. Behrendt, Mrs Nixon
St. Cuthbert	Ms Thomas, Ms Lamb, Mrs Banks
St. Hild	Miss Barnes, Miss Calvert, Mrs Watkins

Resolving Difficulties

We have clear processes which are communicated to the children as to what happens when agreements are broken. This includes how a child can let someone know if an agreement has been broken, how children's thoughts and feelings can be expressed and how they will be heard. They will know what the adults will do in the moment to keep situations calm and safe, what might need to happen afterwards to keep things safe and to ensure that learning takes place following the incident.

Children and parents/carers should know that harmful behaviour is not accepted. Processes for responding to incidents should be clearly communicated and consistently followed. Action taken to repair harm, make and keep things safe and support future learning will, however, be different according to the situation and needs of the individuals involved.

Staff have clear guidelines on what steps to follow when inappropriate behaviours are seen in class. (See Appendix 2)

Restorative Conversations

We know that sometimes children will make mistakes, and we view these as opportunities to learn and grow. When behaviour falls below expectations, we use restorative conversations to help children reflect and repair. The restorative conversation is an opportunity for the individual to reflect on what has happened and why it occurred. More importantly it is also an opportunity to identify what the impact of their actions might have been and what they can do to put it right.

This discussion is based upon 5 key questions which are detailed below.

- 1) What happened?
- 2) What were you thinking at the time?
- 3) How did this make people feel?
- 4) What should we do to put things right?
- 5) How can we do things differently in the future?

(See Appendix 3)

This approach supports our mission to help children develop empathy, accountability, and strong social skills – always linking back to our SHINE values, especially Honesty, Nurturing, and Service.

Our approach is grounded in PACE principles (Playfulness, Acceptance, Curiosity, Empathy). This means we respond to behaviour with emotional warmth, curiosity about underlying needs, and a focus on building trusting relationships. Staff listen without judgement, helping children feel safe, understood, and supported in making positive choices.

By combining restorative practices with PACE, we help children develop self-awareness, empathy, and a strong moral compass, while also supporting their emotional development and mental wellbeing.

Zones of Regulation

Through our Ten: Ten PSHE scheme children learn to develop confidence in talking, listening and thinking about feelings, emotions and relationships. They will also learn techniques for self-regulation and control and then hopefully begin to use some of the strategies that they have explored.

Self-Regulation is an important life skill and encompasses:

- Self-control
- Resilience
- Self-management
- Anger management
- Impulse control
- Sensory regulation

Research has found that higher academic achievement is more likely when learning includes self-regulation components. Typically, children who can self-regulate will turn into teens then adults who can self-regulate. (See Appendix 4

Special Educational Needs and Disabilities (SEND)

We know that some children benefit from additional support to ensure that they develop a sense of connection and belonging and that they and their families are fully included in all aspects of the school life and community. Underlying needs are identified early, and best endeavours, reasonable adjustments and appropriate interventions are put in place which seek to meet the child's needs. In some circumstances, children benefit from adaptations and interventions to enable them to access a programme which focuses on their social and emotional development and well-being both within and outside the classroom. Through doing this we are able to support children to self-regulate and manage their own behaviour.

We make use of our purpose-built sensory room for any child who requires additional time out of class or support to help regulate. We create support plans which use relational skills to regulate children who are experiencing strong emotions in order to support them to calm, learn how to self-regulate and settle to learning. The plans also include how adults will support children in crisis situations in order to maintain safety and ensure that all children can learn.

We are aware that in today's classrooms, it is becoming increasingly common to encounter children who have experienced trauma and have unmet attachment needs. These children often require specialised support and understanding to thrive academically and emotionally. Staff have received training on using Dan Hughes' PACE model.

We make use of outside agencies such as the Speech, Language and Communication Team (SEMH), Social, Emotional and Mental Health Team (SEMH), Educational Psychologists and School Health to support the children who need some additional support with regulating their behaviours. In some cases, they are invited in to school to help with assessment, planning interventions and reviewing the next steps for these children.

Working together with parents and carers

We believe parents and carers have the right to:

- Be treated with respect.
- Be kept up-to-date about their child's progress and behaviour.
- Have concerns taken seriously.

We include, value and respect parent/carer perspectives. We believe parents/carers are the experts on their own child and are able to provide valuable support. We seek to be warm, welcoming and open and have clear, open channels of communication. We work with parents/carers to ensure they receive support and help if needed. Our parent support officer builds up strong relationships with families and outside agencies to help support those who need it.

Appendix

Appendix I **Shine Points**

Shine points will to be given out to each child. When we talk about expectations we are thinking of expectations for each individual child. We embrace our differences and different learning styles and therefore reward children based upon the expectations for each individual. To ensure there is equality for all we have a three-point system in place, so children understand why they receive their shine points and to what level they have 'let their light shine'

1 shine point for everyday good choices: reading records, kindness, effort in lessons, helping others.



2 shine points for going above and beyond: excellent work, values in action, homework, or achievements outside school.



3 shine points for truly shining behaviour: exceptional leadership, effort, or rare acts of kindness or responsibility.

At the end of a half term children with 50 or more house points will receive a certificate for their achievements.

Appendix 2

The four levels of consequences for inappropriate behaviour

Level 1 – A verbal warning is given when a child does not adhere to ‘Guidelines for level 1 and level 2 behaviours. The child is told why they are given a warning and given the opportunity to change unacceptable behaviour.



Level 2 – Second verbal warning is given if the child does not address unacceptable behaviours following a warning being issued. (see ‘Guidelines’.) Again, the child is told why they are given a warning and given the opportunity to change unacceptable behaviour. There are some behaviours that are deemed more severe and would require children moving straight to level 2



Level 3 – If a child is refusing to follow the class behaviour guidelines then their name may be taken off the SHINE behaviour charts. This action should be recorded on the school’s behaviour log, and on some occasions dealt with by a member of the Senior Leadership Team (SLT)



Level 4 – If the behaviour is deemed unsafe for either that child or others, or if they repeatedly do not follow the behaviour system then the child will be taken to the headteacher or a member of SLT.

Guidelines for level 1	Guidelines for level 2
Low Level disruption	Persistently not following level 1
Not following instructions	Insolence
Off task.	Persistent loudness, disruption in corridor, running in corridor.
Not listening respectfully to others	Persistent name calling
Lack of respect	
Poor work/presentation(deliberate)	Guidelines for level 3
Ridiculing another person	If child is given level 2 warning on a regular basis
Not keeping hands, feet and objects to self	Behaviour that is deemed inappropriate
Infringement of School Code of Conduct	Continued refusal to follow instructions or to co-operate
Infringement of Home School Agreement	Persistent lack of homework
Infringement of School Uniform Rules*	Lying
Lack of homework*	Answering adult back

	Contributing to rumours/gossip
*Teacher may communicate with parent/carer initially	
Guidelines for Level 4 Head teacher or SLT intervention	
Verbal abuse	Fighting
Refusal to follow staff instructions	Graffiti
If a child's name is being removed from class SHINE chart on a regular basis.	Bullying
Theft	

Appendix 3

Restorative Conversations

This discussion is based upon 5 key questions which are detailed below.

- 1) **What happened?** It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally important to give your account from your perspective without judgement.
- 2) **What were you thinking at the time?** This reflection helps the child to reconsider their actions and replay their thought processes.
- 3) **How did this make people feel?** It is important that the child has the opportunity to consider others and to think about the impact of their behaviour on peers who were worried, visitors who were shocked or other children who were scared for example.
- 4) **What should we do to put things right?** An apology should not be demanded. Ideally the child should come to this conclusion themselves. An apology may not be in a tone that you favour, however it is important you don't criticise. Accept the apology with enthusiasm and reciprocation.
- 5) **How can we do things differently in the future?** This is an opportunity to review what the child could do more positively to manage themselves and self-regulate should they find themselves in a similar situation in the near future.



St. Catherine's Restorative Conversation Record



Child's name _____ Date _____

Can you tell me what happened?

How were you thinking/feeling at the time?

How have you been feeling/thinking since?

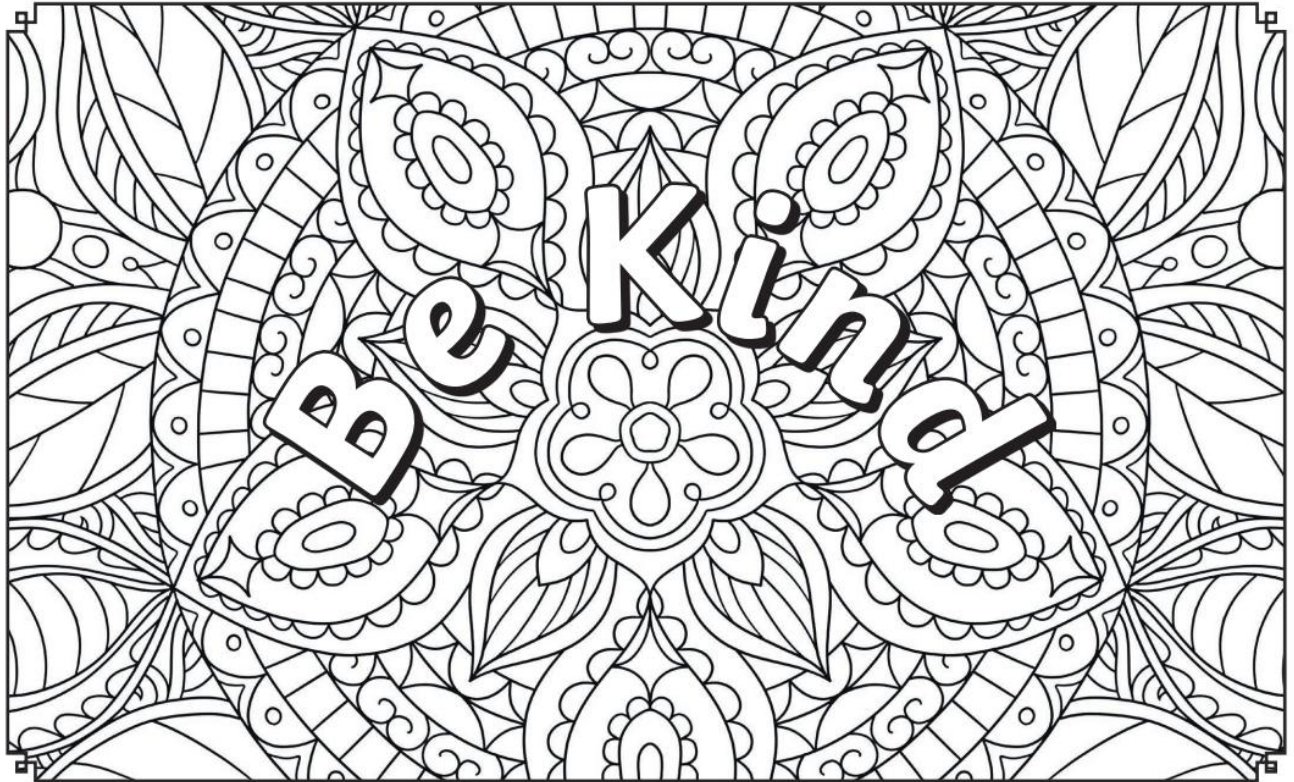
Who do you think has been affected by your actions? How were they affected?

What could you do now to help make things right?

What can we do to prevent this happening again in the future? How can I help you?

Which SHINE value did not live out? (please colour)

Service, Honesty, Inspire, Nurturing, Embracing



Appendix 4

Zones of Regulation

The Zones of Regulation are used to learn and practice social and emotional skills. This information sheet is intended for key people in the lives of the children in our school (teachers, coaches, parents, carers etc.) so that they understand the vocabulary children are learning and can reinforce it with the child. The Zones are used to teach self-regulation by labelling all the different ways we feel and states of alertness we experience into four zones. The Zones curriculum provides strategies to teach children how to become more aware of their emotions, improve controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

The Four Zones

- **The Blue Zone** is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored.
- **The Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. Being in the Green Zone will help the child be successful in the classroom.
- **The Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may

be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone. In school being in the yellow can be wonderful for competitive activities as experienced in PE for example.

- **The Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person maybe elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone. A person is described as “out of control” if in the Red Zone.

Tools and Strategies - children can develop a toolbox, which is a collection of calming and alerting strategies a child can pull from depending on the present need. The tools or strategies in the toolbox are calming or alerting techniques that help the child in regulation. Not all the tools can be implemented in a school setting.

LIST of possible tools to get back to Green.

For **the Blue Zone** – increase arousal:

- think happy thoughts: school ok
- talk about your feelings: school it's possible
- rub hands together: school ok
- run on the spot: in the corridor
- stretching or jumping jacks
- drink water
- bright lights

For the **Green Zone** – maintaining:

- keep your eyes on the teacher
- finish your work homework
- think happy thoughts
- be a good friend
- help others
- work hard
- smile

For the **Yellow Zone** – decrease arousal:

- talk to my friends: not during class times
- take 3 deep breaths
- do a wall push up
- use a fidget
- go for a walk
- take a break
- read
- slow movement
- heavy work to muscles
- soft lighting

For the **Red Zone** – decrease arousal:

- count backwards from ten
- Imagine you're in a different place
- take three deep breaths
- how big is my problem – the size of your reaction should match the size of the problem
- relax your muscles

- talk to an adult
- push the wall
- count to 20
- walk away
- STOP!