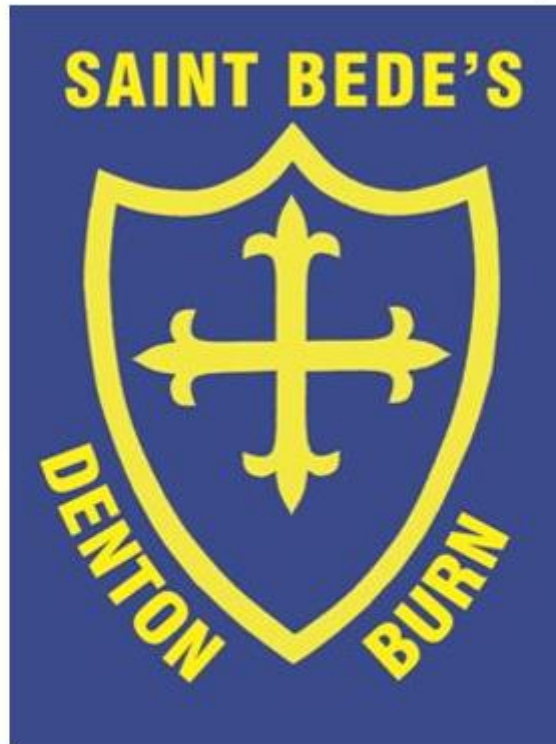


St Bede's Catholic Primary School



As one

we learn together,

play together,

pray together,

as one

Ethos and Behaviour Policy

Date reviewed: September 2025

Date of next review: September 2026



At St Bede's Catholic Primary School, we follow the principle that children have the right to learn and teachers have the right to teach.

St Bede's has high expectations of all pupils in order to create a safe, purposeful and productive learning environment where everyone can achieve their highest standards in all areas and be the best that they can be.

At St Bede's, there are three key rules 'Be Ready, Be Respectful and Be Safe' (taken from the work of Paul Dix and his book, 'When the adults change, everything changes'). These underpin how we approach all situations and are implicit in the interactions and conversations between adults and children.

Purposeful, respectful and safe behaviour is essential to ensure that our staff can teach and our children can learn properly. With this in mind:

- We expect teachers to be able to teach and children to listen carefully within lessons – if they do not we may ask them to move seating so that they are nearer to an adult or moved away from a particular group of children.
- We expect children to try their hardest and do their best in all activities – if they do not we may ask them to redo part or all of a task
- We expect children to show good learning behaviour – if they do not, or are disruptive, then we will give them a consequence such as missing some of their breaktime or lunchtime.
- If a child misbehaves repeatedly, we may remove the child from the class until s/he is regulated and is in a position to work sensibly again.
- We believe that it is important to involve parents as soon as possible when monitoring a child's behaviour – this will take the form of a phone call home or face to face discussion and if required regular contact to monitor the behaviour e.g. home / school book. A record of these discussions will be logged on CPOMS
- We understand that for some children, for example those with additional needs, there may be a requirement to develop an Individual Behaviour Support Plan to help to support the pupil towards behaving in a more appropriate and acceptable way.
- There is an expectation that, at the beginning of the school year, the class teacher works with their new class to create class rules based upon our school rules and mission. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of inappropriate or unsafe behaviour, the class teacher may sensitively discuss these with the class during the PSHE/RSE lesson.

The Role of Parents

All parents will be expected to sign a Home / School Agreement (to be sent home at the beginning of the academic year) which spells out what the school expects from pupils and parents. Within the Home / School Agreement there is a section which outlines what the school will do for the pupil. There is also a section of the home school agreement that is specifically for the pupil. Once the children are old enough to understand this process, they are asked to sign the agreement themselves. A copy of the Home / School Agreement is retained by school and a copy is given to the parents.

The Home / School Agreement is introduced to the parents when their child joins Reception class (or when they join our school if they transfer from another school). At this stage, only the parents / carers and School sections are signed. **Each year a reminder of the agreement is sent out to parents / carers and the pupil section of the agreement is discussed, using age-appropriate vocabulary, during the beginning of term in the new class. The Home / School Agreement form is**



then re-issued when the children move into KS2 (Year 3) and at this stage all three sections are completed.

We aim to build a supportive partnership between home and school and we will inform parents immediately if we have concerns about their child's welfare or behaviour. We operate an 'open-door' policy and encourage parents to contact the school if they have any concerns themselves and to clarify any information or concerns.

The Role of School Staff

At St Bede's, we believe that positive relationships are key to ensuring that children feel safe, respected and valued and therefore can learn effectively. Whole school consistency is essential in establishing a clear understanding on expectations, roles and boundaries.

We have a clear set of 'behaviour steps' which are shared with the children and are consistently used by all staff. Positive and respectful behaviour needs to be modelled and taught by staff, not all children have the consistency in their lives outside of school therefore we cannot expect that they will just know how to behave 'well'.

On the occasions that things do go wrong, we follow a model of restorative practice to help children to understand and learn from any unwanted behaviour.

Our behaviour policy is modelled on inclusion, hope, perseverance, healthy relationships and compassions. We have tried to embrace the ideas of getting the 'culture right' by thinking about:

- Consistent, calm adult behaviour
- Deliberate botheredness
- First attention for best conduct
- Relentless routines
- Scripting difficult conversations
- Restorative follow-up

Each day is a fresh start

At St Bede's we believe that each day is a fresh start and acknowledge that our first interaction with a child could be their first interaction with an adult that day or the first positive interaction that day. This could very easily set the tone for the day / lesson etc and could be the difference between a successful learning experience for a child or a negative one. With this in mind, we feel that it is important that we greet the children each morning as they arrive.

- Staff to greet the children as they arrive each morning, after break, after lunch
- Positive greetings / no reminders of previous misdemeanours (I hope that we are going to have a better day) – important to start the day positively and model this welcoming ethos to the children

Reinforcing Positive Behaviours:

Class Rewards

The focus is on positive behavior management and pupils being acknowledged and rewarded for good behavior. We have introducing a new system based on staff suggestions of a 'Wow Wall'.

- WOW Wall used to celebrate individual successes and should be specific to individual children as their personal 'wows' are very different.
- Photographs of children to be placed on the WOW Wall along with a post-it / acknowledgement of why they are there.
- This also supports the 'always children' and make sure that they are celebrated



- If a child has been placed on the WOW Wall for something that they have done, they cannot be removed if they later go on to do something inappropriate – this does not negate the good thing that they did and the incident will be dealt with separately.
- A child can have more than one WOW a day if appropriate
- Staff need to be aware and vigilant to ensure that they spot learning attitudes as well as behaviour
- Make sure that the behaviour highlighted / recognised raises the expectation of the class and is not something they can already easily do
- Use the WOW Wall to persistently and relentlessly catch learners demonstrating the right behaviours for learning and attitudes
- The WOW Wall could also sometimes be used to encourage a certain skill / behaviour

House Points

All children from Year 1 – Year 6 are organised into ‘House Teams’. House points are collected for good work and attitude to learning, good attitude towards home learning, etc. They are recorded by means of a class dojo system. Each week the house point totals for each team are submitted to the Year 6 House Captains to enable them to rank the weekly winners. Each term, the winning House Team will get an additional ‘fun afternoon’.

Managing Challenging Behaviour

The Class Teacher is responsible for responding to and managing poor behavior. Children should only be sent to the Deputy Head Teacher or Head Teacher if the incident is serious or it is repeated e.g. deliberate acts of violence.

Positive relationships are the key to positive behavior and we operate a THRIVE approach throughout school to support children with their behavior and managing their social and emotional needs. Mrs Howell is our SEMH Lead and she will provide additional support for individuals / small groups of children and guide / support staff in delivering specific programmes of support.

We acknowledge that there are some occasions when we are unable to deal with a situation in the ‘heat of the moment’ – the child is too emotionally charged and sometimes so are the adults. We need to create opportunities where we can step out and calm before readdressing. System are in place whereby a child can be sent to spend some time with another colleague or have time out in the THRIVE small room or in the foyer to allow the situation to calm down. The other member of staff will not address the situation just provide a calm space – we believe that it is very important that staff go back, once things have calmed, and address the situation calmly and appropriately with the child – strengthening the relationship and helping to resolve any difficulties.

Verbal warnings (given appropriately) should always be the first cause of action to enable a child to modify their behaviour (following the THRIVE approach). If a child continues to display the same behavior then a consequence will be given – this must be age appropriate and fitting to the scale of the behavior e.g. missing 5 minutes of breaktime / lunchtime (this must be supervised appropriately by the class staff) or having 5 minutes time out at breaktime / lunchtime. Clear and age appropriate expectations will be discussed and established with the class during the first few days of the school year and must be reviewed regularly to ensure that they are embedded.

Continued or repeated challenging behavior will be monitored and discussions with the SLT and parents will be involved from the outset.

Extreme behaviour, such as deliberate acts of aggression towards other children or staff members, are immediately be escalated to the SLT. Deliberate acts of violence or aggression will not be



tolerated and staff must immediately contact a member of the SLT to manage the situation. Parents will be contacted and appropriate support, sanctions or consequences put in place.

Deliberate acts are carried out when children are regulated – when they are in an emotional state to make a choice about their behaviour. When children are dysregulated, they must be provided with the opportunity to regulate (linked to their Individual Behaviour Support Plan) before the incident can be dealt with to avoid any further escalation.

Occasionally, and often linked to SEND or SEMH needs, a pupil may have difficulty with regulating anger and frustration. In the heat of the moment, a pupil may need to be given space and the opportunity to calm down and regulate before they are emotionally able to deal with a situation. As adults we need to help to facilitate this.

For some pupils, when they are dysregulated and are a danger to others, other pupils should be removed and space should be given – overcrowding at this point can escalate a situation – the pupil should be reminded of the information from their support plan e.g. going down to the Thrive space or seeking their ‘safe’ space / adult then given the opportunity to do so (sometimes this may be reminding them to do it then giving them the space and opportunity to do it themselves within a set time rather than demand that they do it immediately, as again this can escalate a situation). Once the child has accessed the ‘safe’ space and has calmed then the situation can be addressed and any relevant consequence or parent follow up

For some children, when they are a danger to themselves or to others, they may need to be safely removed from a situation – this may require a particular positive handling technique (information to be shared).

Behaviour Support Plans

In some cases, some children are unable to regulate their own behaviour and require additional support. Behaviour support plans will be developed with staff to ensure that individual needs are met and children and staff are well supported.

In some cases, some children find unstructured lunchtime challenging. In these cases, a modified lunchtime approach will be developed to help children and staff to feel supported.

Reward / Consequence Cards – to be handed out by all staff to any child in school (they are particularly used by lunchtime staff and staff wishing to reward someone who is not in their class)

- Green Cards are given for good behaviour, attitude, manners etc.
- Gold Cards can be awarded for exceptionally good behaviour or attitude. (Gold cards are worth 2 green cards)
- Red Cards will be given to pupils for deliberate bad behaviour, for example swearing or physical violence (each Red Card deducts the value of 3 Green Cards from the class score).
- Cards are stored in the class box and are counted up at the end of the week by the Year 6 helpers.

All members of staff, including Admin and lunchtime staff, can award reward / consequence cards to any pupil whom they see demonstrating such behaviour.

The KS1 and KS2 class with the most ‘points’ linked to green / gold cards will be rewarded with an additional playtime, supervised by the Class Teacher or Teaching Assistant, during one of the allocated morning sessions.

Children who receive a gold card during the week will be rewarded with ‘golden time’ session on a Friday afternoon (15 / 20 mins of golden time) – this will be supervised by the teaching assistants.



Postcards are sent home on a monthly basis to acknowledge positive behaviour or achievement. Staff to ensure that postcards are sent to the office each month to be addressed and posted home.

We follow the following behaviour approach:

Remind Regularly remind children of classroom and school rules
Verbal Warning Talk to child about the inappropriate behavior and provide opportunity for them to modify their behavior
Consequence If behaviour does not change, or is repeated, time will be taken from break time or lunchtime for a child to reflect on their behaviour
Sent to Mrs Young If inappropriate behaviour continues then the child will be sent to Mrs Young and a further consequence may be given
Parents Meeting If inappropriate behaviour still continues then the parents will be invited to school for a formal meeting and a further consequence may be given

