



St Christopher's Catholic Primary School

*At St Christopher's Catholic Primary School, we embrace each new day and live the Jesus way through:
Caring, Learning and Inspiring'.*

Behaviour Policy

September 2026

St Christopher's Spiritual and Moral Policy

This policy has been approved and adopted by the governing body and will be reviewed on September 2028.

Signed by the Chair of Governors: Mrs R Byrne

Signed by the Headteacher Mrs Nicola Harrop

Mission Statement

At St Christopher's Catholic Primary School, we embrace each new day and live the Jesus way through: Caring, Learning and Inspiring'.

At St. Christopher's Catholic Primary School we aim to make our school a happy, safe place to learn and work where all children are positively encouraged to try their best.

We believe that good behaviour for learning plays a vital role in raising the outcomes and expectations for all of our children.

We believe that procedures for promoting good behaviour should be consistent and fair, communicated in a manageable way and reported to parents as appropriate. Our policy will tell you the ways in which we do that.

All behaviour, both positive and negative, is a form of communication. Endeavouring to understand this communication is essential if we are to meet the needs of all learners.

Aims of our 'Good Behaviour Policy'

- To develop and promote good behaviour as an essential ingredient of our school ethos and values
- To ensure that children understand that good behaviour is expected of them by all staff and visitors in school.
- To use praise as an essential part of day to day activity in school
- To promote high self-esteem amongst pupils by promoting a culture of praise and encouragement in which all pupils can achieve.
- Be a happy and secure school based on Gospel values.

When implementing our 'Good Behaviour Policy' we will adhere to the Equality Act 2010, in respect of safeguarding and in respect of children with special educational needs.

Working Together

Good behaviour does not happen by accident. It is the responsibility of all those concerned with the school – children, parents, staff (including temporary staff) and governors.

A positive partnership between school and home is essential, as by working together we can encourage good behaviour.

Our vision and values, as stated in our Mission Statement, are at the core of everything we do and expect of each other.

We are all responsible for promoting good behaviour!

Children have a responsibility to follow our Core Values, supported by the adults.

Responsibilities of the Governing Body

- The monitoring and implementation of this Good Behaviour Policy and of the behaviour procedures at the school.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any behaviour data, in particular any bullying data to establish patterns and reviewing this policy in light of these.

Responsibilities of the Headteacher

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing body on the implementation of this Good Behaviour Policy.
- Keeping a report of all reported incidents, including which type of misbehaviour/bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Corresponding and meeting with parents where necessary.

Responsibilities of teachers and support staff

Teachers and other adults in school have a key role in ensuring that children are happy and safe in the school environment.

The role of the teacher is:

- To teach the children well and provide appropriate, engaging work.
- To provide a well organised classroom that promotes independent learning.
- To always treat all children fairly and justly – regardless of race, gender, religion, ability
- To be positive by praising and rewarding children for good work and behaviour.
- To use sanctions in a fair and consistent way.

- In terms of bullying: Being alert to social dynamics in their class, Being available for pupils who wish to report bullying, Providing follow-up support after bullying incidents, Being alert to possible bullying situations, particularly exclusion from friendship groups, Refraining from gender stereotyping when dealing with bullying, Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying and Reporting any instances of bullying once they have been approached by a pupil for support.

Responsibilities of pupils

- Being kind, caring, honest and respectful to others.
- Following school rules and listening to adults.
- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

Responsibilities of parents

Parents have a key role in ensuring that their child is successful and happy at school

by: • Supporting the Code of Conduct

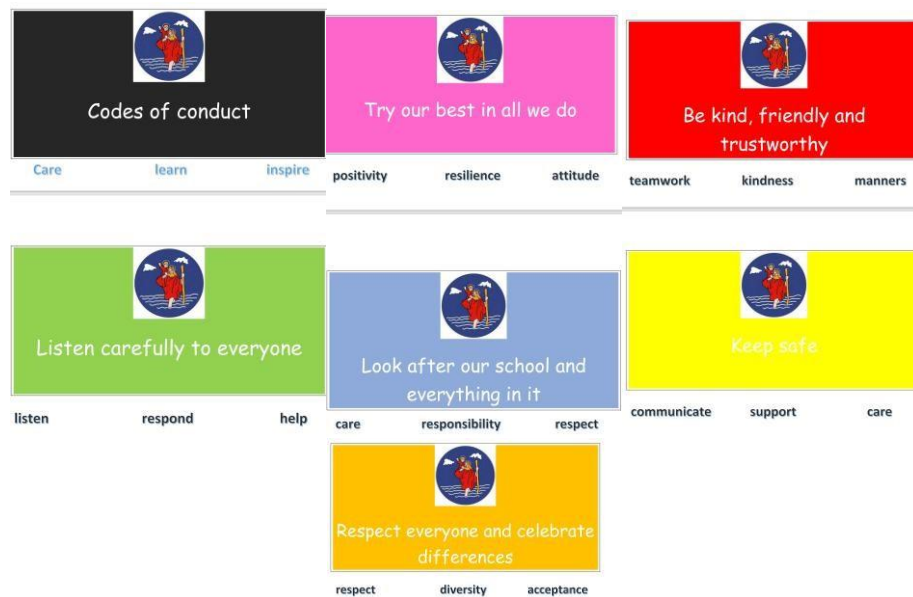
- Sharing concerns about the child's education, welfare and behaviour with the school
- Taking an active interest in their child's work
- Attending school functions, activities and parent/carer events
- Making sure that their child attends school and arrives on time
- Ensuring that their child wears the correct uniform
- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involved in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

In the event of a parent/carer requiring information or having concerns about their child, the first point of contact is the class teacher. Parent/carers should contact school to arrange a convenient time to see the class teacher. If further information is required or a concern cannot be resolved with the class teacher, parents can arrange to meet with the Deputy Head Teacher, Mr Lee or one of the Assistant

Headteachers: Mrs Baxter (Early Years); Mrs Chadwick (KS1); Mrs Cairns (KS2). Following this if the matter is still unresolved Mrs Harrop (Headteacher) should be consulted.

School Rewards

At St. Christopher's we believe that children learn by example, praise, reward and celebration. Good behaviour is encouraged through praise and reward. We have established codes of conduct to ensure everyone is aware of the expectations and how they can help make St Christopher's a happy and safe school. These are shown below.



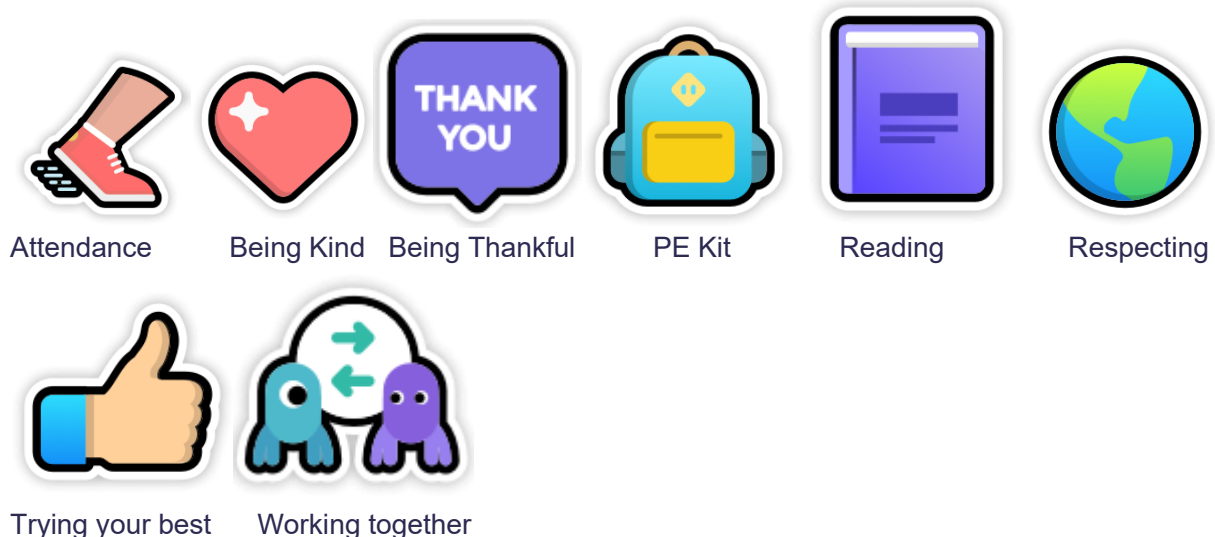
Encouraging and Rewarding Good Behaviour

These rewards encourage children to respect our core values

Class

- Lots of verbal praise
- Stickers and stars
- Celebration of good work through sharing and display
- Classes use the online Class dojos system.

Individuals are awarded dojos (points), one at a time, for a variety of good behaviours. These are linked to our school mission statement and priorities(See below).



Rewards follow the same structure for each class, however, the first four rewards differ slightly between year groups. They include rewards such as extra playtime or golden time, sitting on a chair at carpet time, juice and a biscuit.



- Marbles are awarded for whole class effort e.g. lining up, sitting sensibly in assembly and moving sensibly, as a class, around school. A full marble jar equates to a whole class treat.

Whole School

- Awards Assembly is held each Monday with a Star of the Week certificate and pencil presented to individual children.
- Caring Awards are linked to the focus from the previous week.
- We will share the children's successes with parents via our school twitter account or our Parents App and children can take their certificates home.
- Best attendance and best punctuality awards are also presented individually and to whole classes (see Attendance policy)

We keep our expectations high and children understand that we follow our core values without always needing a reward.

We all enjoy smiles or verbal praise!



Whole school rules for classrooms, the canteen, playground and corridor are displayed and used by the whole school can be found below.

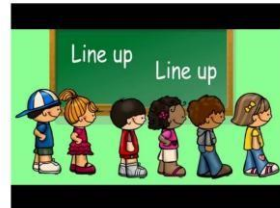
Playground rules

- Only go onto the yard if there is an adult there
- Look after equipment and put it away carefully
- Remember litter goes in a bin
- Look after friends and play together
- The grass can be used from March to October
- Stay out of the forest area, unless you have adult permission
- When the first bell goes stand still
- When the second bell goes line up
- Only one school football outside
- Respect everyone
- Ask an adult to come inside- you will need a pass.



Corridor rules

- Walk calmly on the left side of the corridor
- Ensure an adult knows where you are at all times
- When lining up, ensure you are stood quietly behind the person in front of you
- Walk up and down the stairs on the left
- When you have permission to go to the toilet, go sensibly and remember to wash your hands
- Ensure an adult is in class/ on the yard before going in/ out.



Classroom rules

- Only enter the classroom if there is an adult in class
- Always try your best
- Listen carefully
- Hands still and empty when listening
- Put your hand up to ask questions
- Be independent
- Think carefully
- Use an indoor voice
- Use kind words
- Ask to leave the carpet or your table when needed
- Try to use the toilet at break/ lunch time and if you really need to go during lessons, ask an adult and go sensibly
- If you go to a different class, knock and wait at the door until you are invited in
- Coats, bags, hats, gloves and scarfs are put away when you go into class
- Keep the classroom tidy
- No mobile phones.



Canteen rules

- Walk to the canteen
- Find a seat and sit down
- Wait for an adult to tell you to go to get your food
- Use your manners
- Raise your hand if you need an adult to help.
- Ensure rubbish goes in the bin.
- Use an indoor voice
- Food should be eaten in the canteen
- Walk out of the canteen



Unacceptable Behaviour and Sanctions

It is everyone's responsibility at our school to encourage good behaviour, however there are times when it is necessary to deal with regular or persistent misbehaviour by individuals or groups of children. Such situations are dealt with through a series of consistent and fair consequences and sanctions.

Classroom/Travelling around School

1. Verbal reminder, reminding children of the correct behaviour.
2. Name on board or similar principal (FS & KS1).
3. Tally line by names. Child to miss part of breaktime, lunchtime or equivalent.
4. Second line tally by name. Child taken to the year group class below for time out (minutes match child's age). This should be time to sit and reflect on their behaviour.

If needed, Nursery children will go into Reception.

Reception – Nursery

1M – RB	1O – RDH
2CM – 1M	2E – 1O
3B – 2CM	3E – 2E
4CP – 3B	4L – 3E
5D – 4CP	5S – 4L
6C – 5D	6H – 5S

If a teacher decides that a child should miss part of a playtime then that teacher must supervise the child for that period or the child should walk around with the adult on duty. Adults will use the Restorative Practice questions to enable children to reflect on their actions.

Playtime and Lunchtime (for Lunchtime also see 'Lunchtime Policy)

For minor incidents:

Begin with a verbal warning (which should be done in a calm manner). If a further reminder is needed:

- Nursery operate a "time out" system

- Children in Reception, KS1 and KS2 may then need to walk by an adult (or sit at the picnic table for time out, depending on circumstances) for no more than 5 minutes (time to think followed by a talk with the teacher on duty)
- For serious incidents, after an adult has tried to resolve the situation, send for one of the Assistant Headteachers/Headteacher (if neither is available then a member of the SLT). Children must not be sent into school unaccompanied by an adult if they are injured or very angry/upset.

Restorative Practice Questions to facilitate dealing with conflict

- What happened?
- What were you thinking at the time?
- How did you feel at the time?
- What have your thoughts been since?
- How do you feel now about what has happened?
- Who's been affected by what has happened and how?
- What needs to happen to make things right?
- What do you need in order to be able to move forward?

More Serious Incidents

There may be occasions when the above steps are inappropriate i.e. when a child refuses to co-operate or is verbally/physically aggressive or a threat to themselves or another. On these occasions, he/she should be taken to one of the Assistant Headteachers/Headteacher. These incidents will be recorded onto C-POMs (our online recording system) by the staff member and the member of Senior Leadership (SLT) who has dealt with the incident will add the actions.

If it is necessary for a child to be sent to the senior leadership team, as a result of their behaviour, the following will take place:

- Depending on the needs of the child and the situation, SLT will assess whether the child is calm enough to talk. If not, strategies will be used to help the child to regulate their emotions.
- SLT will use the Restorative Practice questions to enable the child to reflect on what has happened.
- Appropriate consequence/sanction will be given out and if appropriate, a way for the child to make amends will be agreed upon.

In **exceptional circumstances** it may be necessary to take further action to ensure the safety and wellbeing of children and staff, using the following processes:

- Contact Parents/carers
- Individual behaviour/reward system may be established
- The child may be placed onto a Report card for a week (Report card completed and signed daily by teacher and Headteacher). Home/school monitoring system with parents when necessary through sending home the card to parents/carers.
- Exclude the child for a fixed term, including lunchtimes (no more than 5 days)
- Exclude child permanently

By working together, we strive to maintain the overall high standards of behaviour in the school, such that we can ensure that "exceptional circumstances" are as infrequent as possible.

Supporting Good Behaviour

For children who find it hard to adhere to our school values, a Behaviour Plan will be written by the class teacher in consultation with the SENCO and parents/carers and a member of our Pastoral Team. The following strategies are suggestions which can be used by teachers/support staff to encourage good behaviour:

Whole Class

- Circle Time
- Brain Breaks
- Stories exploring feelings (bullying, name calling)
- Role play or model good behaviour
- Co-operative games
- Negotiated class rules (extra to those set out in the “Values” statement)
- PSHE/RSHE/RE Lessons

Small Group

- Work with member of Pastoral Team
- Small World Activities (FS and KS1)

Individual

- One to one with Pastoral Worker (Linked to behaviour plan or one-off incidents)
- Puppet to focus child's attention/act as a reminder
- Child sits next to support staff with quiet activity or withdraws for part of input/plenary
- Own place on carpet/chair during class input
- Photo stories demonstrating the child modelling good behaviour
- Time out (game/chat/walk/physical activity) at pre-arranged time or recognised “danger point”
- Visual prompts to the day's activities
- Social Story – photographs of good behaviour at home and out and about Anti-Bullying

Anti-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:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

Pupils who identify as or are perceived as LGBTQT

Prevention

- The school clearly communicates a whole-school commitment to addressing bullying in the form of 'Focus' weeks.
- All reported or investigated instances of bullying will be investigated by a member of staff.
- Staff will encourage pupil cooperation and the development of interpersonal skills using group and paired work.
- All types of bullying will be discussed as part of the curriculum.
- Diversity, difference and respect for others is promoted and celebrated through 'Focus of the Week' and PSHE/RSHE Topics.
- Seating plans will be organised and altered in a way that prevents instances of bullying.
- Potential victims of bullying are placed in groups with other pupils who do not abuse or take advantage of others.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and lunchtime groups.
- All members of the school are made aware of this policy and their responsibilities in relation to it.
- All staff members receive training on identifying and dealing with different types of bullying.
- A safe place, supervised by a teacher, is available for pupils to go to during break times if they wish to be alone.
- The adult supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- Pupils deemed vulnerable, as defined in section two, will meet with a member of the Pastoral Team to ensure any problems can be actioned quickly.
- Teachers will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.
- The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
- The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Staff principles

- The school will ensure that prevention is a prominent aspect of its anti-bullying vision.
- Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- Unpleasantness from one pupil towards another is always challenged and never ignored.
- Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.
- Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.
- If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.
- Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

Preventing peer-on-peer sexual abuse

- The school has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence.
- Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.
- Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

- The school's Child Protection and Safeguarding Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.
- To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.
- The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following: Healthy relationships, Respectful behaviour, Consent, Gender roles, stereotyping and equality, Body confidence and self-esteem, Prejudiced behaviour, That sexual violence and sexual harassment is always wrong, Addressing cultures of sexual harassment.

Cyber bullying

- The school has a Safe Use of the Internet Policy in place, which outlines the school's zerotolerance approach to cyber bullying.
- The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.
- The school will support pupils who have been victims of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.
- In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.
- If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.
- If a staff member finds material that they do not suspect contains evidence in relation to an offence, the headteacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to the school First Aider for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils

Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Sanctions

- If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- The headteacher informs the pupil of the type of sanction to be used in this instance and future sanctions if the bullying continues.
- If possible, the headteacher will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.
- The perpetrator is made to realise, by speaking with a member of the Pastoral Team (these meetings will be planned to occur on a regular basis), that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- Parents are informed of bullying incidents and what action is being taken.
- Staff (Class Teacher, Headteacher, Pastoral Team) informally monitor the pupils involved over the next...(time agreed in relation to the specific incident).

Support

- For a period after the initial complaint of bullying, a member of The Pastoral Team holds an informal discussion, on a weekly (minimum) basis, to check whether the bullying has stopped.
- If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- The victim is encouraged to tell a trusted adult in school if bullying is repeated.
- The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.
- The school, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.
- The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.
- The progress of both the bully and the victim are monitored by staff including Class Teacher, Support Staff, Pastoral Team and Headteacher
- One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.
- If appropriate, follow-up correspondence is arranged with parents at an agreed time after the incident.
- Pupils who have been bullied are supported in the following ways: • Being listened to • Having an immediate opportunity to meet with a member of staff of their choice • Being reassured • Being offered continued support • Being offered counselling, where appropriate
- Pupils who have bullied others are supported in the following ways: • Receiving a consequence for their actions • Being able to discuss what happened • Being helped to reflect on why they became involved • Being helped to understand what they did wrong and why they need to change their behaviour • Appropriate assistance from parents

- Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS.
- In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher will look to transfer the pupil to another mainstream school.
- Where a child has developed such complex needs that alternative provision is required, the pupil who has been the victim of bullying, their parents and the headteacher will meet to discuss the use of alternative provision.

Bullying outside of school

- The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.
- Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
- Where bullying outside school is reported to school staff, it is investigated and acted on.
- In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.
- The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil.
- If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

This Policy should be read alongside:

- Our school's Mission Statement and Values
- Equal Opportunities Policy
- Child Protection Policy
- SEND Policy

