

**Diocese of Nottingham**  
**...working in partnership with**  
**The Our Lady of Lourdes Catholic Trust**

**St Philip Neri with St Bede Catholic Voluntary Academy**  
**Policy Document**



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## Behaviour

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Written by:	Approved by:	Approval Date:	Review Date:
D. Steele	LGB	January 2024	January 2025

*This Policy should be read in conjunction with the school's Child Protection and Safeguarding Policy, Anti-Bullying Policy, Special Educational Needs, and Equal Opportunities Policy.*

As a Catholic School, we believe that everyone should behave in a way that benefits and reflects our Christian community. This results in children learning effectively in an atmosphere of mutual respect, safety and responsibility. The way of life and curriculum of our school enables our children to grow in every way to Christian maturity. The Catholicism of our school is more than its Religious Education policy: all that we do and teach is rooted in a religious understanding of life, based on the teaching of the Gospels.

We always try to be positive in our range of rewards and disciplines. It is our priority to ensure that every member of our school community feels safe, happy and valued and that each person is treated fairly. To achieve this, we promote good choices, which lead to effective relationships, so that everyone can support each other to work together, be happy and learn well.

At St. Philip Neri with St. Bede, we aim to develop a caring Catholic community based upon the life and example of Jesus Christ. It is through Christ's message of love and forgiveness that children, staff, families and governors preserve the distinctive Catholic ethos of our school. This is reinforced through our Mission Statement: *We keep Christ at the Centre of our Lives* where we encourage our children to "Think, Speak, Act" using Jesus as the example. To support our children to learn from Christ's example, we share Our School Virtues, which as displayed and referred to throughout the school. These Virtues are referred to regularly so that our pupils are constantly reminded of the standards that are expected of them.

### **Our School Virtues**

Our whole business in this life is to flourish by seeking to form our character through the pursuit of personal strengths called virtues. Excellence in all aspects of life is pursued by repeatedly performing particular virtues that build our character so that we become what we repeatedly do. As a school, we promote, refer to and reward our children's application of virtues in the hope that *doing good* and *being good* becomes habitual. This contributes to making our school a safe, happy and caring place for everyone.

*"Excellence is an art won by training and habituation. We do not act rightly because we have excellence, but we rather have this because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit."* (Aristotle)

<b>Our School Virtues</b>	
Faith	Courage
Hope	Solidarity
Love	Temperance
Justice	Sense

We help our children to become more virtuous by sharing the examples below:

### What does FAITH look like in St Philip's?

Pray with others, attend Mass and assemblies (Celebration of the Word), actively plan worship, contribute to worship, work on mission, take part in RE, be like Jesus (kind, thoughtful, thinking of others, charitable), forgive, say sorry, talk to God, trust God.

*"All things are possible for those who believe." Mark 9:23*

### What does HOPE look like in St Philip's?

Be prayerful, talk to God, believe that good things will happen, hold onto hope and pass it on to others, plan for a good future.

*"I have good plans for you" says the Lord, "I plan to give you hope and a good future." Jeremiah 29:11*

### What does LOVE look like in St Philip's?

Concern for others, unselfish acts, letting others play, using manners, playing with each other, using kind words, helping hands, listening ears, being a good friend.

*"We love because God loved us first." 1 John 4:19*

### What does JUSTICE look like at St Philip's?

See other people's point of view, be honest, trustworthy, kind. Know that everyone is equal. Voice when something or someone seems to be unfair. Understand what the world can look like for others, let everyone have an opinion, know St Philip's is fair, pupils get what they need and deserve.

*"The Lord does what is right and he loves justice. Honest people will see his face." Psalm 11:7*

### What does COURAGE look like at St Philip's?

Never afraid to try new things, to have patience and perseverance when trying a new skill, to have resilience when things go wrong and determination to keep trying. Take risks, stand up for others, speak out in class and assembly, contribute and make an impact.

*"Be strong and brave. Don't be frightened. The Lord your God will go with you. He will not leave you or forget you." Deuteronomy 31:6*

### What does SOLIDARITY look like at St. Philip's?

Team work – in the classroom and around school, working with our school council, chaplains, wellbeing ambassadors and eco-teams. Share ideas, talents, include everyone in everything, respect everyone. Be a good citizen.

*"In Christ, there is no difference ... You are all the same in Christ Jesus." Galatians 3:28*

### What does TEMPERANCE look like in St Philip's?

Show self-control of feelings, actions and thoughts. Remain calm, be patient, show strength of humility and forgiveness, live simply, love learning and have a sense of humour.

*"God gave us a spirit not of fear but of power and love and self-control" 2 Timothy 1:7*

### What does GOOD SENSE look like at St Philip's?

Have the will to do the right thing, be thoughtful and reflective, make the right decisions. Have practical wisdom and ask "What would Jesus do?" Think before speak and act. Be forgiving of others.

*"Good sense makes us slow to anger and it is His glory to overlook an offense." Proverbs 19:11*

### **Behaviour in Lessons**

In order for learning to be effective and use of lesson time maximised, the following responsibilities should be met.

#### **It is the responsibility of Teachers, including Supply Teachers to:**

- Set appropriate and challenging work for all children in the group;
- Respond to their pupils' needs where appropriate;
- Provide opportunities for children to be actively involved in their learning;
- Recognise and encourage achievement and success;
- Assess pupils' work regularly;
- Maintain a safe, orderly and calm classroom atmosphere.

#### **It is the responsibility of pupils to:**

- Complete their work to the best of their ability;
- Work cooperatively with others;
- Be prepared to ask for help when this is needed;
- Be prepared to wait their turn;
- Accept advice and guidance from the teacher;
- Carry out requests from the teacher.

## **It is the responsibility of parents to:**

- Be supportive of teachers;
- Send their child to school with the appropriate equipment;
- Ensure their child does not arrive too early in the morning or that they are collected too late in the afternoon;
- Ensure homework is completed and submitted on time. If homework is not understood by a child, parents should notify the teacher of this before the submission date;
- Report to the Deputy Headteacher or Headteacher with queries concerning behaviour;
- Have discretion when working with classes and in classrooms.

## **Meeting Children's Behavioural Needs**

Children who are showing difficult behaviour make particular demands on teachers and schools. These demands may include:

- Unpredictable behaviour, which can occur unexpectedly and may escalate into a crisis;
- Large amounts of time may be spent on one individual or a small number of children;
- Staff feeling challenged personally and professionally, causing situations of a stressful nature and affecting their self-confidence;
- Powerful emotional responses produced as a result of difficult behaviour.

In considering difficult behaviour, all staff at St. Philip Neri with St. Bede are influenced by its frequency and severity as well as the context in which it occurs. Difficult behaviour is often linked to other aspects of school, home or life in the community. Inappropriate behaviour can be linked to:

- Learning difficulties;
- Mental ill-health;
- Circumstances outside of school;
- School-based factors;
- Personality clashes;
- Relationships with other pupils;
- Appropriateness of the Curriculum/individual lessons;
- Medical conditions;
- Or a combination of the above elements.

In monitoring the frequency and severity of poor behaviour, staff should also look for the following characteristics in children:

- They believe themselves to be unsuccessful;
- They have difficulty in making and maintaining relationships based on trust;
- They show little control in unstructured situations;
- They lack motivation and are difficult to teach;
- They have established patterns of poor behaviour;
- They need contact with adults who can demonstrate that they are caring, supportive and reliable;
- They need to address their own feelings as well as their behaviour;
- They have little to show for their years at school.

## **Supporting Children with Behavioural Needs**

At St. Philip Neri with St. Bede, we encourage improvements in behaviour by:

- Expressing our faith and the religious teachings of the Catholic Church;
- Our low key responses to early signs of difficulties;
- Working in direct partnership with SENCo, Teaching Assistants, Support Staff, our Child and Family Support Worker, parents and external agencies, if applicable;
- Firmly helping pupils to take responsibility for the outcome of their behaviour;
- Being realistically selective about behaviour to focus on and behaviour to ignore;
- Maintaining a balanced view of a young person's behavioural range;
- Acknowledging relative improvements in a pupil's behaviour and building positive on these;
- Using our Dojo Reward System to good effect;
- Celebrating achievements with parents/carers in assemblies and sharing successes with the pastoral team.

### **Class Charter**

In order to encourage pupils to persevere, be generous, respectful and be responsible, each class will also have its own set of rules if deemed necessary. A copy of the Class Charter can be shared with parents upon request.

### **Rewards**

A child's reward within school is to receive the praise of their teacher and the acceptance of their friends. This includes non-verbal praise – through a smile, thumbs up or visual expression. We recognise that some children need more than just praise; some are in need of motivation to achieve.

### ***Collecting Dojos***

Where children exhibit positive behaviour, they will be awarded Dojos. Upon receiving Dojos, the pupils are able to "purchase" a range of items from the Dojo Shop. Each time a purchase is made, their Dojos are "spent". A "Dojo Menu" has been created to ensure the "value" of Dojos is consistent across school. Typically, a maximum of **three** Dojos will be awarded at any one time; three Dojos would be to reward something that was outstanding.

### ***Virtues tokens***

Where children are seen to be acting virtuously, this is acknowledge and rewarded with a **Virtues Token**. Children are then invited to *post* this token in their Class Virtues Jar. In return, the children receives a Class Dojo. At the same time, Virtues Jars are collected at regular intervals throughout the year; upon collection, the class with the most tokens are rewarded.

### ***Virtues Certificates***

In order to praise individual achievement, we hold regular Virtues Assemblies. During these assemblies, children receive individual praise in front of the entire school community for being demonstrating virtuous behaviour. Each child receives a certificate to record the happy event and parents/carers are invited to attend.

### ***Stickers***

To reward and recognise outstanding effort or achievement, pupils may be rewarded with stickers from their Class Teacher/Teaching Assistant or a member of the Senior Leadership Team.

## ***Foundation Stage***

Children are rewarded with Dojos, stickers, treats from the Dojo Box and certificates presented in the Virtues Assembly.

## **Sanctions**

Occasionally, children may not respond to the rewards system and their behaviour may need further support and intervention. If this is the case, the following graduated response is adopted:

### **1. Non-verbal Discouragement**

- 'The Look'
- Body Language

### **2. Verbal Warning and Reminder of Expectations**

- Discreet verbal reprimand using the 1-2-3 Magic Approach. At this stage, "1" and "2" would be used. "1" is a caution, "2" means last chance. *See Appendix for more information about 1-2-3 Magic and Behaviour Script*
- Comment on the standard of work – is it their best effort?
- Dissatisfaction expressed with reference to behaviour or work

### **3. Time To Think**

- If the "1" and "2" of the 1-2-3 Magic approach were not successful, the teacher will say "3" which will result in Time To Think
- Restorative repair: how can I put right what I've done wrong? This will include reference to behaviour, effort or attitude to learning. *See Appendix for more information about Restorative Repair*
- Actively put right the wrong after the agreed period of Time To Think, typically no more than 5 minutes

### **4. Buddy Class System**

- If minor, low level behavioural disruptions occur in class during lessons, then a child may be sent to a buddy classroom for a period of no more than 15 minutes. If they are sent to their buddy class, then they should have work to complete, which is linked to the lesson in class.
- The Buddy Classes are as follows:
  - Nursery and FS2KW
  - FS2KW and FS2NM
  - Y1JS and Y1LD
  - Y2RT and Y2JY
  - Y3RB and Y3AN
  - Y4DK and Y4BF
  - Y5VD and Y5SC
  - Y6HG and Y6LB
- After 15 minutes, the child should then return to their own class in the hope that they are able to continue with their lesson, behaving appropriately. Should there be further disruption, the child should be sent to their Key Stage Leader (FS Miss Wheatley; KS1 Mrs Taylor; KS2 Mrs Dickie) for a further 15 minutes. The child will then be returned back to their classroom. If the child continues to disrupt the lesson, they should then be sent to the Deputy Headteacher for a

further 15 minutes. Once returned after this period, the child will be sent to the Headteacher if they continue to disrupt.

## 5. Yellow Form

- The Headteacher or Deputy Headteacher may issue a Yellow Form to a pupil who demonstrates persistent low level disruptive behaviour or if a pupil is found to have acted in a way that has deliberately hurt another child several times on purpose. A child can be placed on a Yellow Form for up to five days. During this time, they do not spend playtime or lunchtime with their peers and cannot collect Dojos or rewards. At the end of each of the days, the Headteacher or Deputy Headteacher will sign the Form if the child has had a good day. Parents then sign the form to show that the child has behaved well at home too.
- A Yellow Form is removed when the child obtains two signatures each day for five days (or the agreed number of days).
- Behaviours that could lead to a Yellow Form being issued include any instances of: rudeness, violence, dishonesty, swearing, refusal, damage, stealing, racism, sexism, ageism, homophobia, bullying/cyberbullying, discrimination, disruption. These incidents will be recorded on CPOMS and SLT will be alerted.
- If a child is issued with a Yellow Form, this may trigger the need for an informal meeting with parents and the teacher where a Behaviour Management Plan may be drawn up. A member of SLT or the SENCo may be involved in this meeting.

## 6. Red Form

- When placed on a Red Form, a child loses all privileges.
- A meeting will be held between the Headteacher and parents.
- A Behaviour Management Plan will be agreed between the Headteacher and Parents.
- A pastoral plan may be drawn up to support the child in his/her behaviour modification.
- The involvement of external agencies may be requested to review the education plan to avoid exclusion.

## 7. Fixed Term Exclusion

## 8. Permanent Exclusion

**If there is an incident or incidents which are concerning or require a quick response, then the Deputy Headteacher or Headteacher should be sent for immediately.**

### Drug and Alcohol Related Incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medicating during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping by a parent or responsible adult. **Children should not bring medication into school themselves.** Any medication needed by a child while in school must be taken under supervision of a teacher or other adult employee.

Any misuse of substances such as glue, solvents or alcohol will be taken very seriously. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. The child will not be



readmitted to school until their parent or guardian has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated, the child will be permanently excluded and the Police and Social Care will be informed.

If any child is found to be suffering from the effects of alcohol or other substance, arrangements will be made for that child to be taken home and an investigation conducted.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils, the child will be permanently excluded from the school. The Police and Social Care will be informed.

### **Prohibited Items**

The following items are prohibited and should not, under any circumstances, be brought into school:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette products, including e-cigarettes;
- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the school rules, which has been identified in the rules as an item which may be searched for.

### **Confiscation of Prohibited Items**

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

The Headteacher and staff they authorise have a **statutory power to search a pupil or their possessions** where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

### **Malicious Allegations**

Disciplinary action will be taken against pupils who make a malicious accusation against a member of school staff. If an allegation is determined to be unfounded or malicious, Social Care will be informed and/or the Police will be contacted to see whether any legal action should be taken against the individual concerned under the *Protection from Harassment Act 1997*. In the case of malicious allegations against the Headteacher, the Local Authority Designated Officer, Cheryl Stollery, will be contacted.

## **Physical Intervention**

As a school, we strive to use a range of strategies to deal with all situations but as a last resort, physical intervention may be necessary. Physical intervention must only be used in the best interests of, or out of necessity for, the child. Any physical intervention must be reasonable and proportionate to the circumstance and always be conducted in relation to the child's age, gender, size, health stage of development and other relevant factors. Parents will always be informed if physical intervention on their child has been necessary.

## **The Law of the Land**

Please also note that the law of the land applies to St. Philip Neri with St. Bede Catholic Voluntary Academy. Therefore, the following is forbidden on the entire school site:

- Physical violence;
- Threatening behaviour;
- Damage to property;
- Leaving litter;
- Bringing illegal items, or items considered to be dangerous, on to the school premises, which includes knives or other sharp implements.

## **Pupils Conduct Outside the School Gates – Teachers' Powers**

In line with *Section 89(5) of the Education and Inspections Act 2006*, Headteachers are given specific statutory power to regulate pupils' behave in circumstances 'to such extent as is reasonable', which includes having statutory power to discipline pupils for misbehaving outside of the school premises. Therefore, subject to this Policy, a teacher may discipline a pupil for any misbehaviour when a child is:

- On school premises, including before and after school hours;
- In the immediate locality of the school in the time leading up to the start of the school day, or following the end of the school day;
- Off site on an arranged educational visit;
- Travelling to and from school when not accompanied by a responsible adult;
- Wearing our school uniform or are in some other way identifiable as a pupil at St. Philip Neri with St. Bede.

Or for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

*THIS POLICY IS FOR ALL PUPILS, REGARDLESS OF RACE OR GENDER, ABILITY OR DISABILITY. HOWEVER, IT MAY BE REQUIRED OR NECESSARY FOR ELEMENTS OF THIS POLICY TO BE ADAPTED FOR CHILDREN WITH SEND.*

## Appendix: 1-2-3 Magic by Dr. Thomas Phelan

1-2-3 Magic is a programme that shows teachers how to establish and maintain good discipline habits in the classroom. A key element of 1-2-3 Magic is the 'no talking, no emotion' rule. This means that adults when use counting as discipline, do not talk, explain or rationalise with a child, and do not get angry or emotional during or after. The impact of this is that it makes a child think about their behaviour and take responsibility for the choices they make. This is essential to the effectiveness of 1-2-3 Magic (*1-2-3 Magic, Dr Thomas W. Phelan*). It also ensures the flow of learning is not disrupted for the rest of the class. 'The longer each negotiation around behaviour takes for the few, the less time you can give to the many.' (*Paul Dix, When The Adults Change, Everything Changes. 2017*)

Here's how 1-2-3 Magic is implemented at St. Philip Neri with St. Bede:

<b>Caution</b>	<b>Last Chance</b>	<b>Consequence</b>	<b>Restorative Repair</b>
1	2	3	Magic

### **Caution**

The teacher/adult says, "That is **one**" or simply "**one**" and may show a **1** on their hand or may show a **1** with no words. This demonstrates to the child that the behaviour they are displaying is not acceptable and they are being given a chance to rectify this.

### **Last Chance**

If a pupil continues to display unacceptable behaviour after one then the adult says, "That is **two**" or simply "**two**" and may show a **2** on their hands or may show a **2** with no words. The child will now be aware that this is their final chance to rectify their behaviour.

### **Time To Think**

If after **two**, the pupils' behaviour remains unacceptable then the adult says, "That is **three**" or simply "**three**" and may show a **3** on their hands or may show a **3** with no words. Once an adult gets to **three**, the pupils needs to have 5 minutes Time To Think. It is at the discretion of the staff member as to where this period of time out happens. For example if this is during playtime, they may be asked to stand with the staff member or sit on a bench; if this is in the classroom ,they may be asked to go to another classroom (typically, their Buddy Class), if the pupil is in the Dining Room, they may be asked to have some time in another area of school, for example, The Hub.

Following Time To Think, the pupil and the member of staff should have a *restorative repair* conversation. The timing of this should not interfere with any other pupils learning. This restorative repair may include one of the below reflective consequences alongside a restorative conversation.

### **Reflective consequences (this list is not exhaustive or necessarily sequential)**

- i. Thinking time in class.
- ii. Doing unsatisfactory work again or finishing work at another time, e.g. playtime or at home.
- iii. A natural consequence as a result of their behaviour.

### **Restorative conversation**

We recognise that things don't always go well and that we sometimes make mistakes or poor choices. When this happens, a conversation takes place in private based on these five questions:

1. What happened? (Neutral, dispassionate language and tone).
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make other people feel
5. Who has been affected and how can we put it right?

For younger children, we recognise that five questions is too much. Instead, the adult will choose two questions they think are most pertinent to the incident or that they want to focus on with the child. It is suggested that adults focus on :

1. Who has been affected?
2. What can we do to make it right.

The key thing here is to support the children to see how the impact of their behaviour is not restricted to them alone.

**The incident should then be recorded on CPOMS.**