



St Kentigern's R.C. Primary School

We learn and pray in faith and love

Behaviour & Discipline Policy 2026-27

Reviewed Annually

St Kentigern's is a Roman Catholic Primary School and as such we look to Jesus Christ as our role model. Our whole school policy on behaviour and discipline is based on our belief that Jesus Christ is the ultimate teacher and role model, and that as teachers and pupils we should strive to be like Jesus in all that we do. It is recognised that the high quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils, promoting self-esteem and confidence, leading to order and self-discipline.

We also recognise that external influences on children must be considered and related to the expectations of the school. We therefore place a great emphasis on developing good relationships with parents.

Our policy and practice are based on the principle that everyone has a right to learn and a responsibility to allow others that right. This policy should be read in conjunction with School's Anti-bullying policy. We employ the following strategies in order to build good behaviour across the school:

- Positive praise and reward
- Enabling and celebrating success
- Developing mutual respect
- Building self-esteem/positive mental attitude
- Providing good role-models
- "Catching children being good"
- Active listening
- Using positive language

We believe that it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children.

Our policy is based on;

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which requires school to regulate pupil's behaviour and publish a behaviour policy and written statements of behaviour principles, and gives schools the authority to confiscate pupil's property.

The Code of Conduct

- Is to be reviewed annually in class and at assemblies
- Provides a framework for the children to work within
- Is the responsibility of every member of the school community to uphold
- Reflects and supports the school's policies of equal opportunity, race equality, anti-bullying, inclusion, Religious Education.
- Clarifies, for parents, the school's expectations and standards

- Is in effect in **all** areas of the school and when representing the school (e.g. on school trips, sporting events etc).

Code of Conduct

ALWAYS TRY TO...

- ~~ Do your best
- ~~ Improve yourself
- ~~ Share with others
- ~~ Treat people and property with respect
- ~~ Show kindness, courtesy and good manners
- ~~ Move around the school quietly
- ~~ Be on time
- ~~ Be helpful
- ~~ Be forgiving
- ~~ Take care of the environment
- ~~ Try to learn from your mistakes
- ~~ Be positive about yourself

Through praise and encouragement, and always mindful of the Code of Conduct, we aim to develop the following positive qualities:

Kindness
Consideration
Tolerance
Respect
Co-operation
Patience
Empathy
Good manners

Staff Responsibilities

All members of staff in the school are required to adhere to the principles of this policy, and to actively promote good behaviour throughout the school.

- To provide positive reinforcement of good behaviour at every opportunity
- To award merits as appropriate
- To observe and affirm all aspects of work and good behaviour inside and outside school, and in assemblies
- To set work at the child's level to enable success for all
- To provide a good role model
- To encourage children to develop independence and a sense of responsibility whenever possible

- To dismiss children at all times in a calm manner. To start and end the day with a quiet reflection.

Rewards and Celebrations at St Kentigern's

- Celebration assemblies for good work, behaviour, attitude
- Teacher Awards – stickers, certificates
- Headteacher Awards – stickers, certificates
- Positive Playtimes
- 'Golden tickets' for punctuality
- Trophies for specific achievements, contributions to the life of the school e.g. Caritas award.

Sanctions at St Kentigern's

The following behaviour is considered to be unacceptable and will result in sanctions which will vary according to the degree of misdemeanour:

- Bullying – individual or group; verbal or physical abuse; taunting; mimicking, (including Cyber bullying of fellow pupils inside or outside of school)
- Aggression towards pupils and adults
- Failure to comply with a request from an adult
- Swearing
- Rudeness
- Stealing
- Incorrect uniform, including hair style

Where children display any of the above, sanctions will include one or more of the following:

- Individual counselling with teacher
- Loss of break time
- Time spent in reflection during play times
- Discussion with appropriate staff (e.g. Phase Leader)
- Discussion with parents
- Discussion with Deputy Headteacher/Headteacher
- Note / letter / phone call home
- Loss of privileges, (school teams, school trips or after school clubs)
- Exclusion (fixed term, permanent)

These sanctions may not always follow this order dependent upon the incident / concern. Teachers who have concerns about a child's behaviour would normally discuss them with the child, and if no improvement is observed, with the parent. (New teachers will need to seek advice on when and how to involve parents from the Assistant Headteacher or Deputy Headteacher). For significant misdemeanours, parents are involved immediately, and senior managers are informed. A formal or informal plan of action is drawn up to help the child change behaviour patterns. This is monitored regularly and feedback given to child and parents. There is always an

emphasis on positive reinforcement of good behaviour and every effort is made to help children modify negative behaviour.

Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson times. A signed copy of the code of conduct is to be displayed in the classroom in KS1 and KS2.

The class teachers in our school have high expectations of the children in all areas, including behaviour, and they strive to ensure that all children work to the best of their ability by setting work at the appropriate level to enable children to achieve success.

Teachers will encourage children to take pride in their achievements, sharing their ideas and skills with others.

The class teachers will treat each child fairly, and enforce the Code of Conduct consistently. The teachers treat all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour on CPOMS and to track behaviour in reflection time.

Teachers have a **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction, (*Section 91 of the Education and Inspections Act 2006*)

Teachers can confiscate pupils' property if appropriate.

Any reports made to the class teacher relating to cyber bullying of a fellow pupil will be referred to SLT.

The class teacher will liaise with external agencies, as necessary, to support and guide the progress of each child.

Teachers use a 'Solutions Focused' approach to resolving conflict, involving all parties in the resolution.

The class teacher will report to parents about the progress of each child in their class.

Strategies:

Staff should:

- Aim to be good role models
- Supervise children to and from classrooms, into cloakrooms and to and from playgrounds.

- Remind children, as they leave classes, of expected behaviour when moving around school, ie walking in single file – no running.
- Encourage toilet visits at breaks and lunchtimes.
- Give reasoned explanations for the Code of Conduct and resulting sanctions.
- Use a reward system.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school.
- Use identified procedures for non-attendance, persistent lateness.
- Involve outside agencies where necessary in consultation with the Deputy Headteacher.

To promote good discipline within the classroom, staff should aim to:

- Display code of conduct in the classroom and ensure all children sign
- Use the traffic lights system from Nursery to Year 6
- Label resources clearly and make them easily accessible
- Design classroom layout to facilitate ease of movement
- Organise and adhere to consistent classroom routines, e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Avoid queues.
- Be well prepared and organised.
- Allow adequate time for tidying up
- Avoid shouting – use eye contact, gesture, etc.
- Maintain a quiet, calm atmosphere
- Encourage children to raise their hands rather than interrupt.
- Send children to collect resources in small groups.
- Be ready in the classroom to greet children before the start of each lesson.
- Be positive, e.g. use of 'please walk' rather than 'don't run'.

Traffic Lights:

- All children will start on the green symbol. The orange symbol will act as a warning to the child to modify their behaviour so that it matches the expectations set out in the class rules and school's code of conduct. It will also afford the children the opportunity to move back to green and avoid further sanctions. Should the child be moved to red, they will miss ten minutes play time. In the event that they are placed on red twice, the child will be referred to their parallel class teacher. If there are any further incidents, the child will be referred to SLT.

Class DoJo rewards

Parent Responsibilities

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.

- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By monitoring and promoting the appropriate use of social media at home.

We value our partnership with parents and carers and encourage involvement in all aspects of school life including discipline and behaviour.

POSITIVE BEHAVIOUR MANAGEMENT

Behaviours which may signify emotional and behavioural difficulties

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

The most important cause of behavioural difficulties – limited self-esteem

The most important cause of behavioural difficulties in children is their limited self – esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

USE OF REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

What is reasonable force?

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

WHO CAN USE REASONABLE FORCE?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils.

WHEN CAN REASONABLE FORCE BE USED?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 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

TYPE OF BULLYING	DEFINITION
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

We will seek to prevent bullying by:

- developing a code of behaviour that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities.
- holding regular discussions with staff, pupils and families about bullying and how to prevent it.
- providing support and training for all staff on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying.
- putting clear and robust anti-bullying procedures in place.

Our regular discussions with staff, children and families will focus on:

- the responsibilities to look after one another and uphold the behaviour code
- practising skills such as listening to each other
- respecting the fact that we are all different
- making sure that no one is without friends
- dealing with problems in a positive way
- checking that our anti-bullying measures are working well.

Responding to bullying

We will make sure our response to incidents of bullying considers:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- needs of any bystanders
- our organisation as a whole.

We will review the plan we have developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

Challenging Behaviour

‘Challenging behaviour’ is how we talk about a range of escalating behaviours which some pupils may display to get needs met. Behaviours might be things like:

Hurting others (e.g. hair pulling, hitting, head-butting)

Self-injury (e.g. head banging, eye poking, hand biting)

Destructive behaviours (e.g. throwing things, breaking furniture, tearing things up)

Eating inedible objects (e.g. pen lids, rulers, paper)

Other behaviours (e.g. spitting, smearing, removing clothes in public, running off)

There is always a reason for challenging behaviour. In many cases, it’s a way for a child to control what is going on around them and to get their needs met. It’s important to understand the reasons behind challenging behaviour for change to happen.

Leaders will meet with parent’s to discuss any challenging behaviour and share strategies put in place to support meeting any additional needs.

School Based Actions

1. ***In the first instance of challenging behaviours, the class teacher will inform the Key Stage Lead.***

The KS lead will observe the pupil/s in the classroom. The environment and provision will be monitored to identify any additional support that may be required.

2. ***Inform the SENDco of any SEND concerns.***

The SENDco will work with the CT and KS Lead to ensure all statutory assessments are carried out and the pupil is supported through IEP provision and support.

3. ***Challenging behaviours continue, and full assessment of behaviour is completed with KS lead support.***

Keeping a record can help us find out *why* a person is behaving in a certain way. It is important to record:

Description of the behaviour i.e. exactly what happens

Early warning signs, e.g. becoming red in the face

What happens before the behaviour, e.g. does something trigger the behaviours?
E.g. noisy environment, being told no, etc.

What happens after the event, i.e. what is the person getting or not getting from the behaviour that makes them do it again?

The next step is to use the information to plan how to reduce challenging behaviour or lessen the impact on the pupils and adults.

4 'Positive Behaviour Support Planning'

This plan provides a step by step guide to managing challenging behaviour. It is based on the results of a behaviour assessment.

Two important parts of the plan are:

i). Proactive strategies. These are used to make sure that the person has got what they need. They also describe ways to teach the person communication and other skills. Examples include:

- Look for triggers
- Teach skills e.g. a sign for “finished”
- Be aware of how you talk to the person e.g. firm, funny and calm
- Adjust the environment e.g. dim the lights, tie hair back to stop someone pulling hair
- Rewards
- Routine and structure
- Boundaries

ii). Reactive strategies are designed to keep the person and those around them safe. Examples include:

- Do not respond to the behaviour
- Give reminders
- Distract the person
- Give the person what they want
- Remove yourself from the situation e.g., leave the room

A good plan has more proactive than reactive strategies.

There are 8 key steps to a plan:

1. Description of the behaviour(s)
2. Reasons for the behaviour
3. **“Green”** strategies to help the child or adult stay happy and calm. Think about what new skills the person may need to learn to help them in the future e.g. a sign for “finished”, to wait for 30 seconds etc.
4. Early warning signs of the behaviour (when a person becomes anxious) and how to respond. This is the ‘active’ **“Amber”** part of the plan.

5. Record the 'reactive' "**Red**" strategies (what to do when the behaviour occurs) to keep people safe.
6. Record the 'post reactive' "**Blue**" strategies (what to do after the behaviour). There is a risk of the behaviour escalating again.
7. Consent from all the key people in the person's life
8. Review the plan. Adapt and modify strategies.

Appendix 1 – Record and Actions for Challenging Behaviour

Appendix 1

Record and Actions for Challenging Behaviour

Name Year Group Class Teacher Start date of Actions		
1	Teacher to inform KS Lead of the challenging behaviour displayed, strategies already implemented and additional relevant information. Bullet point main concerns below:	
i)	Agree date for KS Lead Observations	Date
ii)	Agreed actions from the observations Agree date to review	Actions Review Date
iii)	Review and amend actions	Review comments
2	Teacher and KS Lead to inform SENDCO of the challenging behaviour displayed, strategies already implemented and additional relevant information. Bullet point any additional concerns below.	
i)	SENDCO to make appropriate referrals	Referrals made and dates
	SENDCO, CT and Lead to complete IEB documentation	Date completed
3	Full assessment of behaviour is completed with KS Lead support.	
	Dates and Notes	

i)	Inform HT	
ii)	ABC Assessment to be completed Date completed.	
iii)	Emergency funding application applied for	
iv)	SENDSCO to complete risk assessment	
vi)	Application for support from Bridge Lea	