

St Veronica's RC Primary School



Not just a school; a family.

Behaviour Policy

The Mission Statement of St Veronica's RC Primary School

Secure in the love of Jesus, we

Try to do our best.

Valuing all God's family, we recognise that

Each one of us is special.

Respecting everything God has made, we use

Opportunities to explore and learn.

Never overlooking the needs of others, we

Include everyone, helped by our

Caring, friendly, Catholic community.

Always forgiving, we

Share and celebrate the life of Jesus

AIMS OF THE POLICY

In line with our Mission Statement of Valuing all 'God's family, Respecting everything God has made and Never overlooking the needs of others' we try

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and a feeling of common purpose.

CHILDREN'S RESPONSIBILITIES ARE:

- To work to the best of their abilities and allow other children to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

STAFF RESPONSIBILITIES ARE:

- To ensure inclusion of all children within the school.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their potential.
- To maximise opportunities for pupils to take responsibility for themselves and their behaviour.

- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form good relationships with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual and be aware of their 'special' needs.
- To use PSHE as a model framework for social education.

WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR

- Familiarise the children with the School Mission Statement and encourage them to live it out in their daily lives.
- Make clear our expectations of good behaviour.
- Encourage socially acceptable behaviour by promoting mutual respect.
- Encourage children to take responsibility for their own actions and behaviour in accordance with each child's individual needs.
- Set, through example, standards of behaviour.
- Praise good behaviour both privately and publicly and with parents, if appropriate.
- Use strategies such as showing others their good work, Praise Assembly, Head Teacher's stickers Class Points/stickers.
- Set up the Year 6 Prefect System and Buddy System for our older children to model and support the expected behaviour of the younger children.
- To use the School House Point system and mission awards to actively reward good behaviour.

WHAT WE DO IF A CHILD MISBEHAVES

- Ask them to stop misbehaving.
- Where necessary discuss incidents with the children involved.
- Where possible, encourage children to try to resolve disagreements themselves or with adult support, if needed.
- Encourage children to take responsibility for their own behaviour by expressing their feelings and resolving conflict without resorting to violence, swearing or abuse.

- Identify good role models within the class.
- Encourage the child to identify why their behaviour is inappropriate and what they need to do to rectify the situation.

In addition if a child misbehaves at playtime it may result in:

- Time Out
- Shortened Playtime

REPEATED OR PERSISTENT MISBEHAVIOUR

Where there is repeated or persistent misbehaviour the following procedures will be adhered to:

1. Time Outs
2. Shortened playtimes
3. Informal contact with parents/carers
4. Involvement of Head/Deputy to determine further strategies eg restorative records
5. Formal contact with parents to determine further strategies, including the pupil going 'on report'
6. Exclusion (In such cases school will follow all LCC Model Procedures)
7. Involving/ informing Governors

NB. For extreme or violent behavior, the Deputy Headteacher or the Headteacher will be involved immediately.

All incidents of misbehaviour will be logged on the CPOMS system.

Exclusion

At St Veronica's RC Primary School, exclusion is regarded as a last resort and only considered when a pupil's behaviour seriously breaches the school's behaviour expectations, putting themselves, other pupils, or staff at significant risk, and/or when all other reasonable strategies to improve behaviour have been exhausted with no improvements made.

Criteria for Considering Exclusion

Exclusion may be considered when:

1. **Persistent Serious Misbehaviour:** Despite repeated interventions and support, a pupil continues to demonstrate behaviour that disrupts learning or compromises the safety and wellbeing of others.
2. **Violence or Threatening Behaviour:** Incidents involving significant physical violence, threats, or aggressive behaviour towards pupils or staff that endanger the safety of the school community.
3. **Bullying or Discriminatory Behaviour:** Severe or persistent bullying, harassment, or discriminatory actions that significantly impact the welfare of other pupil with no improvements made despite support and intervention.
4. **Damage to Property:** Deliberate and serious damage to school property or the property of others.
5. **Illegal or Unsafe Conduct:** Possession or use of prohibited items (e.g., weapons, drugs) or behaviour that breaks the law or puts the school community at risk.

Exclusion Procedures

- Exclusion decisions are made by the Head Teacher (or Acting Head Teacher) in line with statutory guidance and the school's commitment to inclusion and support.
- Fixed-term exclusions are used to provide a clear consequence and a period for reflection and support planning.
- Permanent exclusion is only considered when there is a significant breach of the school's behaviour policy and where the safety, learning, or wellbeing of others is seriously compromised.
- Parents/carers will be informed promptly and involved in discussions about behaviour concerns and any exclusion decisions.
- The school will provide support for reintegration following an exclusion, including tailored behaviour plans and pastoral support.

Commitment to Inclusion

St Veronica's RC Primary School is committed to supporting all pupils to succeed and will always seek to address the underlying causes of behaviour through pastoral care, SEND support, and engagement with families before considering exclusion.

Reviewed: September 2025

Date of next review: September 2027