

Behaviour Policy



September 2025

Policy to reviewed annually by governors, senior leadership team
and staff.

The Vision

Our Mission Statement

At St Winifred's, as a Catholic school, our purpose is to ensure that all members of our school family live our school motto of **CARITAS- God's love in action**. This is shown through our love of God, our love of ourselves, our love of each other and our love of the world. All members of our school family play a part in ensuring that our school is calm, orderly and welcoming to all.

We are committed to ensuring that our children learn:

- Empathy, patience and respect from the example and guidance of adults and their peers
- A sense of right and wrong and how to make appropriate choices
- To value diversity in all its forms, including racial, cultural, and differing abilities.
- To develop empathy, kindness, and fairness so that all members of the school community feel respected, supported, and included.
- The value of listening and good communication
- The importance of good manners
- How to employ self-discipline and emotional regulation
- Respect for property, their environment and the possessions of others
- The importance of a safe environment in which all pupils can learn and reach their full potential

Aims

Rooted in Catholic faith, we strive to build a caring and consistent learning space where children can grow in confidence and achievement across all areas of development, and where staff and pupils alike feel secure, respected, and part of a valued community.

- Our behaviour policy aligns with the **DfE's 'Behaviour in Schools' guidance**, ensuring strategies support every pupil, including those with SEND.
- Our policy is grounded in relevant legislation (Equality Act 2010, SEND Code, Use of Reasonable Force) to ensure fair and lawful practice.

“Good behaviour in schools is central to a good education.”

Department for Education's *Behaviour in School* (2024)

Inclusion and Fairness

At our school, we have high expectations of all pupils and believe that learning to follow the behaviour policy prepares children for life beyond school. However, in line with the **Equality Act (2010)** and the **SEND Code of Practice (2015)**, we recognise that some pupils may require *reasonable adjustments* to help them meet these expectations fairly.

Reasonable adjustments do not mean lowering expectations. Instead, they provide additional support, strategies, or adaptations so that every pupil has an equal opportunity to succeed.

Examples of reasonable adjustments may include:

- Providing **visual supports** (such as timetables, now/next boards, or behaviour charts) to help children understand routines and expectations.
- **Breaking down instructions** into smaller, manageable steps for pupils with processing or communication difficulties.
- Offering **planned movement breaks** or access to regulation strategies for pupils with sensory or attention needs.
- Using **calm, consistent language** and avoiding sudden escalation for pupils who may struggle with emotional regulation.
- Allowing access to **quiet spaces** or time-out areas as a supportive strategy for self-regulation, before re-joining learning.
- Adapting the **timing or format of consequences** (e.g. using immediate, short consequences rather than delayed sanctions) to ensure the link between action and outcome is clear.
- Building **trusted adult relationships** to support de-escalation and provide a safe point of contact.
- Using **restorative approaches** to repair relationships and promote reflection, rather than focusing solely on sanctions.

These adjustments will always be proportionate, considered on a case-by-case basis, and designed to enable pupils to access the same high standards of behaviour as their peers. Where necessary, reasonable adjustments will be included in **SEN support plans** and reviewed with staff, parents and carers when necessary.

Procedures and Practice

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. These expectations are outlined in both the Teaching Standards and Teaching Assistant Standards.
- All staff are responsible for creating a safe, consistent and nurturing environment where all children can succeed.

- KCSIE (Keeping Children Safe in Education) is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn.

Rewards

Verbal praise

- Children are routinely rewarded with verbal praise and attention is drawn to positive behaviour models by doing so.
- Teachers aim to make links to the praise they are giving and the school's CARITAS values
- Teachers may share praise with parents/carers at home time or by making a telephone call.

Merits (Dojos)

- Merits, collected via Class Dojo, are awarded to children who demonstrate good behaviour. All staff, including Midday Assistants, can allocate Dojos. Children will be awarded with bronze, silver and gold awards when they reach 100, 200 and 300 dojos.

Assemblies

- Weekly certificates are presented in an assembly. These are linked to the CARITAS values and celebrate children who have displayed the school's values to a high level.
- Termly book prize assemblies.

Presentation rewards

- To encourage pride and excellence in presentation, children are rewarded for consistently high standards in their work.

Headteacher stickers and postcards

- Headteacher stickers are given for children whose work merits heightened praise. Children are invited to discuss and share their work with the Headteacher/Deputy Head and receive two stickers – one to be attached to the work, the other to be worn by the child.

Consequences

At St Winifred's, we use a tiered consequence system, starting with a verbal warning and progressing from C1 to C4, each with specific actions. While the system follows a tiered approach, certain behaviours may result in a higher consequence if the teacher deems it necessary. This system is applied consistently across the school as outlined below:

- **W**

Warning: verbal reminder – pupil is asked to make a better choice and verbally reminded of behaviour expectations.

- **C1**

The child's name is written on the board/post it. This shows that 10 minutes of break time has been lost. This is to be served outside in the playground apart from in Reception where the children lose five-ten minutes of their provision. This time can be earned back by making significant improvements to their behaviour in the same lesson.

Behaviours that warrant a C1 include – shouting out, failing to follow instructions, provoking/teasing others, unkind comments, disrupting other's learning, misuse of items/objects.

- **C2**

The child is sent to their partner class for 10 minutes and will miss 10 minutes of their break time (e.g. 1M to 1BD)

Behaviours that warrant a C2 include – failing to correct behaviours following a C1, refusing to follow instructions.

- **C3**

The child spends 15 (KS1) 20 (KS2) minutes of lunchtime outside the staffroom. This is to take place during their non-dining time and is spent in the supervision of a member of teaching staff who will ensure a restorative conversation takes place alongside the head of key stage. All C3 consequences should be discussed with parents by the class teacher.

Behaviours that warrant a C3 include – unintentional harm due to poor choices, property damage due to lack of care, disrespect to others, threatening words/behaviour.

- **C4**

The child will spend half a day with a member of SLT to complete work. Parents/carers will be notified by class teacher. A member of the Senior Leadership Team will ensure a restorative conversation takes places. All C4 consequences should be discussed and agreed with the Head Teacher/ Head of School/ Behaviour Lead before being given.

Behaviours that warrant a C4 include – intentional harm/violence, racism, bullying, swearing, deliberate damage to property, homophobic language, forcing someone to do something they don't want to do, theft, intentionally lying.

For all children, they may be immediately removed from their classroom during lessons if they are highly disruptive; they will be expected to complete the same work as they would in class. They will then also complete the relevant consequence during break or lunch-time. A member of the leadership team must be informed.

Staff are also encouraged to consider the individual circumstances of an incident and any needs which are specific to the child, such as Special Educational Needs; Social, Emotional and Mental Health or safeguarding and/or trauma. Decisions on appropriate consequences may alter in response to such considerations.

Staff are encouraged to use their professional judgment when dealing with any situation and, after full investigation, may feel that a lesser or more severe consequence needs to be given than those suggested. Higher level consequences are to be discussed with the Senior Leadership Team before being allocated to the child; these may include consequences such as not representing our school at external sporting fixtures, for example.

Restoring Behaviour





As part of any relevant consequence, children undertake **a restorative conversation** with an adult in which they look to understand: why the incident happened; what the impact of the child's choice was (on self and others); what better choice could be made in future and what needs to happen to set right any negative impact. Children are then supported as needed to make appropriate restoration. If necessary, written statements may be taken from other pupils who may have witnessed the behaviour in question. The adult will assure the child that the matter is then closed and that better choices are expected in the future.

All children are aware of the behaviour system and corresponding rewards and consequences; these are discussed with children by class teachers in September each year and visuals are displayed in each classroom for children to refer to.

Zones of Regulation

All pupils are taught about the "Zones of Regulation" and this will be a part of the restorative conversations. Interventions around the zones of regulation may be required on a whole class basis or in as a group/1:1 with a trusted adult to deepen the children's understanding.

The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

Recording

Consequences issued at C3 and C4 level are recorded on our record keeping system, CPOMS. They include details of the incident, the investigation, the consequence issued and the restorative conversation. Such incidents are discussed with the School Leadership Team prior to the allocation of the consequence, are discussed with parents and monitored by the school's behaviour team.

Behaviour Support Plan:

For individuals who have frequently received C3/C4s or have shown high frequency of disruptive behaviours, a written agreement with weekly targets will be set with the pupil, parents / guardian and the Head teacher. The Learning Mentor will have weekly meetings with the pupil to assess how the pupil is meeting each target. Everybody involved must accept their responsibility and work together to achieve the desired outcome for the individual pupil's welfare, education and development. Danger to self or others, either intentional or unintentional.

Where a pupil has become a significant risk to themselves or others, the Physical intervention policy (Team Teach) may be used. For children who have had Team Teach used, a "My Plan" will be written alongside the parents, Headteacher and SENDCo. See separate policy.

School Exclusions:

The next level of intervention in terms of severity of behaviour would be a longer fixed term or permanent exclusion. A pupil may be temporarily or permanently excluded from school:

- As a result of a single incident of such severity that a 'breathing space' is required.
- As a result of continued unacceptable behaviour which has not proved amenable to in-school interventions, and which is preventing other pupils from accessing the curriculum within school.
- The Headteacher will follow the LA's set procedures in any instance of exclusion. The governors will be kept fully informed of any temporary exclusions and any move to permanently exclude will be as a result of a decision taken by the governing body.

Wider school considerations:

The school behaviour policy should outline that teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a pupil at the school.

Misbehaviour at any time, whether or not the conditions above apply, that:

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

A consultation took place on 1st September 2025 with teaching staff who reviewed and agreed the policy. This policy was then trialled in school during the Autumn Term 2025 and brought to the Full Governing Body on Wednesday 14th January 2026.