

St John Fisher Catholic Primary School

Kale Road, Erith, Kent DA18 4BA

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When you love to learn, you learn to love



Headteacher: Mrs K Garrett BA (Hons) NPQH

Tuesday, 8th September, 2026

RE: Our Behaviour, Values and Approach to Learning

Dear Parents, Carers and Children,

As we begin a new academic year together, I would like to take this opportunity to set out our approach to behaviour and relationships at St John Fisher Catholic Primary School, including the expectations we have of our children and of ourselves as adults.

As a Catholic school, our approach to how we live, learn and behave together is rooted in our belief that every child is created in the image and likeness of God and is precious and valued. In the Gospel of Matthew, Jesus reminds us:

"Whatever you did for one of the least of these brothers and sisters of mine, you did for me."

Matthew 25:40

This reminds us of the importance of how we treat one another. At St John Fisher, we want our children to grow not only as successful learners, but as kind, respectful, responsible and compassionate young people who understand that their choices affect those around them.

Living our LIGHT

This year, we are continuing to strengthen our whole-school approach to behaviour through our five school values:

LOVE - We care for one another.

INTEGRITY - We do the right thing, even when it is difficult.

GROWTH - We learn, persevere and improve.

HOPE - We believe that things can get better.

TOGETHERNESS - We belong and work together.

These values are at the heart of our school. We want them to be much more than words displayed around the building. We want to see them in the way our children

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speak to one another, approach their learning, play, resolve disagreements, respond to adults and make choices throughout the school day.

Our expectations are high because we believe that every child is capable of growth. We also recognise that children are still learning how to manage emotions, solve problems, work with others and make good decisions. Behaviour is therefore something that we explicitly teach, model, practise and reinforce.

Our approach to learning

Our approach to behaviour is closely connected to our approach to teaching and learning.

We believe that children learn best when they understand what they are learning, are given clear explanations and modelling, have opportunities to think for themselves and are gradually supported to become more independent.

Our lessons therefore include a balance of teacher modelling, guided practice, independent thinking and opportunities to work with others. This follows our "**I do, We do, You do**" approach, where teachers first model new learning, then support children to practise it together before children increasingly apply their learning independently.

Children are given dedicated **Time to Think** so that they have an opportunity to process questions and formulate their own ideas before sharing them. We also use **Think 5** to help children regularly retrieve and remember important knowledge from previous learning.

Children have opportunities to use **Think–Pair–Share**, where they think independently, discuss their ideas with a partner and then share their thinking. They also work collaboratively in their mixed-ability groups.

These approaches help children to develop important learning behaviours as well as academic knowledge. Children learn to listen carefully, take turns, explain their thinking, persevere when something is difficult, work respectfully with others and increasingly take responsibility for their own learning.

We see these learning behaviours as part of our LIGHT values. For example, listening to another person's idea demonstrates **Love and Togetherness**; persevering when

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learning is difficult demonstrates **Growth and Hope**; and taking responsibility for your learning demonstrates **Integrity**.

In this way, learning and behaviour are not separate. We want our classrooms to be places where children are taught how to learn, how to think, how to collaborate and how to become increasingly independent.

Recognising children who live our values

Every child at St John Fisher belongs to one of our four school teams:

St Patrick | **St David** | **St George** | **St Andrew**

Each class has four team bowls. When a child demonstrates an excellent example of one of our LIGHT values, a point can be awarded to the team that the child represents. These points are not individual prizes or material rewards. Instead, they represent our belief in collective responsibility. A child's positive action contributes to the success and culture of the wider team.

Team points will be acknowledged during our weekly assemblies, giving us an opportunity to celebrate the many ways in which our children are living our LIGHT values.

We want our children to understand:

"My choices matter because I am part of a community."

When behaviour does not meet our expectations

There will, of course, be times when children make mistakes or their behaviour does not meet our expectations. Our response will be calm, consistent and focused on helping the child learn from what has happened.

Our approach follows a simple progression:

Reminder → Choice → Reflection → Consequence, where appropriate → Follow-up

For most low-level behaviour, a child will first receive a calm reminder of what is expected. If the behaviour continues, they may be given a clear choice about how they can change their behaviour.

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Where behaviour continues, the child may be given time to reflect. Reflection is an important part of our approach because we want children to understand their choices rather than simply receive a punishment.

Children may be asked to consider five questions:

1. What happened?
2. Which school value was not followed?
3. Who was affected by what happened?
4. What needs to happen to put this right?
5. What will I do differently next time?

These questions help children develop responsibility, empathy and the ability to make better choices in the future. Where appropriate, reflection may lead to an apology, repairing something that has been damaged, restoring a relationship or another suitable form of reparation.

For most incidents, reflection will take place within the classroom with the class teacher or another member of staff. For more serious, repeated or significant behaviour, reflection may take place with a member of the Senior Leadership Team. In these circumstances, parents and carers will be informed about what has happened and the steps taken by the school.

Serious incidents will be dealt with appropriately and may be escalated immediately rather than following the usual progression.

Helping children to become independent and responsible

Our aim is not simply for children to behave well because an adult is watching them.

We want children to increasingly understand why positive behaviour matters and to develop the ability to regulate themselves, make responsible choices and consider the impact of their actions on others.

This is also reflected in our approach to learning. Just as children gradually become more independent learners, we want them to become increasingly independent in managing their behaviour.

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Mistakes are part of this process. When a child gets something wrong, we want them to have the opportunity to recognise it, learn from it, put things right and try again.

This is why **Growth** and **Hope** are such important parts of our school culture. We believe that children can learn from mistakes and that tomorrow provides another opportunity to make a better choice.

A partnership with families

We know that children make the greatest progress when school and home work together.

We will not contact families about every minor incident that is resolved through a reminder, choice or classroom reflection. However, where behaviour is serious, repeated or significant, we will communicate with parents and carers so that we can work together to support the child.

Where a child completes reflection with a member of the Senior Leadership Team following a serious or significant incident, this will be shared with parents/carers.

Our aim is not to label children by their behaviour. We want children to understand that a poor choice does not make them a bad person. Instead, we want them to develop the integrity to recognise when something has gone wrong, the courage to take responsibility, the empathy to understand its impact and the hope to know that they can make a better choice next time.

This is particularly important to us as a Catholic school. We believe in forgiveness, reconciliation and second chances, while also maintaining clear boundaries and high expectations.

Building our culture together

The 2026–2027 academic year is an important stage in the development of our whole-school approach to behaviour and learning. We are establishing shared expectations, shared language and consistent responses across the school.

We will also begin developing a more consistent approach to recording significant behaviour incidents. This will help us identify patterns, understand where additional support may be needed and ensure that our approach is having the intended impact.

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We recognise that building a strong behaviour culture takes time. Our priority is to create a school where children know what is expected of them, feel safe and valued, understand that their choices matter and are supported to learn from their mistakes.

Thank you for your continued support in helping us to achieve this.

Together, we can help our children to **Love, live with Integrity, embrace Growth, have Hope and demonstrate Togetherness** in everything they do.

I look forward to working with you throughout the year and to seeing our children flourish as we live our **LIGHT** together.

With very best wishes,

Mrs. Garrett
Headteacher