

When you love to learn, you learn to love



Relationships and Behaviour Policy

Date of Review	July, 2026
Agreed by Governors	July 2026
Shared with all Staff	Sept, 2026
Next Review	August, 2027

1. Purpose of the Policy

At St John Fisher Catholic Primary School, we believe that every child is created in the image and likeness of God and has the right to feel safe, valued, respected and able to learn. Positive behaviour is fundamental to successful learning, strong relationships and the wellbeing of our whole school community.

Our approach to behaviour is about much more than responding when behaviour goes wrong. It is about creating a culture in which children understand what it means to live and learn together, understand the impact of their choices and are supported to develop the character, habits and attitudes that enable them to flourish.

As a Catholic school, our behaviour culture is rooted in our mission and in our belief in the dignity and worth of every individual. We want our pupils to grow not simply as successful learners, but as kind, responsible, resilient and compassionate members of their community.

Our five school values provide the foundation for this culture:

Love, Integrity, Growth, Hope and Togetherness.

Together, these values form our **LIGHT** values. We expect every member of our school community to demonstrate **LIGHT** through the way they speak, act, learn, care for others and respond when things do not go as planned.

We have high expectations because we have high aspirations for every child. At the same time, we recognise that positive behaviour is learned. Children need adults to teach, model, practise and reinforce the behaviours that enable them to succeed.

During the 2026–2027 academic year, St John Fisher will continue to establish and embed a consistent whole-school approach to behaviour. We recognise that developing a strong behaviour culture takes time. Our priority is therefore to establish shared expectations, shared language and consistent adult responses before adding unnecessary complexity to the system.

2. Our Catholic Vision for Behaviour

Our understanding of behaviour begins with our understanding of the child.

Every child is precious, has inherent dignity and is capable of growth. When behaviour falls below our expectations, we separate the behaviour from the child. We challenge behaviour because we care about the child and because their choices can affect the wellbeing, safety and learning of others.

Our Catholic approach also recognises the importance of forgiveness, reconciliation and second chances. Children will make mistakes. Our responsibility is to help them recognise those mistakes, take responsibility, repair harm where possible and make better choices in the future.

This does not mean that inappropriate or unsafe behaviour is ignored. High expectations and compassion are not opposites. We can hold children to high standards while recognising that some children will require additional teaching, support or reasonable adjustments to meet those standards.

Our approach therefore combines high expectations, strong relationships, clear boundaries, appropriate consequences and opportunities for growth and reconciliation.

3. Our LIGHT Values

Our values are not simply words displayed around the school. They describe the way we want to live together as a community.

Love

Love means recognising the dignity of every person and treating others with kindness, compassion and respect. We show care for our friends, our adults, our school and our wider community. We include others and seek to make people feel safe, welcome and valued.

Integrity

Integrity means doing the right thing, even when it is difficult or when nobody is watching. We tell the truth, take responsibility for our actions and are prepared to acknowledge when we have made a mistake. We do not blame others for our choices. We seek to put things right.

Growth

Growth means recognising that we are all capable of learning and improving. We persevere when things are difficult, respond positively to feedback and learn from our

mistakes. We understand that getting something wrong is not the end of learning; it is often the beginning of it.

Hope

Hope means believing that things can get better. We approach challenges positively, encourage others and do not give up when something is difficult. We recognise that tomorrow gives us another opportunity to make a positive choice.

Togetherness

Togetherness means recognising that we belong to something bigger than ourselves. We listen to others, cooperate, include people, resolve disagreements respectfully and contribute positively to our school community.

These values provide a common language for adults and children. When we recognise excellent behaviour, we identify the value that the child has demonstrated. When behaviour falls below expectations, we also use the values to help children understand what needs to change.

For example:

"You showed Integrity by telling me the truth about what happened."

or:

"At the moment, you are not showing Togetherness because your behaviour is preventing others from learning. What could you do differently?"

4. Our Behaviour Culture

At St John Fisher, we want children to understand that they belong to a community and that their choices affect other people.

Our expectations apply throughout the school day and wherever pupils are representing the school. They apply in classrooms, corridors, playgrounds, the dining hall, assemblies, Collective Worship, clubs, trips and visits and, where appropriate, when pupils are travelling to and from school.

We expect children to be ready to learn, respectful towards others and safe in their actions. Most importantly, we expect them to demonstrate our **LIGHT** values in the way they conduct themselves.

We do not expect every child to arrive at school already knowing how to behave in every situation. We explicitly teach the routines and behaviours that children need. This includes teaching children how to enter a classroom, how to listen, how to move around the school, how to work with others, how to resolve disagreements and how to respond when an adult corrects their behaviour.

Our approach is proactive as well as reactive. Preventing behaviour difficulties through strong routines, engaging teaching, positive relationships and clear expectations is more effective than relying solely on consequences after something has gone wrong.

5. Teaching Behaviour

Positive behaviour is taught in the same way that we teach academic knowledge and skills. Children need clear explanations, examples, opportunities to practise and feedback.

At the beginning of the academic year, teachers will explicitly teach the routines and expectations that underpin successful learning. These will be revisited throughout the year and whenever a particular routine or expectation needs to be strengthened.

When teaching a behaviour or routine, adults should explain what is expected and why it matters, model it, allow children to practise it and provide feedback. Where children make mistakes, adults should calmly correct the behaviour and provide another opportunity to practise.

This includes not only how we enter a classroom, listen and move around the school, but also how we think independently, participate in paired and group discussion, collaborate with others, respond to feedback and work independently.

This approach is particularly important during periods of transition, when children join the school, when routines change or when patterns of behaviour suggest that expectations need to be retaught.

6. Pedagogy, Learning and Behaviour

At St John Fisher, we recognise that behaviour cannot be separated from teaching and learning. A well-structured classroom, purposeful learning and high-quality teaching are important foundations for positive behaviour. When children understand what they are learning, are appropriately challenged, know what is expected of them and are given opportunities to think, practise and collaborate, they are more likely to engage positively in their learning.

Our approach to pedagogy is therefore an important part of our behaviour culture. We aim to create classrooms in which children are active participants in their learning, understand that they have a responsibility to contribute and develop the independence and confidence to work successfully with others.

Our teaching is informed by evidence from cognitive science and effective classroom practice. In particular, we recognise the importance of explicit instruction, retrieval practice, modelling, guided practice, independent thinking, collaboration and gradual release of responsibility.

The Gradual Release of Responsibility

Our teaching follows a Gradual Release of Responsibility model. This provides a structured movement from teacher instruction and modelling towards increasing pupil independence.

The model can be understood as:

I DO → WE DO → YOU DO

During **I DO**, the teacher explicitly teaches and models new knowledge or skills. Learning objectives and success criteria are made clear so that pupils understand what they are learning and what successful learning looks like. Teachers think aloud, model processes and make the thinking involved in a task visible to pupils.

During **WE DO**, pupils are supported to practise and apply their learning with the teacher and with one another. Teachers check understanding, provide feedback, address misconceptions and gradually reduce the level of support as pupils become more confident.

During **YOU DO**, pupils apply their learning with increasing independence. They are expected to think, make decisions, use what they have learned and demonstrate their understanding without relying continually on the teacher.

The gradual release model supports behaviour because it provides pupils with a clear understanding of what they are expected to do and ensures that independence is developed progressively rather than simply assumed.

We do not expect children to be independent before we have taught them how to be independent.

Clear Learning Objectives and Explicit Instruction

Clear and explicit teaching is central to our approach.

Teachers communicate clear learning objectives so that pupils understand the purpose of the lesson and what they are expected to learn. New knowledge and skills are explicitly taught and carefully modelled before pupils are expected to apply them independently.

This is particularly important for behaviour because uncertainty, lack of understanding or work that is insufficiently challenging can become barriers to engagement.

Teachers should therefore consider:

- What do pupils need to know before they can successfully complete the task?
- Have I explicitly taught and modelled the required knowledge or skill?
- Have I checked that pupils understand the task?
- Is the level of challenge appropriate?
- Have I provided sufficient guided practice before expecting independence?

High expectations for behaviour sit alongside high expectations for learning. We seek to remove unnecessary barriers while maintaining appropriate challenge.

Time to Think

At St John Fisher, we deliberately protect Time to Think.

Children are not always expected to respond immediately to a question. Providing thinking time allows pupils to process information, retrieve knowledge, formulate an answer and prepare their response.

Time to Think supports positive behaviour because it gives all pupils an opportunity to participate rather than allowing the quickest or most confident pupils to dominate classroom discussion.

It also reinforces the expectation that:

Everyone thinks. Everyone has something to contribute.

Teachers should use appropriate strategies to protect this thinking time and avoid immediately accepting answers from pupils who call out.

Think 5 and Retrieval Practice

Think 5 is one of our approaches to retrieval practice.

Retrieval involves bringing previously learned information to mind rather than simply recognising it when it is presented. Regular retrieval strengthens pupils' ability to access important knowledge and helps teachers identify gaps and misconceptions.

Think 5 provides a consistent opportunity for pupils to retrieve prior learning at the beginning of lessons or at appropriate points within teaching.

This supports both learning and behaviour. When pupils are routinely required to recall and use previously taught knowledge, they develop stronger foundations for new learning. A familiar, purposeful retrieval routine also establishes a calm and focused start to learning.

Retrieval should not be used simply as a test. It is a learning strategy designed to strengthen memory and support pupils in connecting previous learning with new knowledge.

Paired Learning and Think–Pair–Share

We recognise that pupils benefit from opportunities to articulate and refine their thinking with others.

Think–Pair–Share provides a structured opportunity for pupils to:

THINK independently → **PAIR** to discuss → **SHARE** their thinking

The initial independent thinking time ensures that pupils develop their own response before hearing the ideas of others. Paired discussion then allows pupils to explain, clarify and develop their thinking.

This approach supports behaviour because pupils are explicitly taught how to listen, take turns, respond respectfully and build on another person's contribution.

Collaboration is therefore not simply pupils "working together". It is a taught behaviour.

Teachers should establish clear expectations for collaborative talk, including how pupils listen, how they disagree respectfully, how they take turns and how they ensure that everyone has an opportunity to contribute.

Collaboration and Mixed-Ability Grouping

Children at St John Fisher are seated in mixed-ability groups and are provided with opportunities to collaborate as part of their learning.

We believe that pupils benefit from learning alongside a range of peers and from having structured opportunities to explain their thinking, listen to alternative ideas and work towards a shared outcome.

Group work is most successful when the task, roles and expectations are clear. Teachers should explicitly teach pupils how to collaborate rather than assuming that children automatically possess the skills required for effective group learning.

Our expectation is that collaboration demonstrates our **LIGHT** values, particularly Love, Integrity and Togetherness.

For example:

- **Love:** listening respectfully and encouraging others;
- **Integrity:** contributing honestly and taking responsibility for one's part;
- **Togetherness:** working cooperatively towards a shared goal.

Where group work is unsuccessful, this is both a learning and a behaviour opportunity. Teachers should identify whether pupils need further teaching about collaboration, rather than simply assuming that the difficulty represents deliberate poor behaviour.

Pedagogy as Prevention

High-quality teaching is one of the ways in which we prevent behaviour difficulties.

Teachers should consider whether behaviour may be linked to:

- Lack of understanding;
- Insufficient prior knowledge;
- Cognitive overload;
- Lack of appropriate challenge;
- Unclear instructions;
- Insufficient modelling;
- Limited opportunities to practise;
- Difficulty working independently;
- Difficulty collaborating with others;
- Communication or SEND needs.

This does not mean that poor behaviour is excused when learning is difficult. Rather, it reminds us that our first response should be to understand what is happening and consider whether the child has been equipped to succeed.

Where a child repeatedly struggles to engage with learning, staff should consider both the behaviour and the learning context and seek support where necessary.

Learning, Independence and Responsibility

Our ultimate aim is to develop pupils who can increasingly regulate their own behaviour and take responsibility for their learning.

The gradual release model supports this development. As teacher support reduces, pupils are expected to take increasing responsibility for:

- Sustaining attention;
- Managing their resources;
- Applying previously taught knowledge;
- Persevering when learning is difficult;
- Asking for help appropriately;
- Working independently;
- Listening and responding to others;
- Collaborating successfully;
- Reflecting on their own learning and behaviour.

This reflects our **LIGHT** value of **Growth**. We want pupils to understand that independence is developed over time and that mistakes are opportunities to learn.

Our classrooms should therefore provide a balance of explicit teaching, structured support, purposeful thinking, collaboration and increasing independence.

In this way, pedagogy and behaviour work together. We teach children how to learn, how to work with others and how to manage themselves so that they can increasingly take responsibility for their learning and their contribution to our community.

At St John Fisher, excellent teaching and positive behaviour are not separate aims. They are part of the same culture of learning, responsibility and growth.

7. The Role of Adults

Every adult at St John Fisher contributes to our behaviour culture. Children need to experience a consistent message from the adults around them.

Adults are expected to model the behaviour that they want children to demonstrate. This means speaking respectfully, remaining calm when addressing difficult behaviour, following school routines and treating children and colleagues with dignity.

Adults are responsible not only for responding to behaviour but for creating the conditions in which positive behaviour is more likely to occur. This includes careful planning, clear explanations, appropriate challenge, explicit modelling, purposeful routines and opportunities for pupils to think and collaborate.

Adults should notice and acknowledge positive behaviour frequently. Praise should be specific and meaningful rather than simply a general statement that a child has been "good".

Where behaviour does not meet expectations, adults should respond calmly and consistently. Wherever possible, correction should be private rather than public, and should focus on the behaviour rather than labelling the child.

The message should be clear:

The behaviour is not acceptable; the child remains valued.

Adults should also recognise that repeated or significant behaviour may indicate an underlying need. Where this appears to be the case, staff should seek advice and work with colleagues, parents and carers and, where appropriate, the SENDCo or safeguarding team.

8. The Role of Pupils

Pupils are expected to take an active role in creating a positive school community.

They are expected to listen to adults and other pupils, follow reasonable instructions, participate positively in learning, care for people and property and make choices that keep themselves and others safe.

Children are also expected to take responsibility when things go wrong. This means being prepared to acknowledge what happened, listen to another person's perspective, recognise the impact of their behaviour and, where appropriate, apologise, repair damage or relationships and consider what they will do differently in the future.

We want children to understand that responsibility does not mean never making a mistake. It means having the integrity and courage to recognise a mistake and the hope and determination to make a better choice.

9. Recognition of Our LIGHT Values

At St John Fisher, excellent examples of our values should be noticed and celebrated.

Our approach to recognition is deliberately not based on individual prizes or material rewards. Instead, it reflects our belief that every child belongs to something bigger than themselves and that their actions contribute to the strength of our whole community.

Every child belongs to one of four school teams:

- St Patrick
- St David
- St George
- St Andrew

Each class has four team bowls representing the four teams. When a child demonstrates an excellent example of a **LIGHT** value, an adult may award a point to the team that the child represents.

The team point acknowledges the individual example while celebrating the collective responsibility of the team. The point does not represent a prize that the individual child has earned. Instead, it recognises that one person's positive action contributes to the success and culture of the wider team.

Team points are acknowledged during our weekly assembly. Assembly provides an opportunity to celebrate examples of our values, discuss how **LIGHT** is being lived and strengthen pupils' sense of belonging and collective responsibility.

The team system therefore exists to reinforce our culture rather than to create competition based on individual rewards.

We want children to understand:

"My choices matter because what I do contributes to the community I belong to."

10. Responding to Behaviour That Does Not Meet Expectations

When behaviour does not meet our expectations, our response will be calm, consistent, proportionate and focused on helping the child make a better choice.

Not every incident requires a formal consequence. In many situations, a simple reminder will be sufficient. Where behaviour continues or has a greater impact, the child will be given an opportunity to reflect on their behaviour and consider how they can put things right.

Our whole-school progression is:

1. Reminder → 2. Choice → 3. Reflection → 4. Consequence, where appropriate → 5. Follow-up

This progression is not intended to be a rigid sequence for every incident. Staff must use professional judgement according to the nature, seriousness and frequency of the behaviour.

For serious behaviour, the school may move directly to a senior leadership response or consequence.

The purpose of the progression is to establish a consistent culture in which children understand boundaries, are given opportunities to correct their behaviour and learn to take responsibility for their actions.

11. Reminder

The first response to most low-level behaviour will be a calm reminder of the expected behaviour.

The adult should identify what needs to change and, where appropriate, link the expectation to a **LIGHT** value.

For example:

"We are listening when someone else is speaking. Show Togetherness by giving them your attention."

The child should then have an opportunity to correct the behaviour without further escalation.

A reminder should be brief, calm and focused on helping the child make the right choice. It should not become a public reprimand or an extended discussion.

12. Choice

If the behaviour continues, the adult may give the child a clear and reasonable choice.

For example:

"You can complete your work here calmly, or you can move to this space where you will be able to concentrate."

Offering a choice gives the pupil ownership of their next action while maintaining a clear boundary.

Adults should avoid prolonged arguments or negotiations. The expectation should remain calm and clear, and the child should be given a genuine opportunity to make a positive choice.

Where the child responds positively to the choice, the incident can be resolved and the child should be supported to return fully to learning.

13. Reflection

Reflection is a central part of the behaviour approach at St John Fisher.

We believe that children need more than a consequence when behaviour goes wrong. They need to understand what happened, recognise the impact of their choices, consider the values that underpin our community and identify what they can do differently.

For this reason, reflection is introduced at the first stage of our formal behaviour response and is not reserved only for serious incidents.

Where a child has continued to behave in a way that does not meet expectations following a reminder and choice, the child may be given a short period of reflection within the classroom. This should normally take place at an appropriate point in the lesson or school day and should be proportionate to the behaviour.

The purpose of classroom reflection is to give the child a calm opportunity to stop, think and reset before returning successfully to learning. It is not intended to be a removal from learning as a punishment.

Where appropriate, the child will complete the school's Reflection Proforma. The same five questions are used across the school so that children develop a consistent understanding of responsibility and repair.

The Five Reflection Questions

1. What happened?

The child explains what happened as honestly and factually as they can. The adult may need to support the child in separating facts from explanations, excuses or the actions of others.

2. Which school value was not followed?

The child identifies which of our **LIGHT** values was not demonstrated:

Love – Integrity – Growth – Hope – Togetherness

This question connects the incident directly to the school's shared expectations and helps children understand that our values are about how we behave, not simply words that we learn.

3. Who was affected by what happened?

The child considers the impact of their behaviour. This may include the effect on another pupil, an adult, the class, learning, relationships or the wider school community.

4. What needs to happen to put this right?

The child identifies what they can do to repair the situation. This might involve an apology, repairing something that has been damaged, restoring a relationship, completing missed learning or taking another appropriate action.

5. What will I do differently next time?

The child identifies the behaviour or strategy they will use in the future. This question is important because reflection should not end with what went wrong; it should give the child a clear route towards making a better choice next time.

The five questions therefore move the child through a clear process:

What happened? → Which value was not followed? → Who was affected? → How can I put it right? → What will I do differently?

This process is intended to develop self-awareness, responsibility, empathy, reparation and future decision-making.

Reflection should always be appropriate to the child's age, stage of development and individual needs. Younger pupils and pupils who require additional support may need an adult to discuss the questions with them or scribe their responses.

Once the reflection has taken place, the child should be supported to return to learning. The incident should not define the rest of the child's day.

14. Senior Leadership Reflection

Where behaviour is more serious, repeated or persistent, reflection may take place with a member of the Senior Leadership Team.

The purpose of Senior Leadership reflection is not simply to provide a more severe punishment. It provides a more structured opportunity to address behaviour that has had a significant impact, has continued despite classroom intervention or requires greater leadership oversight.

The same five reflection questions will underpin the discussion:

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?

The senior leader may explore the child's responses in greater depth and establish whether there are wider factors contributing to the behaviour.

Where reflection takes place with a member of the Senior Leadership Team because of a serious or significant incident, parents/carers will be informed. Communication will explain what happened, the response taken by the school and, where appropriate, what the child has agreed needs to happen next.

Where a pattern is emerging, the senior leader will consider whether additional support, intervention, monitoring or a Behaviour Support Plan is required.

15. Consequences

Reflection is an important part of our approach, but there will be circumstances where an appropriate consequence is also necessary.

A consequence should be proportionate to the behaviour and should help reinforce the school's expectations. It should not be designed to humiliate, shame or punish a child simply for the sake of punishment.

Depending on the circumstances, a consequence may involve a change of seating, completing learning that has not been completed because of behaviour, a supervised

period of reflection, repairing or replacing damaged property where appropriate, restoring a relationship, losing an appropriate privilege or involvement of a senior member of staff.

Where a consequence is given, the child should understand why it has been given and what they need to do to move forward.

A consequence should have a clear beginning and end. Once it has been completed, the child should be supported to return to learning and to participate positively in the school community.

16. Reflection, Reparation and Reconciliation

Our behaviour approach is based on the belief that children can learn from mistakes and repair relationships.

Reflection should therefore lead, wherever possible, to reparation.

Reparation may involve an apology, repairing something that has been damaged, restoring a relationship, completing work that has been disrupted or taking another appropriate action.

The response should be proportionate to the incident and should not become a forced or meaningless apology. The aim is genuine understanding and restoration.

As a Catholic school, reconciliation is an important part of our approach. We want children to understand that taking responsibility is a strength and that forgiveness provides an opportunity to move forward.

Forgiveness does not mean that harmful behaviour is excused or that consequences disappear. It means that we believe people can acknowledge mistakes, learn from them and change.

17. Serious Behaviour

Some behaviour is sufficiently serious that the usual classroom progression is not appropriate.

This may include serious physical aggression, serious threats or intimidation, serious bullying, discriminatory or hateful behaviour, sexual harassment or sexual violence,

significant damage to property, behaviour that places another person at significant risk, possession of prohibited items or serious and repeated refusal to follow safety instructions.

In these circumstances, the Headteacher or another member of the Senior Leadership Team may become involved immediately.

The school will consider the circumstances of the incident, the pupil's age and developmental stage, previous behaviour, any relevant SEND or safeguarding information and the impact on others.

The child may be removed from the immediate situation where necessary to maintain safety. Parents/carers will be informed where appropriate.

Where an incident raises a safeguarding concern, safeguarding procedures will take priority.

Serious behaviour may result in a consequence without the child first progressing through the usual Reminder → Choice → Reflection sequence. However, reflection and repair will still be considered when it is safe and appropriate to do so.

18. Safeguarding and Behaviour

Behaviour and safeguarding are closely connected. A change in a child's behaviour may sometimes indicate that they are experiencing harm, abuse, neglect, exploitation or another difficulty.

Staff must therefore remain alert to the possibility that behaviour may be a communication of an unmet need or safeguarding concern.

A behaviour consequence must never replace a safeguarding referral.

Where there is a safeguarding concern, staff must follow the school's Child Protection and Safeguarding Policy and report the concern to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

Behaviour incidents that involve safeguarding concerns must be considered in the wider context of the child. Staff should not assume that challenging behaviour is simply

a matter of poor choice without considering whether there may be an underlying safeguarding, pastoral, SEND or wellbeing concern.

19. Child-on-Child Abuse

Child-on-child abuse is unacceptable and will always be taken seriously.

It can include physical abuse, bullying, intimidation, discriminatory abuse, sexual harassment, sexual violence, harmful sexual behaviour, coercive behaviour and abuse that takes place online.

Pupils are encouraged to tell a trusted adult if they experience or witness bullying or other harmful behaviour.

All reports of suspected child-on-child abuse will be taken seriously and investigated. The school will consider the safety and wellbeing of every child involved.

This includes supporting children who have experienced harm while also addressing the behaviour and needs of children whose behaviour has caused concern.

Safeguarding actions may include risk assessment, support plans, parental involvement, referrals to external agencies and involvement of the police where appropriate.

Behaviour consequences and safeguarding responses are separate processes and both may be required.

20. Bullying

We recognise that children can experience disagreements, friendship difficulties and conflict. These should be addressed sensitively but are not necessarily bullying.

Bullying is deliberate behaviour that causes harm, is repeated over time and involves an imbalance of power. It can occur face-to-face or online and can be physical, verbal, relational, emotional, discriminatory or sexual.

Pupils are encouraged to tell a trusted adult if they experience or witness bullying.

All reports of suspected bullying will be taken seriously and investigated. The school will consider the evidence, the impact on those involved and whether the behaviour meets the school's definition of bullying.

Where bullying is established, appropriate action will be taken. This will include supporting the child who has experienced the bullying and addressing the behaviour of the child or children responsible.

The school will not use labels such as "bully" or "victim" to define children. We focus on the behaviour, its impact and what needs to happen to make the situation better.

Bullying incidents will be recorded and monitored so that leaders can identify patterns and evaluate the effectiveness of the school's response.

21. Discriminatory Behaviour

Every member of the St John Fisher community has the right to be treated with dignity and respect.

Discriminatory language or behaviour is unacceptable, including behaviour relating to protected characteristics such as race, disability, sex, religion or belief and sexual orientation.

Staff will respond appropriately to the age and understanding of the child while making clear that discriminatory behaviour is not acceptable.

Such incidents will be recorded and monitored. The school will consider both the immediate response to the incident and whether there is a wider need for teaching, pastoral support or work with the school community.

Where discriminatory behaviour may also constitute a safeguarding concern, the DSL will be informed.

22. Inclusion and SEND

We recognise that some pupils may experience greater difficulty regulating their behaviour because of their individual needs, including special educational needs and/or disabilities.

The existence of an additional need does not mean that inappropriate or unsafe behaviour is ignored. Instead, the school will consider whether additional teaching, support or reasonable adjustments are required to enable the child to meet our expectations.

Staff should consider whether the child understands the expectation, whether it has been explicitly taught, whether communication has been adapted and whether there are identifiable triggers or barriers contributing to the behaviour.

Where a pattern of behaviour is emerging, staff should not wait until difficulties become severe before seeking support. The class teacher should discuss concerns with relevant colleagues and, where appropriate, the SENDCo, DSL/DDSL or Senior Leadership Team.

Where reasonable adjustments are required, these should be identified and communicated clearly so that adults working with the child respond consistently.

The school will seek to understand the behaviour while maintaining appropriate expectations and supporting the pupil to develop successful strategies.

23. Behaviour Support Plans

Where a pupil repeatedly demonstrates behaviour that does not meet expectations, a Behaviour Support Plan may be considered.

The purpose of a Behaviour Support Plan is to move beyond simply responding to incidents and identify how the school can prevent difficulties, teach alternative behaviours and provide consistent support.

The plan may identify triggers, preventative strategies, teaching approaches, agreed adult responses, appropriate consequences and methods for monitoring progress.

Where appropriate, the plan will be developed with the pupil and parents/carers so that there is a shared understanding of the difficulties and the strategies that will be used.

Plans will be reviewed regularly and adjusted where necessary.

Where behaviour is linked to safeguarding or relational concerns, other appropriate plans or risk assessments may also be required.

24. Regulation and Co-Regulation

Children are still developing their ability to regulate emotions and behaviour. Adults will support children to recognise their emotions, communicate their needs and use appropriate strategies to regulate.

When a child is dysregulated, adults should remain calm and avoid unnecessarily escalating the situation.

A child may sometimes need a short period away from a situation before they are able to discuss what has happened or return successfully to learning.

Where a child requires a period to regulate, this should be purposeful, proportionate and time-limited. It should not become an informal exclusion or a way of routinely removing a child from learning.

Once the child is regulated, the adult should return to the behaviour issue and, where appropriate, complete the reflection process.

25. Playground and Lunchtime Behaviour

The expectations in this policy apply equally outside the classroom.

Children are expected to demonstrate the **LIGHT** values during playtime and lunchtime, play safely, respect others and follow the instructions of supervising adults.

Staff supervising these areas will use the same principles and language as classroom staff. Children should not experience a completely different behaviour system depending on which adult is supervising them.

Where an incident is significant, the supervising adult should ensure that the class teacher is informed. Serious or repeated incidents should be referred to the appropriate member of the Senior Leadership Team.

Where a child experiences repeated difficulties during unstructured times, the school may consider additional supervision, adaptations to the environment, a structured support strategy or a Behaviour Support Plan.

26. Behaviour During Educational Visits and Outside School

Children are expected to represent St John Fisher positively when outside school.

The school's expectations apply during educational visits, sporting events, residential activities, clubs and other school-organised activities.

The school may also respond to behaviour outside school where there is a clear connection to the school or where the behaviour affects the safety or wellbeing of members of the school community.

This includes relevant behaviour that takes place online.

The response will remain proportionate and will take account of the circumstances and the school's legal responsibilities.

27. Online Behaviour

Our expectations of Love, Integrity, Growth, Hope and Togetherness apply online just as they do in face-to-face interactions.

Children are taught that online actions can have a significant impact on others and that behaviour that would be unacceptable in school does not become acceptable simply because it takes place online.

The school will respond to online behaviour where it affects members of the school community, disrupts school life, causes harm, constitutes bullying or raises safeguarding concerns.

Where online behaviour is a safeguarding matter, the DSL must be informed.

28. Searching, Screening and Confiscation

We recognise that there may be occasions when it is necessary to search a pupil or their possessions to maintain the safety and wellbeing of our school community. The school will use its statutory powers to search, screen and confiscate items in accordance with the law and the Department for Education's current guidance.

The Headteacher, or a member of staff authorised by the Headteacher, may search a pupil or their possessions where there are reasonable grounds to suspect that they

have a prohibited item or an item that may be searched for under the school's rules. Searches will be carried out respectfully and proportionately, with regard to the pupil's age, needs and individual circumstances and in accordance with the statutory requirements governing who may conduct a search and when a witness should be present.

Prohibited items include weapons, alcohol, illegal drugs, stolen items, tobacco products, fireworks, pornographic images and any item that has been, or is likely to be, used to cause injury or commit an offence. The school may also identify other items that are prohibited through its school rules and may search for and confiscate these where the relevant legal requirements are met. The school may confiscate an item where the law permits, including where the item presents a risk to others, is prohibited or is evidence of an offence.

Where a search identifies a prohibited item or raises a safeguarding concern, the school will respond appropriately and parents/carers will be informed in accordance with statutory guidance and school procedures. Where an item may constitute evidence of an offence or presents a serious risk to pupils or staff, the Headteacher will determine whether the matter should be referred to the police.

Searches are not intended to be punitive. They are a safeguarding and behaviour measure used when necessary to maintain a safe, calm and supportive environment for all pupils.

29. Use of Reasonable Force and Restrictive Interventions

At St John Fisher, we recognise that there may be circumstances in which staff need to use reasonable force or another restrictive intervention to keep a pupil or another person safe. The school will follow the Department for Education's current guidance, Restrictive interventions, including the use of reasonable force, in schools, which came into effect on 1 April 2026.

Our starting point is always prevention and de-escalation. Staff will seek to understand what is happening for a pupil and use appropriate strategies to reduce the likelihood that restrictive intervention will be required. Where physical intervention becomes necessary, staff will use no more force than is necessary and will act in a way that is reasonable and proportionate to the circumstances.

Reasonable force may be used to prevent a pupil from causing injury to themselves or another person, damaging property or committing an offence, or where necessary to maintain safety and prevent serious disorder. Any intervention will take account of the pupil's individual circumstances, including any known SEND, disability or medical needs.

The use of force will always be treated seriously. Significant incidents will be recorded and reported in accordance with the school's procedures and current statutory requirements, and parents/carers will be informed as required. Following an incident, the school will consider what happened, whether further support or risk assessment is required and whether changes to provision, routines or an individual support plan could reduce the likelihood of a similar incident occurring.

The use of reasonable force is not a substitute for good behaviour support. Our aim is always to create the conditions in which pupils can feel safe, regulate their behaviour and succeed without restrictive intervention wherever possible.

30. Recording Behaviour on SIMS

During 2026–2027, St John Fisher will develop a consistent whole-school approach to recording significant behaviour incidents using SIMS.

The purpose of recording is not to create unnecessary bureaucracy or to turn every minor correction into a formal incident. It is to help us understand behaviour across the school, identify patterns, support pupils effectively and evaluate whether our approach is working.

As the system is introduced, staff will receive clear guidance about what should be recorded, how incidents should be categorised and when concerns should be escalated. A minor reminder that is resolved immediately will not necessarily require a formal SIMS record. Significant, repeated or serious incidents should be recorded so that we have an accurate picture of behaviour over time.

Records should be factual, professional and objective. Staff should record what happened, the action taken and any relevant follow-up, avoiding emotive or judgemental descriptions of pupils.

The school will particularly monitor patterns relating to bullying, discriminatory behaviour, repeated or serious incidents and behaviour that may indicate an underlying safeguarding or SEND concern.

Behaviour recording on SIMS does not replace safeguarding recording. Where a concern relates to safeguarding, child-on-child abuse or another safeguarding matter, staff must follow the school's safeguarding procedures in addition to any behaviour recording required.

31. Parents and Carers: Communication About Behaviour

Parents and carers are important partners in supporting positive behaviour. We want communication with families to be purposeful and proportionate so that parents and carers understand when their child's behaviour is a significant concern without receiving a daily list of minor corrections.

For low-level incidents that are resolved quickly through a reminder, choice or classroom reflection, it will not normally be necessary to contact home on every occasion. Where behaviour is repeated, significant or serious, parents/carers will be informed and, where appropriate, invited to work with the school to understand what is happening and how the child can be supported.

Where a child completes reflection with a member of the Senior Leadership Team following a more serious incident, this will normally be shared with parents/carers. Communication should explain what happened, how the school responded and, where appropriate, what the child needs to do next.

Where a pattern of behaviour is emerging, the school will seek to work with parents/carers before difficulties become more serious. Where a Behaviour Support Plan or other additional intervention is required, parents/carers will be involved wherever appropriate so that home and school can develop a shared understanding of the expectations and support required.

32. Monitoring Behaviour

The Headteacher and Senior Leadership Team will monitor behaviour across the school to understand both what is happening and whether our approach is having the intended impact.

As SIMS recording becomes established, leaders will use behaviour information to identify patterns and trends, including the type of incident, location, time of day, year group and whether particular pupils or groups of pupils are experiencing repeated difficulties. The school will also monitor bullying and discriminatory incidents and consider whether there are differences in how behaviour is experienced or responded to by different groups of pupils.

The purpose of monitoring is not simply to count incidents. It is to understand what is happening and determine what the school needs to do in response. A pattern of incidents in a particular location may indicate that routines need to be retaught or supervision changed. A pattern involving a particular pupil may indicate that additional support or assessment is required. A pattern involving a particular type of behaviour may indicate that the behaviour curriculum needs strengthening.

Behaviour information will therefore inform staff training, curriculum planning, pastoral support, SEND provision, safeguarding responses and leadership decision-making where appropriate.

33. Staff Consistency and Professional Development

A successful behaviour culture depends on adults being consistent in the way they establish expectations, communicate with pupils and respond to behaviour.

Consistency does not mean that every child receives exactly the same response in every circumstance. It means that children can expect the same underlying principles, expectations and language from adults across the school, while recognising that some pupils will require different support or adjustments in order to meet those expectations.

We aim to be:

- Consistent in our expectations.
- Consistent in our language.
- Consistent in our routines.
- Consistent in our follow-up.
- Responsive to individual need.

During the first year of implementation, leaders will support staff through training, modelling, discussion and review. Staff will have opportunities to consider behaviour

incidents together, develop confidence in the reflection process and agree how the policy should be applied in different situations.

Particular attention will be given to ensuring that staff understand the difference between a classroom-level reflection, a Senior Leadership reflection and the response required for serious behaviour. Where inconsistency is identified, the purpose of leadership action will be to clarify expectations, strengthen shared practice and support staff rather than simply to identify errors.

34. Behaviour and Catholic Reconciliation

Our Catholic faith reminds us that relationships matter. When behaviour causes harm or damages a relationship, we seek, wherever possible, to restore what has been damaged.

Children may therefore be supported to apologise, listen to the person affected, make amends and seek forgiveness. We also teach children the importance of forgiving others and recognising that relationships can be repaired.

Forgiveness does not mean that harmful behaviour is excused or that consequences disappear. Rather, it reflects our belief that people can learn, change and grow. Accountability and reconciliation therefore sit alongside one another: we expect children to take responsibility for their actions while helping them understand that a mistake does not define who they are or prevent them from making a better choice.

This is central to our **LIGHT** values:

Love gives us compassion.

Integrity gives us responsibility.

Growth gives us the opportunity to learn.

Hope reminds us that we can change.

Togetherness reminds us that we belong.

35. Suspension and Permanent Exclusion

Suspension and permanent exclusion are serious measures and will only be used in accordance with the law and the Department for Education's current statutory guidance. The current guidance took effect on 26 July 2026.

A suspension may be considered where behaviour is sufficiently serious that other responses are not appropriate or where behaviour presents a significant risk to the safety, wellbeing or education of others. The Headteacher will consider the individual circumstances of the pupil and the circumstances of the incident before making a decision.

Permanent exclusion is a very serious measure and will only be considered in the most serious circumstances and where the relevant statutory requirements are met. The school will consider whether permanent exclusion is a lawful, reasonable and proportionate response and will follow the statutory processes set out in the current guidance.

The school will not use informal or unofficial exclusions. Where suspension or permanent exclusion is necessary, the school will follow all relevant statutory procedures, including requirements relating to parents/carers, the local authority, education during suspension and the role of the Governing Body.

36. Reintegration Following Suspension or Significant Incidents

We want pupils to return to school following a significant incident knowing that they remain part of the St John Fisher community.

Where appropriate, a reintegration meeting or discussion will provide an opportunity for the pupil to reflect on what happened, understand the impact of their behaviour and identify what needs to change. The five reflection questions may be revisited as part of this process:

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?

Where appropriate, parents/carers will be involved so that the school and family have a shared understanding of the expectations and support required. Where the incident

indicates a need for additional support, risk assessment or an individual plan, this will also be considered.

The focus will be on accountability, restoration and a positive way forward. A pupil's return to school is not simply about drawing a line under an incident; it is about helping the child understand what happened, repair relationships where possible and re-establish their place within the school community.

37. Implementation During 2026-2027

The 2026–2027 academic year represents the first stage of embedding our whole-school behaviour approach. We will focus on establishing a strong foundation rather than attempting to introduce too many systems at once, recognising that a sustainable behaviour culture develops through consistent practice over time.

During the Autumn Term, our priority will be to establish the **LIGHT** values, explicitly teach key routines, establish consistent adult language and introduce the graduated behaviour response. Staff will begin using the reflection process in classrooms, and the five reflection questions will become a consistent language across the school. We will also begin developing consistent recording of significant behaviour incidents on SIMS.

During the Spring Term, leaders will review how well the approach is being implemented, using behaviour information, staff feedback and observations to identify strengths and areas requiring further development. We will strengthen consistency where required, develop further support for pupils who need it and refine the behaviour curriculum in response to what we learn.

During the Summer Term, we will evaluate the impact of the approach through behaviour data, staff feedback, pupil voice and parent/carers feedback. This evaluation will inform the next stage of development for 2027–2028 and help us identify which elements of the approach should be strengthened, adapted or embedded further.

We recognise that a strong behaviour culture is developed over time. Our aim is not simply to introduce a system but to establish a culture that is understood by children and adults, supports positive relationships and enables every pupil to learn and thrive.

38. Monitoring and Review of the Policy

The Headteacher is responsible for the implementation of this policy, supported by the Senior Leadership Team.

The effectiveness of the policy will be monitored through behaviour records, SIMS data, safeguarding information where relevant, pupil voice, staff feedback, parent/carer feedback and observations of behaviour and routines.

The Governing Body will receive appropriate information about behaviour as part of its monitoring of school effectiveness.

The policy will be formally reviewed annually, or sooner if there are significant changes to statutory guidance, school practice or the needs of the school community.

The review will consider not only whether the policy is being followed but whether it is having the intended impact on behaviour, relationships, inclusion and pupils' ability to learn.

39. Our Commitment

At St John Fisher Catholic Primary School, we want every child to know that they are loved, valued and capable of growth.

We want our children to leave us not only as successful learners but as people who understand their responsibility towards others and their wider community.

Our behaviour policy is therefore about more than responding when things go wrong. It is about creating a culture in which children are taught how to live well with others, are held to high expectations and are supported to make better choices when they fall short.

We therefore ask every member of our school community to live our **LIGHT** values:

LOVE - We care for one another.

INTEGRITY - We do the right thing.

GROWTH - We learn, persevere and improve.

HOPE - We believe that things can get better.

TOGETHERNESS – We belong and work together.

Our behaviour policy is ultimately about creating a school in which these values are not simply spoken about but lived every day.

Love . Learn. Shine.