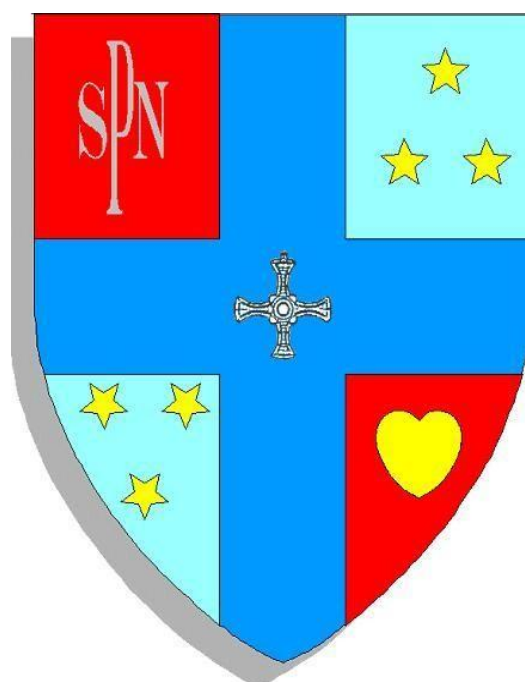


# St Philip Neri Catholic Primary School

## Behaviour Policy



*Living & Learning together  
with a Joyous Heart*

**September 2025**

**ST PHILIP NERI CATHOLIC PRIMARY SCHOOL  
BEHAVIOUR POLICY**

**Vision, Values and Ethos**

At St Philip Neri we aim to promote a learning community based upon the  
Gospel values of love, trust and respect,  
where the achievements of everyone are recognised and celebrated.  
Living and Learning Together with a Joyous Heart.  
Amen

**Rationale**

At St Philip Neri Catholic Primary School, we aim to create a positive and caring atmosphere where every member of the school community feels valued and respected. We believe that the Catholic ethos of our school is central to this.

This policy sets out the expectations of behaviour during the school day, whether in school or on an educational visit or residential.

**Key Values of our school**

- Love – We love to learn.
- Trust – We trust ourselves; we trust each other.
- Respect – We respect ourselves; we respect each other, we respect our school environment.

These values are addressed directly through lessons and assemblies.  
For more information, see the St Philip Neri Way Curriculum.

**We aim**

- To have a whole-school, consistent approach to behaviour management with a collective responsibility among staff.
- To have the support of parents, children and governors in implementing this policy.
- To encourage good behaviour by giving recognition and rewards for children of all ages and abilities.
- To apply rules, rewards and sanctions positively and consistently while at the same time considering individual circumstances.
- To teach values and attitudes which will promote responsible behaviour, encourage self-discipline, and encourage children to respect themselves, other people and property.
- To be models of good behaviour: the basis of this being Christian values and mutual respect.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To address problems when they occur in a caring and Christian manner in the hope of achieving an improvement in behaviour.

## **Roles and Responsibilities**

### **The Local Governing Committee**

The Local Governing Committee ensure that a written policy to promote good behaviour is drawn up and implemented effectively.

### **The Headteacher**

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that staff implement this policy to ensure rewards and sanctions are applied consistently
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Providing a personalised approach to the specific behavioural needs of identified pupils
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **Parents and carers**

Parents and carers are expected to:

- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Support their child's learning and try to cooperate with the school as set out in the home/school agreement

### **Pupils**

Pupils are expected to:

- Know the school's key rules and routines: pupils in school follow the St. Philip Neri Way
- Show respect to all pupils and members of staff
- Work to the best of their abilities and allow others to do the same
- Respect their own and other people's property and to take care of books and equipment.
- Know the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

### **Rewards and Recognition**

We teach positive behaviours explicitly through the St Philip Neri Way Curriculum. We encourage children to practise good behaviour by operating a system of praise and reward.

We support children by proactively teaching them clearly what behaviour is expected of them.

We carefully communicate what behaviour will help pupils to succeed, what is not allowed, and what the consequences of both will be e.g. What behaviour is expected when lining-up; when playing outside; when speaking; when working in pairs; when children are stuck.

### **Catch children following the St Philip Neri Way**

Adults in school will give verbal praise to identify children who are following school rules and routines. Sharing good examples of behaviour, attitudes and work with other staff and pupils is encouraged.

### **Stickers**

Adults in school will be provided with stickers which can be used to identify and recognise positive behaviour: children demonstrating behaviour the St Philip Neri Way. These can be used within the class and during less structured times such as during outdoor breaktimes.

### **House Points**

All children are members of one of the five schoolhouses which are named after five northern saints: Aidan, Bede, Cuthbert, Hilde and Oswald. Each house has two House Captains, and a teacher or teachers who act as house leads.

Children receive house point tokens from their class teacher or staff in school. House points are awarded for academic and non-academic achievements: for effort, for demonstrating the Gospel values, and for all aspects of good work and behaviour, including wearing correct uniform.

At whole school Achievers' Assembly, each Friday, the house points trophy is presented to the house group which has accumulated the most tokens that week. At the end of the term, children in the house with the most points overall receive a prize.

### **Certificates**

Each week children who have achieved work or behaviour of a high standard receive a Star of the Week star to be displayed in the school hall and will receive a certificate to take home.

The Headteacher will also present additional Headteacher certificates for exceptional achievement.

### **Golden Book Assembly**

At the end of each term, we hold a Golden Book Assembly where nominated children receive a book as a prize. Children are nominated by all the staff.

### **Home/school links**

For extra effort and achievement, teachers can award children with a note home, explaining to parents their child's achievement.

Alongside this, golden tokens are given to children. These have a value of 5 house points.

### **Other Incentives**

Depending upon the cohort and circumstances, teachers may introduce additional class-based incentives such as table points or whole-class, such as a popular activity.

## **Sanctions and Consequences**

Adults will use ways to build positive behaviour with children e.g. verbal praise, wow boards, work shared with others, extra responsibility. Our behaviour management approach is based on building strong relationships.

### **Consequences**

In most cases children respond to an initial request to change behaviour. However, where a child is not responding to strategies, there need to be clear, consistent consequences. For children with behaviour as an additional need, examples of these may be detailed on a personalised behaviour plan.

**Code 1:** Response to low-level behaviour: A quick intervention is used to prevent further disruption to learning/activities: the adult recognises the behaviour and gives the child the opportunity to correct it, reminding them about expected behaviour and thanking them for listening.

**Code 2:** Reflection in class - a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime or end of the day. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

**Code 3:** 'Pay it Back time'- is an appropriate action linked to the incident. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. If a child has damaged resources, they may be asked to tidy a classroom. For disruptive behaviour, children may miss some of their breaktime.

**Code 4:** Parental involvement- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

**Code 5:** Consequences for challenging behaviours:

Removal from class for a short period of time

Reminder of expectations by both the class teacher and a member of SLT

Loss of breaktime or lunchtime (or part thereof)

Loss of privileges – for instance, the loss of a responsibility, representing school at an extra-curricular event

### **Serious incidents**

Serious behaviour incidents may include but are not limited to:

- Refusal to follow school rules
- Use of racist, homophobic or discriminatory behaviour
- Physical assaults
- Bullying
- Deliberate damage to school property
- Behaviour that puts themselves or others at risk of harm

Serious breaches of school discipline could lead to suspension or permanent exclusion.

### **Suspension and Permanent Exclusion**

Suspension and permanent exclusion can be used in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Suspension and/or exclusion is a last resort. The decision to suspend or exclude a child from our school can only be made by the Headteacher. Should unacceptable behaviour warrant the need to consider either suspension or exclusion then the Headteacher will follow the most recent DFE guidance.

A decision to exclude a pupil permanently will only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy and in conjunction with the Trust.

### **Exceptions regarding Special Educational Needs and Disability (SEND)**

Our approach to challenging behaviour may be differentiated to cater to the specific needs of the pupil.

Where pupils are unable to learn effectively because of their behaviour or where they persistently prevent others from learning, school may benefit from support from other agencies. We will consult fully with parents if we believe that this would be beneficial.

External agencies include:

- Educational Psychological Service
- Behaviour support Service
- Emotional Well-Being Team
- Child Emotional and Mental Health Service

### **Use of reasonable force or physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil:

- Where action is necessary because there is an imminent risk of injury to adult or pupil.
- Where there is a developing risk of injury or significant damage to property.

Key staff receive training in line with the Positive Handling Policy.

Incidents to physical restraint must:

- Be used a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned.
- Be recorded and reported to parents.

**Date for next review September 2026**

## **Appendix:**

### **Definitions**

Misbehaviour may include but is not restricted to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Disturbing other children
- Non-completion of classwork
- Boisterous or rough play
- Incorrect uniform

Serious misbehaviour may include but is not restricted to:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, assault or harassment
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Physical violence against another pupil or adult with intent to cause harm
- Possession of any prohibited items