



Xavier Primary Behaviour Policy

**'It is not enough to love the young; they must know that they are loved' -
St John Bosco**

Audience for the Behaviour Policy

This behaviour policy is intended for the entire Xavier Primary School community, encompassing parents, staff, and children.

- **Parents:** Your involvement is crucial in reinforcing the values and expectations outlined in this policy. By working together, we can ensure a consistent approach to behaviour both at home and in school, fostering a positive and supportive environment for our children.
- **Staff:** This policy serves as a guide for all staff members in maintaining and promoting high standards of behaviour. Consistency in applying the principles and practices described in the policy is key to creating a safe and respectful learning atmosphere for every child.
- **Children:** This policy helps you understand what is expected of you in terms of behaviour. By following the guidelines and rules, you contribute to a positive school environment where everyone can learn and grow safely and respectfully.

By adhering to this policy, we can collectively support a thriving educational setting where respect, readiness, and safety are paramount.

Our Xavier Principles:

At Xavier Catholic Education Trust, we aim for our schools to be places where children enjoy learning and achieve well. Relationships with each other, and with God, are central to all that we do. We are committed to the highest standards of children's behaviour. We believe that in order to be successful in life, children must be ready to learn, always be respectful and be able to keep themselves and those around them safe. Our Xavier behaviour policy provides a framework to ensure our values are embedded in our daily practice and routines. Praise and recognition for our Xavier behaviours in a culture which consistently supports children to develop appropriate school behaviour will ensure that we have a happy and purposeful learning environment.

This policy draws on a research base of relational practice that reflects the mental health needs of children, acknowledges adverse childhood experiences and trauma-informed practice, alongside behaviour support mechanisms to support the inclusion of children.

St Cuthbert's Mission Statement

"We are a Catholic community, living and learning in faith. Through the Gospel values of faith, hope, trust and love, we aim to recognise individuality and enable each other to fulfil our potential"

Aim of this policy

The aim of this policy is to follow the teaching of our Lord Jesus Christ from Matthew chapter 7:12, known as the golden rule:

"So always treat others as you would like them to treat you."

The school is part of the local Catholic community and therefore part of the Catholic community throughout the world. Its values, expectations and desire to grow place it within the family of the Church; a family of love, understanding and respect.

Key Principles

As members of the school community, we strive to develop our relationship with God; in so doing this should influence our relationships with one another. Every individual matters, and through God we have an inherent dignity. There are broad and generally well understood norms of behaviour which are relevant to all. Our school is guided by Jesus' example as a Good Shepherd, the children are encouraged to reflect on the example Jesus set and to ask the question "What would Jesus do?" when reflecting on their own behaviour.

"I am the good shepherd. The good shepherd lays down his life for the sheep. He who is a hired hand, and not a shepherd, who doesn't own the sheep, sees the wolf coming, leaves the sheep, and flees."

John 10:11

The key principles of St Cuthbert's School are that:

- Every child has the right to learn in a happy, safe and secure environment so that they can strive for personal achievement and self-awareness.
- The positive contribution of each child is necessary for the good of the school as an inclusive community.
- All members of the school community have the right to be trusted, treated fairly and respected as individuals.
- All members of our school community should practise forgiveness and reconciliation and participate in restorative conversations where appropriate.
- A positive system of praise and rewarding good behaviour choices reinforces a child's sense of worth and helps them to acquire self-discipline.

- All members of our school community are praised and recognised for their success.

Aims:

- For children to learn how to self-regulate their emotions and behaviour.
- To ensure all children develop good learning habits for them to become self-disciplined.
- To have the highest expectations of children's behaviour to ensure the highest standards of learning can take place.
- To create an environment in which children are taught to respect and support each other and to accept responsibility and consequences for their own actions.
- For children to understand their role in making the school an outstanding place to learn and to have pride in their school.
- For parents to understand their role in supporting a positive partnership between school and home.

The Xavier approach: All staff at Xavier Catholic Education Trust are responsible for teaching behaviour that is ready, respectful and safe: often, our consequence is less important than the children learning the correct behaviour. At Xavier Trust we respond to behaviour by:

- Correcting the child through both non-verbal and verbal signals
- Understanding and being curious about the reason for the behaviour.
- Teaching better behaviour by stating the action; modelling what this should look like.
- Adapting the environment to support the child in meeting their needs where appropriate.

At Xavier Trust, our aim is to teach ready, respectful and safe behaviour.

We believe the right way to behave is to ensure everyone is safe, ready to learn and respectful of others and the school. Staff must always teach and model this message and make reasonable adjustments to allow all children to be successful.

We respond to children using natural and logical consequences. The way we maintain good behaviour is to teach and support children to be safe, respectful and ready to learn. We always aim to communicate the message that the only way to behave is ready, respectful and safe, and that this is consistent no matter who is dealing with the issue.

Relational practice

We promote relational practice where relationships are nurtured as a priority in our schools. We encourage and support children to be accountable, reflective and able to repair relationships through the principles of restorative practice.

High expectations of Behaviour: Ready, Respectful, Safe;

All children are expected and supported to follow the rules of 'Ready, Respectful and Safe' whilst in school. Children are taught explicitly to communicate if they are not feeling ready, respectful, respected or safe.

Ready:

- Having all the equipment and books needed for the day.

- Having homework or reading completed prior to the lesson.
- Wearing the correct uniform, in the correct way.
- Being calm and able to enter the classroom and settle to learn.

Respectful:

- Speaking politely and appropriately to teachers and adults in the school.
- Speaking politely to peers as well as adults.
- Using kind respectful language.
- Understanding that we use different language in different situations.
- Respectful of the learning space, looking after school property, buildings, walls or floors.
- Respectful of the learning equipment, looking after books, devices or school equipment.
- Respecting each other's differences.

Safe:

- Enable others to feel loved and safe as part of the school community.
- Use kind gestures, words and actions to others.
- Use equipment and furniture appropriately and safely, presenting no risk to others.
- Ensure actions and words keep others safe both physically and emotionally.
- Do not use verbal or physical aggression towards others.

Routines

Consistency is key and all schools within the Xavier Trust will follow routines to manage certain aspects of behaviour. These could include:

- Transitions:** Children are expected to keep the corridors quiet during transition times and are encouraged and reminded to do so with staff consistently using the phrase 'quiet corridors' to remind children of the behaviour expectations.
- Nonverbal communication:** Staff use silent hand signals during lessons to instruct the children while keeping teacher talk reduced. One signal is used to ask the children to stop and listen by raising their hand and waiting for every child to copy. One is the signal for my turn, your turn when teachers are asking children to repeat back what has just been said and the other is used when asking children to turn and discuss with their partner.
- Attention:** Staff will use the same repeated vocabulary to remind the children to show they are ready for learning. Good sitting, good looking, good listening, ready to learn. These prompts are supported by visual reminders.

Recognitions

At our Xavier Schools we want children to feel proud by the intrinsic value of achievement. We are committed to rewarding good learning habits in all key stages. We celebrate children's positive choices in different ways: which may include verbal praise, housepoints, stickers, postcard home and certificates.

Celebration of achievement, effort and progress

St. Cuthbert's promotes a positive behaviour for learning. This means that the children are praised and rewarded for making good choices and behaving appropriately. This is also referred to as 'catch them being good'.

Our **FAIR** values are central to our school ethos at St Cuthberts. Everything we do is rooted in these values and we instill the importance of these in the children. Our rewards system is designed to reflect and acknowledge these:

Faith: Pupils demonstrate they live and learn through faith

Articulate: Pupils can articulate themselves and their views confidently

Appreciate: Pupils show they appreciate one another, their community, and their environment

Independence: Pupils show they can learn independently

Initiative: Pupils take initiative in their learning

Resilience: Pupils try their best and learn from their mistakes

Respect: Pupils show respect for one another and their environment

- Dojo system

This is a positive reward system whereby children earn green points for their avatar. Points earned are for exhibiting our FAIR values. They are awarded by the class teacher or LSA. Dojo points are totaled and, on a Friday, an award is given for the overall dojo winner, for that week, during our whole school celebration assembly. This child will receive a certificate and special golden badge from Headteacher. At the end of each term an overall dojo winner is presented with a prize for the highest amount of green dojos received across the term at our Celebration Assembly.

- Stickers and certificates

The children will be rewarded by their class teacher with stickers and certificates for good behaviour and learning.

- PE rewards

Pupils are rewarded to recognise their participation in sport. Each week a star of the week is awarded to a child who has tried really hard in PE. Sportsmen and Sportswomen of the month are recognised through being awarded a cup and a letter home.

- House points

The Dojo points the children win individually, equate to house points for their school house too. Pupils' effort contributes to their overall House progress and each classes' house points are counted up each week and added to the overall total. The winning house is announced each half term and awarded a house mufti day.

- Alternative Rewards and Sanctions

There may be some children who do not respond or understand the dojo system of reward and sanctions (for example, some children with SEND). In such cases, the class teacher will work with SENCo to identify tailored rewards and sanctions for that individual child. This alternative reward and sanction system will be conveyed to the adults within the class and the behaviour lead, to maintain continuity.

- Birthdays

Children's birthdays are celebrated each week in celebration assemblies.

Class Rules

- Each class teacher, at the beginning of every school year, will share a list of school rules with their children developed from the Mission Statement.

All children and class teacher/teachers will sign the charter and it will be displayed in the classroom.

- When necessary, teachers will devise their own reward system to support as appropriate to support the reward systems mentioned above e.g. This may be in the form of stickers, marbles in the jar or reward/golden time.
- Timetabled RHE sessions support children to take collective responsibility for solving problems and issues raised by the children themselves.
- Circle time and 'friendly groups' will be used to remind children about positive social interaction with their peers and how their behaviour affects the feelings and actions of others.

Positive Behaviour Approach

As adults, we need to maintain a positive state in ourselves, so that we are in control of our own emotions. A positive state of mind is vital as well as supporting each other, both asking for and offering help.

Reasonable Adjustments for Children with additional needs (e.g. SEND or children with trauma)

Children with SEND are supported, and reasonable adjustments are made to ensure they are ready, respectful and safe in school and feel emotionally safe, happy and confident to learn.

Behaviour Curriculum:

At the core of our Xavier behaviour curriculum sits the three key 'Strands': Ready; Respectful; Safe. Our Behaviour Curriculum strands have been designed to demonstrate a typical rate of development, starting from the bottom. However, it is recognised that for individual children, this may be different. These are shown, along with components within each Strand.

Standards for Behaviour:

Alongside restorative practices and relational support work, there are times when formal consequences for standards of behaviour are required. They are outlined below.

Stage	What might have happened?	What could be the consequence?
1a) Low Level learning behaviour concern	I wasn't ready, respectful or safe. By behaving in this way, I wasn't ready to learn and/or prevented others from learning.	<ul style="list-style-type: none"> • Make reasonable adjustments to the environment • Model appropriate behaviour • Anonymous reminder, then named reminder • Consideration of additional support requirements • Do it again, do it better • Praise for corrected behaviour • Consequence for repeated low level learning behaviour, for example, loss of privilege or community service
1b) Low level unsafe or disrespectful behaviour concern	My behaviour was not safe for other children or adults. My behaviour placed others in an unsafe situation where they may have got hurt. My language was unkind, and I was not respectful to others. This may include using discriminatory language without understanding. Another adult was needed to help.	<ul style="list-style-type: none"> • Consider a natural consequence, which may include time to reset • Do it again, do it better • Review of need for reasonable adjustments to support child back to expected behaviours • Consideration of additional support requirements • Restorative conversation with children and staff • Consider informing parents/carers
2 Medium level concern Ongoing Level 1 concerns	I repeatedly behave in a way that is not ready for learning, respectful to the community or safe. On one occasion I behaved in a way that compromised the safety of others or myself where people could have been or were harmed.	<ul style="list-style-type: none"> • Review of need for reasonable adjustments to support child back to expected behaviours • Consequence for repeated low level learning behaviour, for example, loss of privilege or community service • Parents/carers informed • Behaviour support plan within school • Behaviour support plan which involves parents/carers regularly

	Additional adults were required to support my behaviour.	<ul style="list-style-type: none"> • Consideration of additional support requirements which may include outside agencies and risk assessment • SEND support consideration • Safeguarding consideration • Risk of suspension is increased, and this is shared with parents/carers • Internal suspension • Restorative re-integration meeting with Headteacher
3 High level concern Ongoing Level 1/ 2 concerns	<p>I am struggling to modify my behaviours and make them consistently ready, respectful or safe.</p> <p>On one occasion I behaved in a way that created a real risk of harm for others.</p> <p>Others were harmed due to my behaviour. This may have been physically or verbally. This may include using discriminatory language with understanding.</p>	<ul style="list-style-type: none"> • Review of need for reasonable adjustments to support child back to expected behaviours • Consideration of additional support requirements including outside agencies and risk assessment • SEND support consideration • Safeguarding consideration • Consider interventions from the Special and Exceptional Circumstances list below • Consideration of a suspension • Parents/carers informed • Restorative re-integration meeting with Headteacher
4 High level concern Persistent disruptive behaviour or one-off incident	My behaviour was unsafe and compromised my safety or wellbeing; the safety or well-being of children or adults; or the effective education of other children.	<ul style="list-style-type: none"> • Review of need for reasonable adjustments to support child back to expected behaviours • Consideration of additional support requirements including outside agencies and risk assessment • SEND support consideration • Safeguarding consideration • Outside agency support • Consideration of suspension or permanent exclusion • Restorative re-integration meeting with Headteacher

Child on child abuse

Xavier Catholic Education Trust believes all children have a right to attend school and learn in a safe environment.

All staff recognise that children are capable of abusing other children, and that it can happen both inside and outside of school or online. All staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature.

Allegations of child-on-child abuse will be dealt with under our child protection and safeguarding policy and in line with Keeping Children Safe in Education (2023), including seeking advice and support from other agencies, as appropriate.

Anti-bullying

Our school is dedicated to fostering a safe and inclusive environment, and as part of this commitment, we uphold a stringent Anti-Bullying Policy. This policy, detailed separately, reinforces our zero-tolerance stance against all forms of bullying. We prioritise increasing awareness, encouraging reporting, and providing support for victims while promoting an anti-bullying ethos throughout our school community. All reports are promptly investigated, and appropriate actions are taken to ensure a safe and supportive environment for every student.

Searching, Screening and Confiscation

Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. All searching, screening and confiscation will be undertaken in line with DfE [Searching, Screening and Confiscation: Advice for School July 2022](#).

Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- vapes;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or

- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

When exercising their powers to search, staff must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Special and Exceptional Circumstances

In exceptional circumstances, with parental/carer consent, we may use:

- Part-time timetables- If children are too distressed to attend full time.
- Placements or provisions from alternative provision pathways.
- Short Stay School Outreach programmes.
- Fully supported managed moves to other schools where a fresh start may be an option.
- A move to a provision where more specialist support may be provided.

Suspension and Permanent Exclusion

A decision to suspend or permanently exclude will only be considered when alternative options have been explored. Permanent Exclusion is a last resort.

Suspensions and Permanent Exclusion are used in accordance with Xavier Catholic Education Trust Policy [Xavier Suspension and Permanent Exclusion Policy](#) and Government Guidance: [Suspension](#) and permanent exclusion guidance September 2023 (publishing.service.gov.uk).