



St. John Paul II Multi Academy Care and Behaviour Policy



March 2025

Abbey Catholic Primary School

Date of last review	March 2025	Review period	Annual
Date of next review	September 2025	Owner	LGB
Type of policy	Statutory	Board approval	May 2025

Summary of Changes	Date
Added restorative approach. Added restorative removals procedures. Added behaviour curriculum. Updated behaviour triangle.	28/2/25

1. **Statement of Intent:**

We strive for all behaviours to follow the example of Christ.

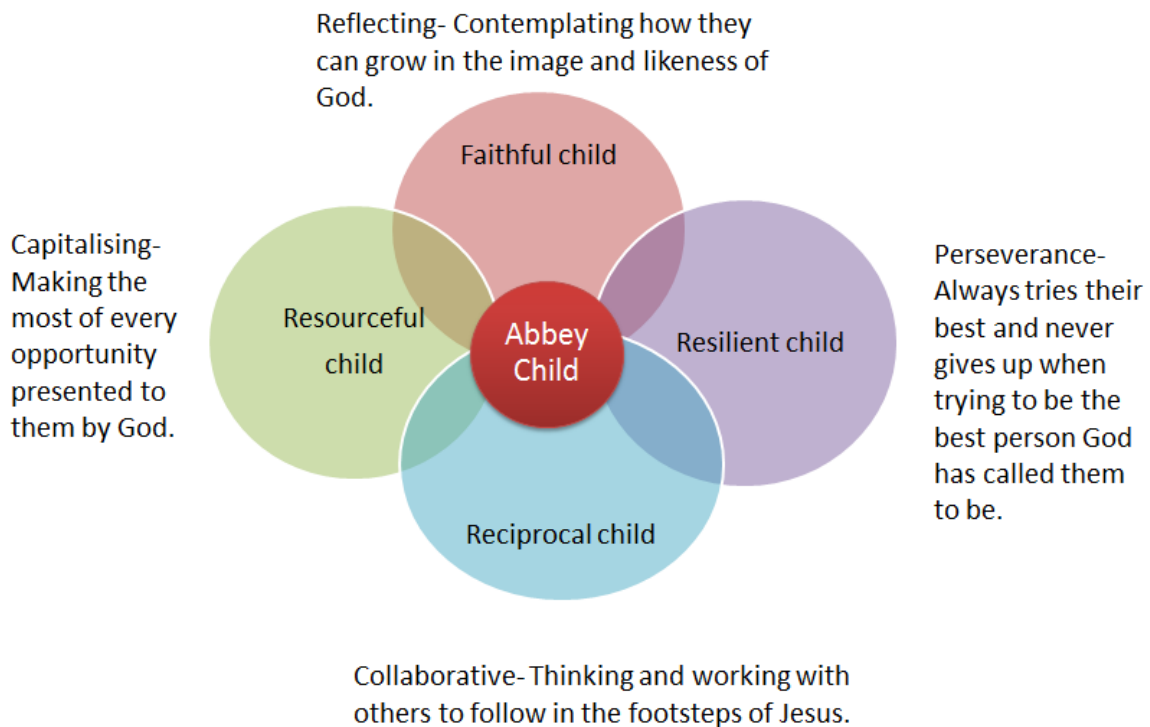
This policy has been written for the staff, pupils, governors and parents of The Abbey Catholic Primary School and any other stakeholders who contribute to the Behaviour for Learning Policy. It is expected that staff and children will adhere to the expectations set out. Behaviours also relate to behaviours online including outside of school.

2. **Learning Behaviours:**

At Abbey Catholic Primary School, we believe that responsible behaviour underpins and facilitates good progress and high standards of achievement. We believe teaching staff, non-teaching staff, governors and parents are responsible for, and can influence, either directly or indirectly, the behaviour of pupils. For this policy to be effective, it needs to be consistently applied throughout the school by all staff and supported by parents and governors. School staff should encourage, respect and promote positive behaviour in a consistent way; they have a right to safe working conditions, appropriate professional development and support with behaviour.

3. **School Vision:**

“We are all created in the image and likeness of God”



As a faithful child I will:

- * always be hopeful and faith-filled.
- * show love and compassion to others.
- * ensure my actions are both active and curious.
- * always be generous and grateful.
- * endeavor to be eloquent and truthful.
- * ensure my behaviours are both attentive and discerning.
- * allow my thoughts to be both learned and wise.
- * reflect on what it is like to be prophetic and intentional.

As a resilient child I will...

- * always try my hardest and persevere in all aspects of life.
- * identify what the right choices are to make.
- * manage distractions that will stop me achieving my best.

As a reciprocal child I will...

- * collaborate with others to follow in the footsteps of Jesus.
- * listen to others, show empathy and have respect for others even if I don't agree with their opinion.
- * try and have a positive impact on other people's lives (interdependence).
- * show respect and be polite when communicating with others online.

As a resourceful child I will...

- * make links between my behaviour and the behaviours of Christ.
- * challenge myself to maximise my potential.
- * capitalise on all the opportunities presented to me by God.

The School vision has been shared with all staff, parents and children.

4. Principles:

- To provide a safe and caring ethos, where Christ is at the centre of everything that we do.
- To develop positive and respectful relationships which fosters fairness, inclusion, connection and respect for all members of the school community.
- To ensure staff feel supported in promoting a positive and nurturing environment that provides security so that children are successful.

- To ensure protective factors are built to develop resilience and positive outcomes for all so children can identify their strengths and have a positive view on themselves.
- To ensure empathy is shown towards different behaviours with the understanding that every behaviour is a form of communication.
- To take a proactive approach in understanding the child’s needs and reasons behind their behaviour in order to try and support them to self-regulate.
- To ensure that reasonable adjustments to policy and procedure can be made to meet the needs of all children, including SEND, whilst maintaining clear boundaries.
- To ensure a ‘joined up approach’ with all stakeholders to understand behaviour and implement effective support at regular intervals during the school year.
- To understand the importance of being non-judgemental when responding in an empathetic and caring way.
- To implement a clear system of rewards for appropriate behaviour and sanctions for unacceptable behaviour alongside a reasonable and proportionate escalation framework for issuing sanctions.
- To develop skills of staying safe online and reporting incidents to adults.

5. **Roles and responsibilities:**

Governors:

Ratify this policy, keep it under review and measures its effectiveness through integrated data and through challenge to the Principal.

Senior Leadership team:

Responsible for the implementation of the behaviour policy and the promotion of positive behaviour at all times. Bullying will not be tolerated and positive behaviour and regular attendance will be encouraged. The Principal, SLT and Pastoral leads as responsible for ensuring the policy is consistently applied across the school.

Pastoral Leaders and Pastoral champion:

Responsible for supporting pupils and staff when pupils are finding following the policy a challenge. This support can include but is not restricted to those actions laid out in the behaviour triangle. (Section 9).

Staff:

Staff will be expected to:

- Build positive relationships with the children and their families.
- Maintain clear boundaries, embed routines and expectations of behaviour.
- Deliver an ambitious and suitably planned curriculum which meets all individual needs, including SEND.
- Respond appropriately to behaviour knowing that all behaviour is a form of communication.
- Deal with incidents of inappropriate behaviour by following the school's procedures.
- Promote and reinforce positive behaviour throughout the school.
- Promote online safety.
- Demonstrate the professional conduct that reflects the high expectations which the school has.

Children:

1. Stay focused in all lessons. **Attentive and Discerning.**
2. Sit calmly and show good listening. **Attentive and Discerning.**
3. Show kindness through your thoughts, words and actions. **Compassionate and Loving.**
4. Behave as Jesus wants us to. **Faith-filled and hopeful**
5. Show respect as you want to be respected. **Faith-filled and hopeful**
6. Speak honestly. **Eloquent and Truthful.**
7. Complete your work to the best you can, be brave and challenge yourself. **Learned and Wise.**
8. Strive to be an independent and resilient learner. **Curious and Active.**
9. Follow instructions in an orderly, calm and timely manner. **Intentional and prophetic.**
10. Have the right equipment, including uniform. **Intentional and prophetic.**
11. Look after our school and beyond. **Grateful and Generous.**
12. Be polite and well-mannered to everyone. **Grateful and Generous.**

Parents/Guardians:

Parents and guardians are expected to:

- Work in partnership with staff to ensure good behaviour in school.
- Inform staff of any concerns with regards to their children, or other children in school.
- Respond to concerns raised by members of staff and deal with them appropriately.
- Ensure pupils come to school correctly equipped and prepared to work.

6. Reward System:

The emphasis on behaviour management should always focus on seeking out and drawing attention to the behaviour which we wish to develop. There should be consistent and public praise of good behaviour to reward the pupil who is doing well and encourage others to emulate that behaviour.

General Rewards:

In class, rewards are given frequently, and include:

- Specific verbal praise for individuals, groups or classes;
- Written praise in books/ planners
- Stickers
- Sharing work with another teacher
- "It's Good to be Green, but we're Going for Gold" Chart
- Certificates
- Praise postcards home to parents by Principal.
- Sending work to show another teacher
- Sending child to show Principal his/her work

Star pupil and Abbey Value Assemblies:

Each Friday, KS1 and KS2 children are awarded certificates for individual good work or good behaviour from the previous week. They will also be given the opportunity to share their out of school achievements with the rest of school. Children are expected to enter and leave assemblies quietly, class teachers should ensure that children know what is expected of them and set a good example.

Abbey Pounds:

Abbey Pounds are awarded on a whole class basis by teachers across school whereby classes are recognised for their good behaviour. Abbey Pounds can then be redeemed, at a predetermined amount, for a reward chosen by the whole class democratically. This rewards may be: extra play, golden time, film etc.

7. Emotion Coaching

Emotion coaching is an evidenced based practice, adopted by the school, used when responding to children and young people's emotions. It is a way of interacting with children and promoting positive relationships. This strategy has been found to help children feel calmer and better understand emotions, learn to regulate, improve and take ownership of their behaviour. The approach supports practitioners to be more sensitive to children's needs when they become dysregulated, to create a more consistent response to children's behaviours, and to feel more 'in control' during incidents.

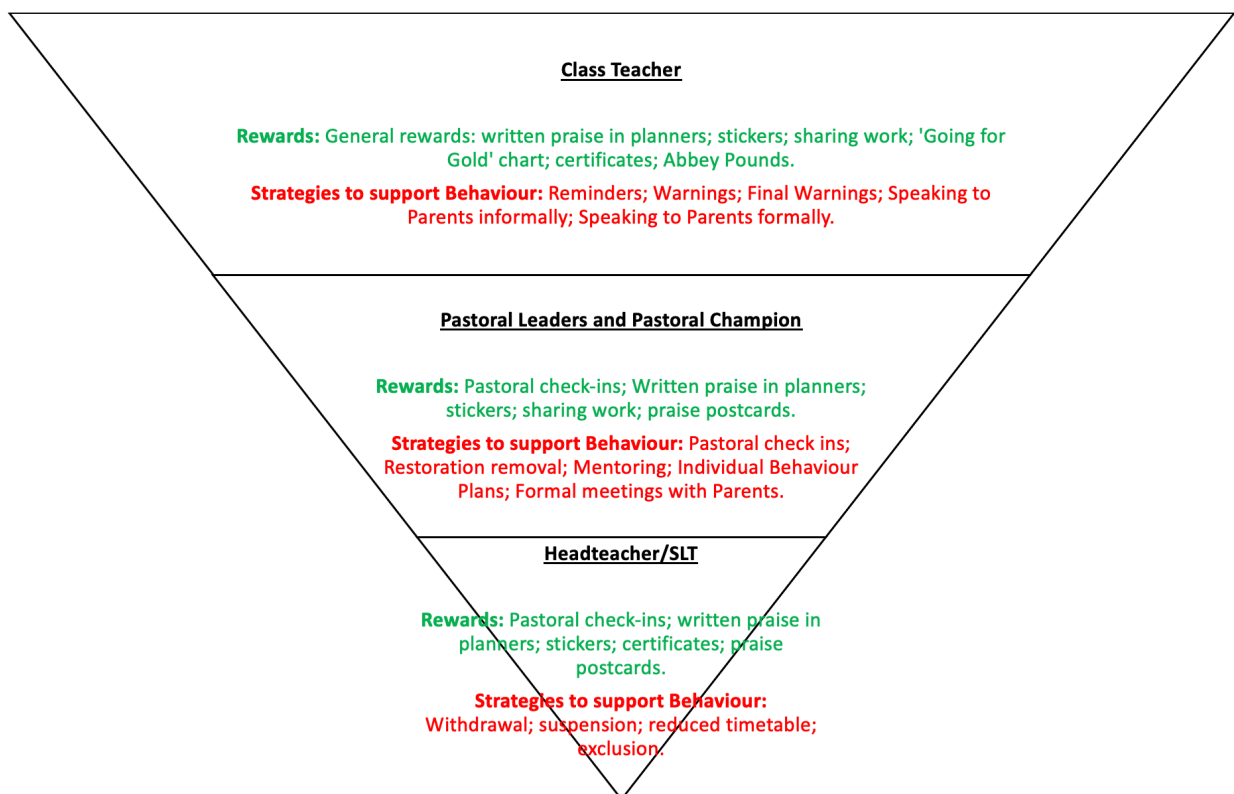
There are four stages of emotion coaching:

- Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')
- Validating the feelings and labelling ('This is what is happening, this is what you're feeling')
- Setting limits on behaviour ('We can't always get what we want')
- Problem solving with the children ('We can sort this out')

8. The Restorative Approach

When negative behaviours have been presented by a child, the school will aspire to resolve this through a restorative approach. This approach is a way of building, maintaining, and repairing relationships. It can be used to prevent future conflict and challenging behaviours, or to address conflict or wrongdoing that has already occurred. The school will support children to reflect on their thoughts, feelings and actions throughout a negative behaviour choice along with helping them to repair any broken friendships.

9. Abbey Behaviour Triangle



10. Behaviour Curriculum 2024-2026:

	Spr 2	Sum 1	Sum 2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Phase	Attentive & Discerning	Compassionate & Loving	Faith-filled & Hopeful	Eloquent & Truthful	Learned & Wise	Curious & Active	Intentional & Prophetic	Grateful & Generous	Attentive & Discerning
Expectation	1. Stay focused and in all lessons. 2. Sit calmly and show good listening.	3. Show kindness through your thoughts, words and actions.	4. Behave as Jesus wants us to be. 5. Show respect as you want to be respected.	6. Speak honestly.	7. Complete your work to the best you can, be brave and challenge yourself.	8. Strive to be an independent and resilient learner.	9. Follow instructions in an orderly, calm and timely manner.	11. Look after our school and beyond. 12. Be polite and well-mannered to everyone.	1. Stay focused in all lessons. 2. Sit calmly and show good listening.

Introduction

At Abbey Catholic Primary, we develop children's character through the our Peace Makers (PSHE) curriculum along with the Catholic Pupil Profile. In order to build character, we define the behaviours and habits that we expect children to demonstrate. We want to support our children to grow into adults who are responsible, respectful, courageous, ambitious and proud individuals.

We believe that behaviour is a key part of this development and that, as children practise behaviours over time, these become habits which positively shape how they feel about themselves and how other people perceive them. As philosopher Will Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

Teaching the Behaviour Curriculum

The behaviour curriculum is introduced explicitly throughout the academic year. Children should learn the content of this curriculum explicitly so that they can recall the information and act upon it. Each half-term the Catholic Pupil Profile is introduced, a Pastoral assembly defines the specific learning behaviour of focus and a Peace Makers session explores this further. Pastoral leads will communicate the foci with parents and staff will continue to be reinforce expectations throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the 'Principles of Instruction' set out by Rosenshine including regular quizzing to check and strengthen retention.

Teachers will also demonstrate these behaviours and ensure children have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all children will know this content.

As Tom Bennett describes in 'Running The Room', the process for teaching behaviour explicitly is as follows

- Identify the routines you want to see
- Communicate in detail your expectations
- Practise the routines until everyone can do them
- Reinforce, maintain and patrol the routines constantly

It is essential that all staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where individuals feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

Adaptations

While this curriculum is intended for all children, it will be applied differently in different year groups depending on age and may be applied differently depending on individual's SEND needs.

11. Persistent difficulties:

We are always aware that the school must be a safe environment for everyone, and behaviour which may jeopardise this has to be addressed. We have identified these main areas of concern -

- **Persistent disruption (including non-compliance)**- when other people are continually unable to work or play in peace
- **Persistent verbal abuse** - when other people are continually taunted, threatened or called names due to their sex, race, religion or culture, age or physical, emotional and educational abilities.
- **Persistent physical abuse** - when other people are continually unable to play or work in safety, due to their sex, race, religion or culture, age or physical, emotional and educational abilities. This includes the use of any weapons.
- **One-off offences** - Occasionally, a one-off offence may be serious enough to warrant any of the sanctions listed -
 - Inform parents/Governors
 - Seek support from colleagues, phase leaders, SENCO, Assistant Principal, Deputy, Principal
 - Move the child up the graduated approach on the SEND Code of Practice
 - Renew Individual Behaviour Plans
 - Involve outside agencies
 - Hold reviews as necessary
 - Request an Education and Health Care Plan (EHCP)
 - Fixed term exclusions, including lunchtimes
 - Permanent exclusions

12. Restoration Removal

Pupils are expected to contribute to a positive learning environment in the classroom. Failure to do so will result in the following:

When behaviour standards do not meet the expectations outlined (Section 5)	
1.	Teacher/staff will use reminders about pupil conduct. These are age appropriate and are 'reasonable' in light of understanding the pupils' SEN profile if required. <i>These 'reminder' behaviours may be logged on CPOMS by the class teacher if appropriate.</i>
2.	If the reminders do not see a stop in the poor behaviour, a warning will be given to the pupil. Pupils will be explicitly told " This is your warning " with a clear reminder of the expected change in behaviour. Staff will move the pupil to Orange on the 'Going for Gold chart' as a visual reminder <i>These 'Warning' behaviours may be logged on CPOMS by class teacher if appropriate.</i>
3.	Continuation of the behaviour after the warn will result in a final warning . Pupils will be explicitly told " This is your final warning " along with a clear instruction of what is expected. Staff will move the pupil to Red on the 'Going for Gold chart' as a visual reminder. <i>These 'Final Warning' behaviours may be logged on CPOMS by class teacher if appropriate.</i>
4.	Continuation of the behaviour after the final warning will result in a restoration removal from the classroom for a 15 minute period. Teacher will fill in the restoration sheet and request removal by emailing restoration@abbeyrc.bham.sch.uk The pupil will complete a behaviour reflection. <i>These restoration removal behaviours must be logged on CPOMs by the class teacher requesting removal using the ABC reporting format.</i> Parents will be informed via two methods: <ul style="list-style-type: none"> ➤ Digital communication sent via ParentMail. (Appendix 2) ➤ Class teacher will discuss the behaviour restoration sheet with parents at the end of the school day. (Appendix 1)
5.	Continuation of poor behaviour in removal room or a more serious removal that requires longer than 15 minutes will be at the discretion of the removal room supervisor. If required the teacher/supervisor in the removal room will also log a extended restoration removal on CPOMs.
6.	A pupil who picks up three or more restoration removals in a week, or for significant incidents at the full of discretion the Principal and by proxy the Senior Leadership Team, will serve Behaviour Reflection time . This will be 5 days of missed lunch play in the restoration room. Parents will receive a letter. (Appendix 3)
Removal summary protocols:	
<ol style="list-style-type: none"> 1. Reminders 2. Warning by Class teacher 3. Final warning by class teacher 4. Restoration Removal 15 minutes 5. Extended Restoration removal for continual or more serious issues. 6. Behaviour Reflection Time 	
CPOMs:	
These consequence categories are to be used to track removals. Category should be used along with behavioural action category identifying the behaviour breach.	

13. Reasonable and Proportional force:

All members of school staff have a legal power to use reasonable and proportional force. This power applies to any trained member of staff at the school. In line with the School’s SEN policy, school will make reasonable adjustments for disabled children and children with special educational needs and when using reasonable and proportional force, it will take in to account information regarding the needs of the pupils concerned.

When can reasonable and proportional force be used?

Reasonable and proportional force can be used when necessary to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder or to restrain.

The following list is not exhaustive but provides some examples of situations where reasonable force may be used in this school...

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- and restrain a pupil at risk of harming themselves through physical outbursts.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances. When a decision has been taken that it is necessary to use reasonable and proportional force, trained staff will follow restraint techniques for positive handling. If reasonable and proportional force is necessary, all school members of school staff will endeavour to wear appropriate PPE (Personal Protective equipment).

14. Anti-Bullying Strategy:

The staff and Governors of Abbey Catholic Primary School are committed to ensuring children have a happy time at school, free from harassment or bullying.

Since bullying is a serious issue, yet not necessarily obvious and observable, it needs to be dealt with sensitively and effectively. All children have a right to a secure and safe environment, free from fear and abuse.

All children at Abbey Catholic Primary will be made aware of the issues of bullying through assemblies and our Personal and Social Education curriculum (PSHE), Circle Times, cyber-bullying workshops/assemblies and participation in National Anti-Bullying Week (Friendship Week).

Several forms of bullying can be identified:

- Physical abuse – pushing, hitting, kicking, biting, spitting etc;
- Verbal abuse – name calling, taunting, teasing etc;
- Emotional abuse – non-verbal signals, being left out of activities;
- Sexual Abuse and Sexual Harassment – sexual comments, remarks, jokes, inappropriate touching and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

- Taking other people's possessions without asking;
- Damaging property
- Intimidation of any kind;
- Extortion;
- Racism;
- Homophobia;
- Via electronic means – cyber bullying via phone, internet.

Bullying is **a series of repeated** incidents targeting one child (or a group of children) by one or several other children. All staff must be alert to signs of bullying and take immediate action including reporting concerns back to the class teacher.

In cases of reported bullying:- The person who the incident is reported to will:

- Reassure the victim that it is right to tell and that the matter will be handled sensitively.
- Listen carefully to both parties recording as many details as possible.
- Affirm the victim's self-worth offering comfort and support.
- Confirm the School's firm policy towards such behaviour.
- Inform a member of the Senior Leadership Team about the incident.

The Senior Leadership Team Member will:

- Decide, in consultation with other staff and the victim whether any support is needed, and if it is indeed bullying.
- Explain fully to the perpetrator the wrong done, in line with the School's behaviour policy.
- Decide, in consultation with other staff what actions the school will take to discipline the perpetrator.
- Inform the parents verbally or in a letter about the incident and the actions the school is taking to discipline the perpetrator.
- Refer incidents to the Principal as appropriate.
- Inform the Principal and SENCO where necessary.

The Principal will:

- Make arrangements for support programmes when they are deemed to be appropriate.
- Discuss incidents with parents as appropriate.
- Exclude pupils internally or externally from school for serious offences, as and when necessary.

15. Harmful Sexual behaviours

Harmful sexual behaviour can manifest itself in many ways. This may include:

- Name calling
- Unwanted touching
- Accessing pornography
- Exposure
- Rumours about sexual activity
- Sending/ receiving inappropriate images
- Sexual harassment

Our principle aim when addressing harmful sexual behaviours is to foster the conditions in which our pupils can aspire to and develop safe and healthy relationships, both at school and as they continue in life. We strive for a culture in which the voice of our young people is central, where pupils feel able to share their concerns openly, knowing that they will be listened to, and that they will not be judged.

The wellbeing of our pupils is always central to our response to an allegation or incident of harmful sexual behaviour. Any young person reporting a concern will be treated respectfully.

Our staff will never promise confidentiality to the young persons as the concern will need to be shared further. The school's Designated Safeguarding Lead will be informed as soon as possible of any incident.

The school uses the nationally recognised Brook's Traffic Light Tool to guide us to; identify, understand and respond appropriately to, any harmful sexual behaviours in young people.

16. Mental Health and Behaviour

The Abbey acknowledges the importance of providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems (*see Abbey Behaviour Triangle*). This is paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities.

17. Suspension and Exclusion

Only the Principal can suspend or exclude a pupil. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 days in a single year) or permanently in some exceptional cases. A fixed period suspension may be escalated to a permanent exclusion once evidence is collected.

Types of suspension:

1. **Internal suspension (withdrawal):** in this instance the pupil will spend the suspension period in the Restoration Room from 8:40-3:15pm. *Used at the Principal's discretion.*
Internal suspension may include withdrawal from trips, residentials or extra-curricular activity at the Principal's discretion.
2. **External suspension:** in this instance work is set for the pupil to complete at home. Parents are given the responsibility to supervise the student to work at home during the fixed term period.

3. **Permanent exclusion:** the decision to permanently exclude a student will be taken in response to; serious breaches of the school's behaviour policy or where a student's behaviour means allowing the student to remain in school would harm the education or welfare of others.

The length of a suspension is at the discretion of the Principal and is dependent on a number of factors including the severity of the event. All exclusions and suspensions are recorded on the school's MIS system and the behaviour is tracked through our CPOMs system.

18. **Monitoring and evaluating**

We will regularly monitor our behaviour system for rules/rewards and consequences. Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff/parents/pupils;
- Feedback from classroom observations;
- Questionnaires from parents/staff/pupils;
- Feedback of screen captures and keyboard typing monitoring from our computer system.
- Number of pupils sent to the Principal or senior staff;
- Feedback/comments from visitors to the school.

The feedback from monitoring procedures will be used to evaluate the success of our strategies, to help us to make adjustments when necessary. It will also be used to identify good practice and to provide support and staff development where necessary

19. **Review**

Parents, children, staff and Governors have been involved in reviewing this policy. The policy will be reviewed annually.

Appendix 1

Name:

Restorative Sheet

Date:

Reason for consequence (teacher):

How long:

What were you feeling?

What were you thinking?

What did you do?

YOU

What should you have done differently? (Child)

Restorative conversation comments? (Pastoral Lead/Champion)

Appendix 2

Dear PARENTS NAME ,

CHILDS NAME received a **Restoration Removal** today during LESSON NAME.

Information about this removal will be discussed with you at dismissal today through discussion of CHILDS NAME 's Restoration Sheet.

Appendix 3

Dear PARENTS NAME,

I am writing to you regarding persistent concerns regarding CHILDS NAME's behaviour.

Recently your child has received restorative removals as detailed below:

DATE AND REASONS FOR RESTORATIVE REMOVAL.

These incidents have been discussed with you and the restoration sheets shared. It is important that we continue to work together to promote Good behaviour at Abbey Catholic Primary School.

Due to the continuation of these issues, the decision has been made to issue CHILDS NAME with a 'Behaviour reflection time' consequence. For the next five days your child will spend their lunch breaks in the restoration room. In this time CHILDS NAME will spend time reflecting on how their behaviour needs to improve, a reflection meeting will take place with a member of our Pastoral team before reintegration.

In response to this continuation of behaviours, school have arranged for you to meet with CLASS TEACHER, PASTORAL LEAD or PASTORAL CHAMPION on DATE at TIME. If this time is not convenient for you please contact the school office who will work to agree a mutually convenient time to meet.

Please note that 'Restorative removals', including 'Behaviour reflection time' are a school's disciplinary right, the purpose of this meeting is not to seek permission for these actions to be undertaken.

Yours sincerely,

Pastoral Lead