

St Katherine's School & Nursery



Behaviour Policy

Creating our Future by Learning Together

Date of Policy: July 2025

Review Date: As required

Behaviour is everyone's responsibility and this policy outlines our shared expectations for all of our children, staff, parents, governors and visitors. Our approach when dealing with behaviour is underpinned by our school values and Golden Rules. Consistency of approach is fundamental to enabling all of our children to focus on their learning and achieve their personal potential. This is why our policy relates to behaviour choices made at all times of the school day, including transitions and at break and lunch times.

Children thrive on praise and we will always recognise those who consistently make the right choices and put their utmost effort into their learning. Our policy enables positive behaviour choices to be celebrated across the school community.

Leadership will always endeavour to be on hand to support with behaviour issues; however this policy aims to ensure that the vast majority of incidents can be dealt with immediately by any member of staff in classrooms or on the playground.

Positive Behaviour

We have high expectations of behaviour of all pupils and the learning environment needs to be safe and undisrupted in order for all children to enjoy and achieve. Our school rules reflect our school values:

- 1) We are gentle
- 2) We listen
- 3) We are honest
- 4) We are kind
- 5) We look after property
- 6) We work hard

When a child is observed demonstrating one of our school rules, they will receive positive praise or an appropriate reward.

Rewards

At St Katherine's, a range of rewards are used to highlight and encourage the positive behaviours we want to see.

House Points (Dojo Points): Children gain house points for displaying the school values and these are recorded on their class Dojo. House captains total the weekly House Points and this is shared during Celebration Assembly every Friday. House points are accumulated over the term and the winning House will gain a reward at the end of the term (pupil voice).

School Value Stickers: These are distributed when a child demonstrates a school value. The expectation is that children clearly articulate how their actions relate to the school values.

School Value Certificates: x2 certificates are sent home on Friday to recognise children's positive behaviours and attitudes.

School value postcards: The Headteacher sends a postcard out to one child in each class twice a term to reward positive behaviour or attitudes to learning.

Ping Pong Jars: Ping pong balls are placed in a jar when a class collectively demonstrates positive behaviour or displays one of the school values. When the jar is full, the class then participate in a 30 minute reward (pupil voice).

Positive Prevention Strategies

We all work together to prevent difficult situations from arising during lessons and unstructured times of the day, such as providing a range of engaging activities at lunch time and checking in with children when they arrive at school in the morning.

We ask children, at all points in the school to 'Show us STAR'. When we say this, we expect children to sit up, track the speaker, ask and answer questions and respect each other.

For the majority of children, receiving praise and responsibilities as a result of upholding our school rules and values will be sufficient. However, situations may arise where a sanction is deemed necessary as a consequence of a poor behaviour choice.

The use of whole class sanctions is avoided, and children will not be publicly shamed for making the wrong behaviour choice.

We believe strongly that low level disruption is unfair on pupils, teachers and the whole school community. In order for children to learn they need order, consistency and a safe environment which is conducive to learning. Therefore, we set our expectations high and expect parents and carers to support our decisions and strategies to encourage good behaviour.

If our school rules are not met, the following tiered system is used:

→ Warning/Caution – the adult will ensure that the child is listening and that they understand

→ Move – the child will move to a different position in the classroom to refocus and engage with the learning

→ Remove – The child will go to another classroom to refocus and engage with their learning. If a child is removed from a class, they will complete a reflection form at breaktime or the following day, depending on when the incident occurs

Reflection Forms: If children display behaviour that falls below the expectations of the school, they complete a reflection form during their break time, in order to evaluate their choices and the impact of their behaviour. They reflect on their behaviour in relation to the school values. Children can provide written or drawn responses on the form and are supervised/ supported by an adult. If a child receives three reflection forms in one half term, parents are then contacted and informed of the incidents.

All significant behaviour incidents will be discussed between the class teacher and a member of the Leadership Team so that individual needs can be met and the sanction be applied in a consistent way.

Unsafe Behaviours

If a pupil is demonstrating behaviours that are unsafe for themselves and/or others, action will be taken to reduce the disruption to learning. There are times when pupils may be emotionally dysregulated and strategies such as sensory breaks and accessing the nurture provision will be implemented to reduce the impact of their behaviour on themselves and other children.

Suspensions and permanent exclusions are the final consequences.

If children are at risk of exclusion a Pastoral Support Plan (PSP)/Behaviour support plan (BSP) is set up to address the pupil's extreme behavioural needs to try to prevent further incidents.

Bullying, Racism or other forms of discrimination

Any form of abuse, discrimination, bullying or racism will **not** be tolerated and will be recorded on My Concern. Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally.” This covers online bullying and the use of homophobic language. All staff will challenge incidents of prejudicial behaviour and language. All incidents of homophobic, racism, transphobic, bi-phobic and sexist behaviour will be recorded as a Child Protection concern on My Concern.

As a school we recognise that abuse in all its forms will not be tolerated and this includes: Child on child abuse. We recognise that this is not 'banter', 'having a laugh' or part of growing up'. Therefore the school has a 'zero' tolerance when dealing with all incidence of abuse, racist, homophobic, religious abuse and extreme physical violence. Options

may include: immediate discussion with parents, internal exclusion, suspension or, in the most extreme cases, permanent exclusion.

Suspension: The Headteacher may use suspension from school as one of the strategies available to the school for managing behaviour. In deciding to suspend a child, the Headteacher will follow Kent/DCSF Guidelines.

Positive Handling: if a child's behaviour presents a serious danger of causing significant danger to them, to others, or to property, or there is a major threat to good order, positive handling may be used following the School's Policy. This is written in accordance with Kent/DCSF Guidelines for physical restraint.

Equal Opportunities: Governors and staff of St. Katherine's School and Nursery are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice and stereotyping.