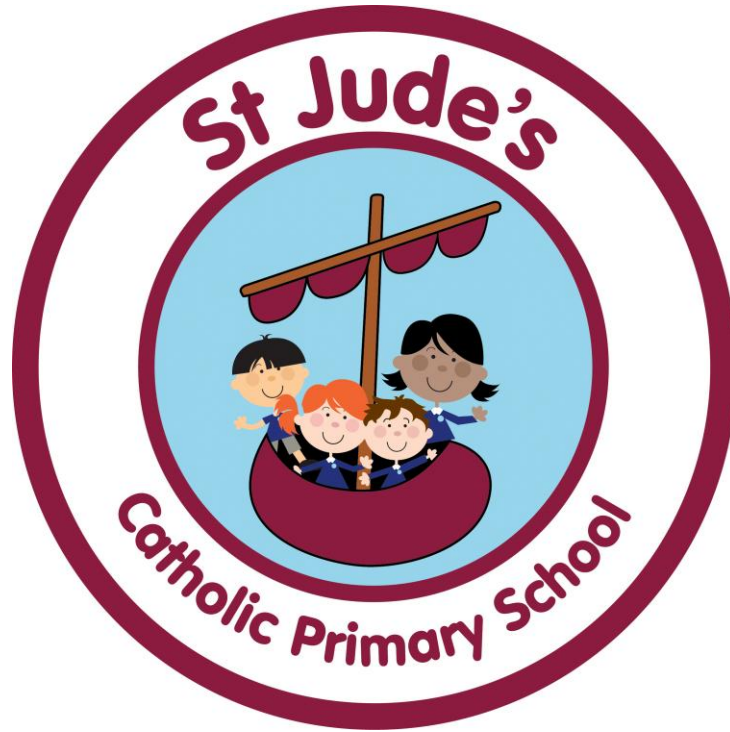




BEHAVIOUR POLICY

Together, we learn, love and grow with Jesus

Approved: Autumn 2026

To be reviewed: Autumn 2027

St Jude's Behaviour Policy

Rationale

At St Jude's Catholic Primary School, we believe that children learn best when they have clear knowledge of what is expected of them on a day-to-day basis. Children need to understand that there will be rewards and consequences for their day-to-day conduct in and around school. If children feel safe and can enjoy their lessons, then they will learn and achieve.

Daily Routines

The headteacher or deputy headteacher will walk around school in the morning and after lunch, greeting children and ensuring children are behaving as expected and ensuring that school procedures are being adhered to.

Classroom behaviour rewards and sanctions

Through discussion at the start of the year, and ensuring rules are age appropriate, each class are encouraged to create their own behaviour routines that run alongside whole school expectations. Each class has a 'Learning Ladder' displayed proudly and each child's name is on the ladder. Children start each day in the middle of the ladder on green showing that they are 'Ready to Learn'. Children can move up or down the ladder depending on behaviours shown. Individuals will be rewarded when moving up the ladder by showcasing their learning to other members of staff as well as receiving a golden star sticker to show everyone that they are 'Super Star Learners'. Staff will look out for children with their golden star stickers and will praise the child and talk to them about how they have achieved the sticker. This aims to make children aware of how important their achievements are and how pleased staff are when they behave positively.

If children move down the ladder by showing negative behaviours then they must follow the consequences and move down. Children will also receive sanctions for moving down the ladder. If a child moves down the ladder to orange they will have to complete/be supported to complete a 'My Choices Reflection Sheet' and will also need to speak with SLT at break/lunch time. The reflection sheet will also be shared with parents/carers at the end of the day.

Reaching red at the bottom of the learning ladder will result in the child speaking to the headteacher (who will decide if further sanctions are required) and the headteacher telephoning parents /carers to discuss the child's behaviour. However, as our behaviour system supports restorative practice children are always given the opportunity to move back up the ladder, ready to learn.

As well as our 'Learning Ladder' we will also use dojo points to reward whole class achievements and efforts. Points will be given by the class teacher and these will be accumulated on a whole class basis. Each class will then decide what the points are worth. This will be chosen by the children, so will be appropriate for each age group and will give the children a sense of ownership over the whole system. For example, Year 3 may decide when they reach 1000 points as a class they get an extra 10 minutes playtime to have a game of football. This aims to embed St. Jude's belief in community and how an individuals behaviour affects a community. This will show children that as individuals they must work together as part of a community (class) in order to have positive outcomes for all.

Non- negotiable

Non- negotiables are a minimum expectation; these are not rewarded but are encouraged and acknowledged with verbal praise.

Respect – treat others as you wish to be treated- this must be modelled.

Walking only when in the building.

Walking around the outside of the building.

Holding doors open for adults.

Restraining

On rare occasions a pupil may require restraining for his/her own safety and that of others. At St Jude's we use the Local Authority approved Restraint programme – 'Team Teach.' Only members of staff who have been trained should restrain pupils. When a pupil has been restrained it must be recorded and the appropriate paperwork completed. All incidents of restraining must then be reviewed and authorised by either the deputy head teacher or the head teacher in the bound and numbered book. However, we do recognise for the safety of the child and others, on extremely rare occasions non-teamteach staff may need to physically intervene.

The role of all adults in school

To have high expectations of behaviour at all times, to communicate and model this, within and beyond the classrooms.

To emphasise and reward positive behaviours at all times.

To follow the consequence route and reward system consistently in order to ensure that positive behaviour choices are made.

To work with parents in managing their child's behaviour, as necessary.

The role of the Headteacher

To implement the Behaviour Policy consistently throughout the school.

To support its implementation by all other relevant members of the school community.

To keep clear and complete records of all serious incidents and keep parents and governors informed of such.

To work with parents in managing their child's behaviour, as necessary.

To take decisions about exclusions, if necessary, in compliance with the Local Authority guidelines.

To monitor regularly the effectiveness of the Behaviour Policy and report on this to the governing body when required.

To ensure that the Behaviour Policy is made available to all parents and carers through the school website and as a hard copy in the school.

The role of the governing body

To support the school in fulfilling its duty of care to our pupils through the Behaviour Policy.

To support the Headteacher in implementing the policy, and offer advice with regard to specific issues as needed.

To facilitate and promote the regular monitoring and review of the policy.

Our Learning Ladder

Our Learning Ladders are used to promote responsibility in making great learning choices, resulting in excellent behaviour and attainment. The focus should be on the top three colours, rather than focusing on the bottom three colours. Children can move up or down the ladder, depending on which colour of the ladder they are on. If wrong choices are made, the children will have the opportunity to make the choices right.

Our learning ladders are to be used by all staff member, including lunchtime staff.

	<u>Learning Like a Super Star!</u> Children who have made excellent learning choices, going above and beyond, consistently being an excellent role model to other children will be 'Learning Super Stars'. Children will be rewarded with a Super Star sticker.
	<u>Excellent Learning Choices</u> Children who have made excellent learning choices and being a role model to other children by helping others, consistently joining in and doing their best in their learning.
	<u>Great Attitude Towards Learning</u> Children who have shown a great attitude towards their learning, being on task, working hard and participating in learning well.
	<u>Ready for Learning</u> All children start the day on this rung of the ladder. This should be reset at the end of everyday so that the children know that tomorrow is a 'fresh start'.
	<u>Learning Choices Check</u> Children who have been making wrong choices will receive a warning about their learning choices. This is an opportunity to change the choices being made to better choices, getting back on track.
	<u>Poor Learning Choices</u> Children who have been making poor learning choices and haven't changed them following being on yellow would need to move to orange. A reflection sheet must be completed with the class teacher to encourage a change in learning choices. Parents should be notified of continuous poor learning choices in person or over the telephone. Mrs Jackson or Mrs Ashurst will also speak to the children.
	<u>Inappropriate Choices</u> Children who make inappropriate choices would move to this section of the ladder. If they show serious inappropriate choices (swearing, vandalism, hurting someone on purpose, fighting, lack of respect to adults). Parents must be contacted at the end of the day, in person or via the telephone. Mr Wilson will also speak to the children.

My Choices Reflection Sheet

Name:

Date:

The wrong choice I made was

This is what happened

My choices were inappropriate because:

Next time I am in a situation like this, I will...

Child

Teacher

Parent/Carer informed

