



ST. DUNSTAN'S

Behaviour Policy

Responsible committee: Welfare and Inclusion

Ratified by Governing Body: March 2025

Review Date: Annually spring term

Mission Statement

Our mission is to be a happy, caring and compassionate Catholic community where each child's gifts are developed to the full and the foundations for lifelong learning are laid down.

Everyone will be supported, nurtured and inspired to be the very best they can be and to persevere to overcome life's challenges.

With God's help, we will educate our children to live safely and responsibly, to care for His wonderful creation and to live their lives through the example of Jesus and the values of the Gospel.

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.

The key principles of St Dunstan'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 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.

The responsibility of Staff:

- To support the distinctive Catholic nature of the school;
- To teach the Catholic faith and to be faithful to the teachings of the Church and the values of the Gospel by word and example;
- To respect colleagues. To seek to work together for the benefit of the children in our care and the community as a whole. Where differences in opinion or approach exist, to seek to resolve these in a professional manner;
- To respect the children, listen to them and speak to them in an appropriate manner;
- To use restorative approaches to resolve issues when appropriate; this does not replace consequences as set out in this policy;
- Contact parents/carers with any concerns or problems affecting their child's work or behaviour;
- To protect the children from emotional or physical harm including child on child abuse, in line with our safeguarding policies;
- To behave in a professional manner at all times and to maintain high standards of honesty and integrity in their work.

The responsibility of the Parents/carers:

- To support the distinctive Catholic nature of the school;
- To ensure that their child knows that school is a place for learning and that their child does not have the right to interfere or adversely affect the learning of others;
- To explain to their children that they must respect all members of the school community. Anti-social behaviour will not be tolerated;
- Not to talk negatively about another child in front of their own child. This is unkind and will affect the child's relationships with their peers;
- Not to promote a 'hit them back' attitude if a child hurts their child. Physical violence of any kind is never acceptable;
- To ensure that their child is fit for school. For example; making sure the child has had enough sleep, is clean, their uniform is clean and tidy and that they are well enough to attend;
- To be courteous in engaging with all members of the school community. Unacceptable behaviour such as discrimination, bullying, harassment or intimidation and any form of threat is not tolerated. This includes

physical and verbal abuse and use of inappropriate language or behaviour towards staff, pupils or other parents;

- To encourage their child to be forgiving when other children make poor behaviour choices and to allow the other child/ren to re-build bridges and re-establish relationships with their peers;
- To ensure that any concerns about the school should be shared privately with the head teacher and/or the relevant member of school staff. Criticism in front of the children will serve to undermine the child's confidence, relationships with staff and their positive attitude to school and learning.

The responsibility of Pupils:

- To be polite, kind and considerate to everyone in our community. Never to use rude, discriminatory and derogatory language;
- To follow and adhere to all school rules;
- To learn to listen politely to other people's points of view;
- To work hard and do their best;
- To do nothing that prevents others from working and learning;
- To care for the school environment and to contribute to keeping the school clean and tidy. To look after school property and resources;
- To behave appropriately for the ranges of settings that they will experience (classroom, playground, hall, church, school visits);
- To move sensibly and with due care around the school. Never running inside;
- To take responsibility for their actions and to apologise for poor choices;
- To forgive others who seek their forgiveness;
- To take personal responsibility for their own actions;
- To understand that behaviour is about making good choices. Not to copy other people or join in with other children who are making inappropriate choices;
- To participate in restorative conversations;

Other groups, including visitors to the school, are expected to show the same levels of consideration and respect whilst working in school or with members of the school community;

Guidance

In addition to the guidance provided herein, the Governors also endorse and support the guidance for Headteachers specified by the Department for Education in its document: "[Behaviour in schools. Advice for Headteachers and School Staff](#)" February 2024. By adopting this Behaviour Policy, the Governors ratify their support for the Headteacher for the use of the guidance should the following be required;

- searching and screening pupils (including identifying in the school rules items which are banned and which may be searched for);

- the power to use reasonable force and other physical contact;
- removal from classrooms;
- suspension and permanent exclusion;
- managed moves;
- behaviour outside the school premises;
- the power to confiscate pupils' property.

Rewards and Celebration of achievement

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

Positive responses, which are both consistent and appropriate to each individual situation, are key to encouraging good behaviour in our school.

- A word of verbal praise and encouragement from any member of staff;
- A visit to the Head of Year or other Senior Teacher where praise is given;
- Teachers' stamps, stickers, smiley faces, written praise;
- A written comment on the child's work that clearly picks out specific points or ideas where praise is due;
- A letter/telephone call home to parents;
- Class awards at discretion of the class teacher;
- House point system;
- Class Dojo;
- Displaying children's work in class and throughout the school;
- Posts of responsibility within the class and across the school: play leaders, buddies, House Captains, Sports Leaders etc..;
- Sports awards and trophies;
- Each week children from every class will be nominated for a Courtesy, Progress or Special Award certificate which will be presented in Key Stage Celebration of Achievement assemblies. Sports awards, lunchtime awards and a range of other topical awards are also awarded;
- At the end of every half term, children from each class will be nominated for a Headteacher's Award which is awarded for Effort, Progress and Politeness & Good Manners. Awards are also given out to children who demonstrate exemplary behaviour and are ambassadors for St. Dunstan's;
- 'Golden Tickets' are awarded to pupils to take their work to the Headteacher's Office;
- Headteacher's Ambassador's Award (school pencil case is given to use at home);
- The child's work is displayed in the classroom, corridor or on the school's Twitter or in the school newsletter;
- Birthdays are celebrated each week in celebration assemblies;
- At the end of the school year, leavers' medals, trophies and certificates are awarded to the Year 6 children.

Class Code of Conduct

- Each class teacher, at the beginning of every school year, will formulate a class code of conduct together with their children, developed from the Mission Statement.
All children and class teacher/teachers will agree and sign the Code and it will be displayed in the classroom.
- Within classes, teachers will devise their own reward system. This may be in the form of stickers, marbles in the jar, and use of house points or reward/golden time and the use of Class Dojo.
- 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.

Child on Child Abuse

All children have a right to attend school and learn in a safe environment. All members of staff at St Dunstan's recognise that children are capable of abusing other children. St Dunstan's believes that sexualised behaviour between children that has become harmful or abusive is unacceptable and must be addressed.

Allegations of child on child abuse will be dealt with under our child protection and safeguarding policy and in line with KCSiE (2024), including seeking advice and support from other agencies, as appropriate. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, passed off as 'banter' or 'just having a laugh' and is not an inevitable part of growing up.

Responses to Inappropriate Behaviour Choices – Sanctions and Consequences

Fundamentally we believe that changing a child's behaviour for the good is the main purpose of a school's behaviour policy rather than devising a system of punishments.

Staff are expected to develop a range of strategies at whole school and class based level to promote positive behaviour choices and to teach the children the importance of behaving courteously, considerately and safely at all times, and conforming to school rules. This includes restorative approaches for resolving issues where the children are active participants in the process of reflecting on what has happened, listening to one another and agreeing together what needs to happen to make things right.

There are times however when a particular behaviour incident warrants a sanction or consequence because it cannot be tolerated.

All children's needs must be addressed as far as inappropriate behaviour is concerned, irrespective of their gender, social, religious or cultural background.

When staff are reprimanding children, they must focus on the action rather than the child. E.g. 'Your behaviour was dangerous and somebody could have been hurt' rather than 'You are a dangerous child'.

Sanctions are generally (but not always) divided into four main categories:

'Removal of Privilege/Pleasure': No football; not representing the school in teams and at events. Removal of position of privilege such as house captain. Not being allowed out to play in the playground at break time.

'Removal of Choice': Loss of freedom at lunch and break times; walking around with the adult on duty, not being allowed to attend a school club

'Removal of Trust': A behaviour contract where the child promises to conform to school rules and understands the consequences if they do not, loss of responsibility such as a year 6 duty

'Community Duty': Making a contribution back to the community the person has damaged, such as litter-picking; working in the hall at lunch time, sorting out the lost property box, cleaning whiteboards.

There are 6 stages on the school procedure behaviour scale in terms of dealing with inappropriate behaviour choices and how these are escalated to senior staff. The scale clearly shows the difference between a minor incident and a major incident, when behaviour concerns are escalated to the next level and which member of staff would deal with the behaviour/incident. The school procedure behaviour escalation scale is attached as an appendix to this policy.

Banned Items

Mobile phones may not be brought to school unless the pupil is in Year 6 and walks to or from school alone. In such circumstances, the parent and pupil must have signed a mobile phone agreement prior to the phone being brought and this has been agreed by the Headteacher.

<https://www.stdunstans.surrey.sch.uk/page/?title=Policies&pid=55>

The phone must be handed to the office in a named pouch or bag, immediately the child arrives in school and collected at the end of the day. The phone must be in a pouch or bag at all times on site. Failure to comply with the school rules on mobile phones will lead to the phone being confiscated and locked in the school safe for two weeks.

Digital watches, fitbits (or similar), smart watches, ipads, personal computers, or any device that can take photos or video may not be brought to school and will be confiscated and returned to the parent if they are brought on site.

Removal from the classroom

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so

extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. Such occasions shall be managed in line with the guidance in the document "[Behaviour in schools. Advice for Headteachers and School Staff](#)"

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- and c) to allow the pupil to regain calm in a safe space.

All instances of pupils being removed from classrooms will be discussed with a member of the SLT and recorded on the school's behaviour system. The length of time a pupil is removed from the classroom will depend on the severity of the incident – it will usually be for the remainder of the day and one further day but it could be up to one week.

Off Site Visits or Out of School

Subject to the school's behaviour policy, a teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity ;
- travelling to or from school ;
- wearing school uniform ;
- in some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Behaviour incidents online (see also the school's Child Protection and Safeguarding Policy)

<https://www.stdunstans.surrey.sch.uk/page/?title=Policies&pid=55>

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. **Parents are responsible for this behaviour.**

However, when incidents that occur online are of a safeguarding concern, we will sanction pupils if their behaviour online poses a threat or causes harm to another pupil, or if the behaviour could adversely affect the reputation of the school.

Use of Force to Restrain Children

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The school has two rooms that can be used for 'time-out', where children can go if they need time to calm down and to help with regulating their emotions.

The School follows the Surrey County Council "Touch and the Use of Restrictive Physical Intervention When Working with Children and Young People" guidance (August 2024).

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

It is our school's intention to manage pupil behaviour effectively, whether or not a pupil has underlying needs.

When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided. As part of meeting any of these duties, we will as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. We will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

We will not however assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation. We will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the Equality Act 2010 and schools' guidance. We will also look at triggers.

Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

It is for the Headteacher (or member of SLT in her absence) to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'

<https://www.gov.uk/government/publications/school-exclusion>

Communication/Sharing of this Policy

- A copy of this Behaviour Policy will be available on the school website. A paper copy will be available from St. Dunstan's Catholic Primary School, Onslow Crescent, Woking GU22 7AX
- Behaviour Policy – January 2025 - Page 8 of 12

the school office on request.

- A copy of this Behaviour Policy will be available in the staff handbook.
- All new staff will be provided with a copy of this policy. Teaching Assistants, Early Careers Teachers, temporary staff and all non-teaching personnel should be aware of this policy and be given guidance on how they should put it into practice.

New pupils: Provision will be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction will be provided for pupils who are in-year arrivals.

Summary

St. Dunstan's Catholic Primary School is committed to promoting good behaviour in an atmosphere of mutual respect. The school community has values and expectations of itself that all who choose to be part of that community, be they child, parent or staff member are expected to adhere to. The school community strives to follow the example set by our Lord Jesus Christ. John 13:34 states:

“I give you a new commandment: love one another; just as I have loved you, you must also love one another.”

It is the responsibility of all in the school community to work to achieve this aim.

Behaviour Escalation Scale

Behaviour incident: In all instances the class teacher, or the teacher responsible for the class/child at the time if not the class teacher, investigates the incident and then decides where the incident fits on the behaviour scale. **Professional judgement should be used when referring to the scale as much is dependent on the age and stage of development of the child e.g. biting in EYFS would be more age related behaviour than if a Year 5 child bit someone.**

	Member of staff involved	Class teacher	Class teacher And Head of Year	Class teacher and Designated Senior Teacher Yrs R, 1, 2 HR,GC; Yr 3&4 HF; Yr 5&6 LR; HH (SEND pupils) (AHT if the CT is a Senior Teacher- nominated AHT if the CT is an AHT)	Assistant Headteacher and/or Head of School (with CT if appropriate)	AHT and Headteacher
How serious?	1 MINOR	2	3	4	5	6 MAJOR
Example of type of behaviour	Talking at wrong time Inattentive behaviour. Distracting and/or being distracted. Time wasting Interrupting Calling out Showing off Sulking Bad manners Getting out of seat at wrong time. Silly noises	Persistent repetition of the behaviour at stage 1 over a period of time and strategies have been exhausted. Not always doing as asked straight away. Leaving class without permission. Answering the teacher back or rolling eyes/tutting at teacher etc. Lack of respect for staff member/s.	Persistent repetition of the behaviour at stage 2 over a period of time and strategies have been exhausted. Constant low-level disruption that disturbs the learning of the other children. Consistently not conforming to school rules. Spitting (deliberate) Challenge to authority e.g. class teacher	Persistent repetition of the behaviour at stage 3 over a period of time and strategies have been exhausted. Challenge to authority e.g. Senior Teacher.	Persistent repetition of the behaviour at stage 4 over a period of time and strategies have been exhausted. Serious challenge to authority e.g. towards AHT.	Persistent repetition of the behaviour at stage 5 over a period of time and strategies have been exhausted. Disruptive behaviour in class – all other stages and interventions have been exhausted. Very serious challenge to authority e.g. towards the HT/ AHT

		Lying to the teacher.				Refusal to co-operate with the school's behaviour policy.
			Inappropriate sexual behaviour (logged as a safeguarding concern).	Problematic sexual behaviour (logged as a safeguarding concern).	Repeated problematic sexual behaviour (logged as a safeguarding concern)	Sexual harassment or harmful sexual behaviour (logged as a safeguarding concern).
			Bringing a banned item into school.			Use of drugs or the supply of drugs.
	Lack of respect for property.	Stealing		Wilful damage of school property, including graffiti.	More serious vandalism	Theft
		Verbal aggression		Racist or other discriminatory comments.	Repeated racist or discriminatory comments.	Continued racist or discriminatory comments.
		Swearing/ discriminatory and derogatory language (spoken <u>or</u> written)			Swearing/use of very rude or aggressive language directed at staff member.	Swearing/use of very rude or aggressive language directed at AHT or HT.
		Persistent name calling/teasing.		Bullying (including online).	Repeated bullying (including online).	Sustained incidences of bullying (including online)
	Pushing in the line.	Unwanted physical contact e.g. pushing, shoving and grabbing.	Any unwanted physical contact in temper.	Any physical contact to the point where marks are left.	Fighting when the child has needed to be separated from another child.	Severe assault on anyone.
					Physical contact with another child in a	

					violent and deliberate manner.	
					Danger of violence.	Significant danger or violence towards others.