

# BEHAVIOUR POLICY

## Bishop Ellis Catholic Voluntary Academy




*I have come in order that you may have life—life in all its fullness (John 10:10).*

### Our Mission

**Love God; Aspire to be your best; Be honest; Forgive; Care**

***We Love, We Pray, We Learn, We Play.***

Approved by: Full Governing Body	Date: <b>June 2026</b>
Signed: Mr Max Fortis	
Last reviewed:	June 2026
Scheduled date of next review:	September 2027

## **1: Our Mission.**

Our School Mission is rooted in Scripture. I have come in order that you may have life—life in all its fullness (John 10:10). At Bishop Ellis Catholic Voluntary Academy, we aim to help everyone develop in their journey of faith with God in a positive learning environment where we can:

- Love God
- Aspire to be our best
- Be honest
- Forgive
- Care.

We worked with the children to think about what this means for us at Bishop Ellis. As such, our school motto is, “We Love, We Pray, We Learn, We Play.”

At Bishop Ellis Catholic Voluntary Academy, the Catholic faith is the foundation of our school culture and ethos. We believe in the power of forgiveness and reconciliation and all members of the school community relate behaviour to the Gospel values and Catholic virtues. We think about what Jesus and the saints we have learnt about would do. At Bishop Ellis, this mission is not in addition to the quest for academic success and high standards of behaviour but central to it. We understand therefore that our mission will influence our whole school culture which is created by the actions of our school community.

It is with this in mind that our children learn about the Theological and Cardinal virtues and how to develop the good habits of behaviour required to live Christian and virtuous lives. The Catholic Christian virtues are positive patterns of behaviour intended to respect God, ourselves, our school and our worldwide family.

Throughout the year we will explore different character strengths and Catholic virtues alongside a variety of other resources. This gives children the opportunity to develop ideas of responsibility and personal accountability.

Our purpose is to create a distinctively Catholic Christian place of educational and spiritual development focused on our School Mission and Catholic Christian virtues.

Virtues are positive patterns of behaviour (good habits) intended to respect God, ourselves and our neighbours. Therefore, we will be guided by these eight virtues and teach the children explicitly what they mean: *See appendix 1.*

- *Faith*
- *Hope*
- *Love*
- *Justice*
- *Solidarity*
- *Temperance*
- *Courage*
- *Practical Wisdom/Good sense*

## **2: Our Aim.**

For all children of Bishop Ellis, we want calm, safe and dignified spaces where all children are valued as a child of God.

## **3: Our Objectives.**

The behaviour policy of Bishop Ellis Catholic Voluntary Academy will:

- Make the Catholic faith the heart of our school culture.
- Make sure that our children respect themselves and others as children of God who are unique and special.
- Support pupils to recognise and respect the different cultures characterised in the school and the wider community and promote peace within our society regardless of differences.
- Provide a variety of resources to explain and develop ideas of responsibility and personal accountability.
- Implement a consistent behaviour framework that is clear and understood by all of us at Bishop Ellis.
- Encourage virtuous and Christian behaviour and attitudes

- Encourage children to show forgiveness to others and to reconcile differences quickly, as Jesus would want us to.
- Encourage increasing independence and self-discipline so that each child learns to accept personal responsibility for their own learning and behaviour.

#### **4: Core Principles:**

Within our school and wider community all pupils and adults are encouraged to demonstrate courtesy, good manners and respect for everyone. The framework of positive reinforcement is based on our school mission, developed with the children.

- Love God
- Aspire to be our best
- Be honest
- Forgive
- Care

#### **5: Shared Responsibility:**

As the first educators of their children, we value a collaborative working relationship with parents and greatly appreciate the positive reinforcement by parents of decisions made in school about their child/ren's behaviour. We expect parents and carers to support their child's learning, and to always cooperate with the school in a respectful manner.

#### **6: Our School Mission in action :**

We always use the language of our School Mission to promote and remind the school community about the importance of excellent behaviour

This apply to all areas of the school at all times of the day. Please see appendix 3 for further guidance and explanation about what the School Mission will look like at different times of the day and in different situations. We regularly talk with the children and give examples of what this good behaviour looks like

#### **7: Routines and Expectations**

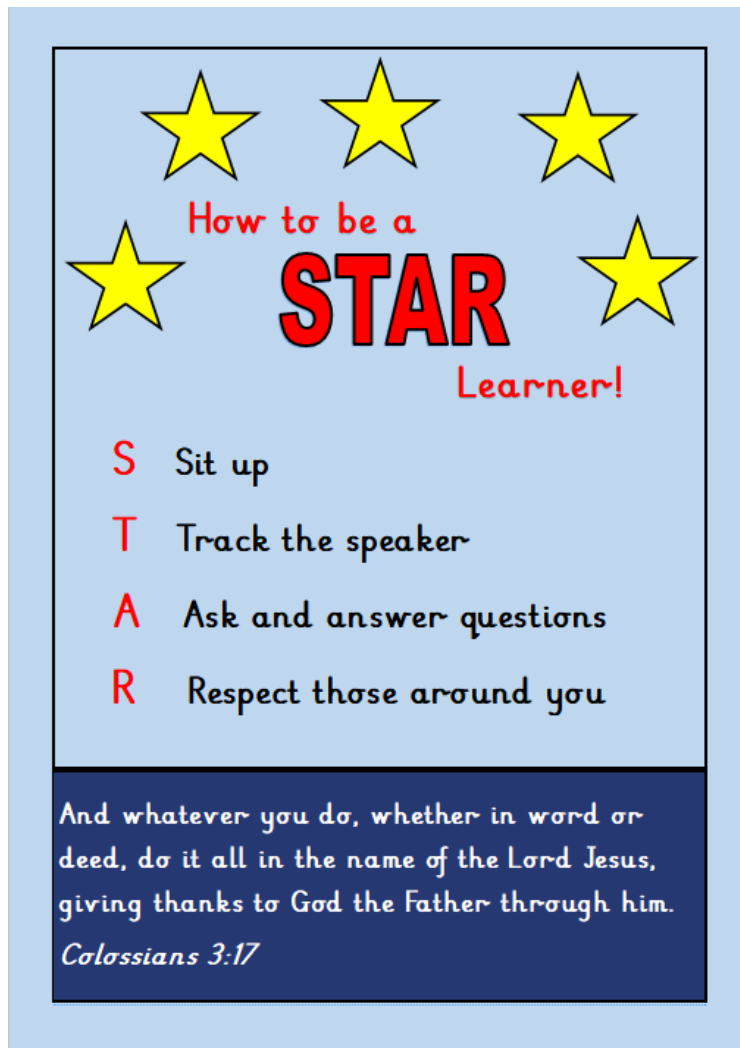
The first week of the school year will be dedicated to explicitly teaching, modelling and practising the routines and school rules to all the children so that each routine becomes a good habit supported by our Catholic Christian Virtues. There will be frequent reminders, and reinforcement from all staff at all times.

***We will make reasonable adjustments as part of the SEND Code of Practice to meet the needs of all children at Bishop Ellis.***

#### **7.1 Classroom Expectations**

We intend to deliver a broad and balanced curriculum through excellent teaching and learning experiences. We feel the design and delivery of high-quality learning matched to individual needs and capabilities, minimise the opportunity for disruptive behaviour. Staff are trusted to manage inappropriate behaviour promptly and professionally in accordance with school policy. A combination of praise, rewards, feedback and sanctions are used to encourage fantastic behaviour from our children.

We will teach the children to be STAR learners.



## **7.2 Playground Expectations**

At Bishop Ellis, we appreciate the special influence playground activities make to the wellbeing of the children at our school. The playground gives children chances for play, creativity, fun and enjoyment. We assign huge importance to ensuring that break and lunchtimes at our school offer children safe experiences that contribute to their social, physical and emotional health.

We especially recognise that increased levels of physical activity not only improve children's health and fitness, but also have a large impact on ensuring positive behaviour and attitudes.

Transition back into classrooms is an important time to establish calm and safe walking. Children will walk quietly in single file to ensure that this is calm and safe.

## **7.3 Happy Lunchtimes**

The system has three steps of rewards and consequences.

Incentives:

1. Pom-poms are awarded to individuals and collected in tubes for each class. These are compared in our achievement assembly each week with the winning class declared
2. Each member of staff who works at lunchtime will nominate one child per week for a mention in our achievement assembly. The reason for the award will be on the certificate.
3. Table of Awesomeness. Each half term staff will nominate 6 children to from KS1 and 6 from KS2 to sit at the top table with the headteacher.

Consequences:

1. Quiet word, non-verbal reminder about expectations.
2. Two minute reflection and apology. The child will remain with the member of staff for this period rather than being sent to “the wall or fence.” This is increased to five minutes in the unlikely event of the child being uncooperative.
3. Referred to the member of SLT on duty. In this instance once they have been spoken to we revert back to step two with the member of lunchtime staff.

These steps do not necessarily have to be followed in sequence. There may be some instances when a child needs to go immediately to step 3.

#### **7.4 Dining Hall Expectations.**

At Bishop Ellis, we understand the many health and well-being benefits of sharing meals together. Children are encouraged to eat well, socialise, use good manners at lunchtimes and are expected to follow a number of expectations, when they are eating lunch in the dining hall (see appendix 5)

#### **7.5 Corridor Expectations.**

We want everyone to move around the school calmly and quietly using **Fantastic Walking**. Adults are expected to model this to children as they move around the school and remind children when they are not using Fantastic Walking. Fantastic Walking expectations include:

- Walking in single file
- Walking on the left-hand side of the corridor
- Walking quietly
- Walking with hands at your sides (or behind back)
- Walking with good posture - shoulders back and down
- Walking with your head held high
- Smiling as you pass people in the corridor.
- Greeting adults as you pass people in the corridors.

#### **8: Rewards:**

The emphasis at Bishop Ellis will always be on positive encouragement. We will encourage and reward positive behaviour, good work or demonstration of positive personal virtues by: There is a range of rewards used by staff:

- Verbal praise e.g. “Well done for...” “Thank you for ...”
- Name on smiley list, stamps or stars.
- Accumulation of DOJO points to gain personal reward and team award.
- Certificates given in assembly. These can be linked to children demonstrating our Catholic Christian Virtues.
- Weekly Mission Award- going to children who are living out the Mission from the Monday Act of Worship. These can also be linked to children demonstrating our Catholic Christian Virtues.
- Children being sent to other members of staff (such as previous class teacher and Senior leaders) for praise or reward.
- Children being sent to the Headteacher for praise or reward.
- *Teachers may also have additional rewards that are developed for their own class.*
- Whole class treats

#### **9: Sanctions**

Every consequence will be based on the amount of risk to the child and/or others. Consequences will seek to re-establish and heal relationships and support the child in demonstrating consistently good behaviour using our School Mission and Catholic Christian Virtues to guide them.

When dealing with behaviour incidents staff follow these principles:

- Feedback to be given immediately (or as soon as possible) after the poor behaviour, affecting the least possible interruption to the learning of other children using the language of our School Mission.
- Feedback to criticise the behaviour and not the child
- Feedback should be given in a calm manner
- Feedback should say WHY the behaviour was not acceptable, the part of the School Mission that was not shown and WHAT improvements the teacher or TA requires from the child.
- Sanctions must be proportionate to the behaviour

Tiered sanctions enable staff to remind children of the expectations we have of behaviour and give children the chance to take responsibility for the choices they make and progress. For most children the reminder and warning (verbal) is sufficient to encourage them to do this. However, at times, when children may be exhibiting a range of disruptive or difficult behaviours it may be necessary to give additional warnings and sanctions this may include children giving their time in a constructive way to help others.

Adults in school will always aim to pre-empt situations where children lose focus or participate in disruptive behaviour.

Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to display disruptive or difficult behaviour, staff will respond calmly following the scripted intervention set out below.

Staff will record negative behaviour using Arbor- our school management system.

Tiered Sanction	Explanation and Feedback
Reminder	A verbal reminder of the rules Example: “ _____, you are shouting out which is breaking our school rule of being respectful. This is your REMINDER. Please raise your hand in future.”
Warning	Explain that you have spoken to the child about breaking the rules and that they are now receiving a specific warning in relation to this behaviour – there will be a consequence if the behaviour does not change. Example: “ _____, you are shouting out which is breaking our school rule of being respectful. This is your WARNING. Next time I have to speak to you it will be a yellow card. Please raise your hand in future.”
Yellow Card	Explain that they have still chosen not to follow our school rules and as a consequence they have received a Yellow Card. This means they must speak to you for a few minutes at break-time. Example: “ _____, you have chosen to continue to shout out which is breaking our school rule of being respectful. You have now received a YELLOW CARD and will need to speak to me at breaktime.”
Red Card	Explain that they have continued to choose not to follow the rules and as a consequence they have received a Red Card. This means that they will now need to spend the full breaktime reflecting on their choices on the desk outside the Headteacher’s office. In instances of <i>Difficult Behaviour</i> an experienced teacher/ Assistant Head/ Deputy head will also discuss the behaviour with the child. Example: “ _____, you are continuing to break the school rule of being respectful and have now received a RED CARD. You will now spend your breaktime thinking about the choices you have made outside Mr Monaghan’s

	room.” There may also be occasions when children are asked to work outside if they are disrupting other children’s learning in class and have been warned about this.
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In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a senior leader. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. We will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as: support from the school counsellor, formulate an individual behaviour plan and a personalised behaviour chart. Where necessary, external advice and support will be sought from specialist teachers, the CMAT educational psychologist and others.

Incidents of wilful or persistent disregard for school rules, including departure from the school appearance code, as stipulated in the uniform policy, may result in sanctions including loss of privilege and/or internal or external exclusion/suspension.

#### **10. Additional Support for Persistent Challenging Behaviour**

The school recognises its legal duty under the Equality Act 2010, consequently our approach to challenging behaviour may be differentiated to cater to the needs of the child.

School staff led by the SENDCo will evaluate a child who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met. In conjunction with the class teacher, they will formulate an Individual Behaviour Plan for the pupil if challenging behaviour persists. They may also use a personalised behaviour chart to monitor the child’s behaviour and celebrate their success (see appendix 8 and 9).

As above, where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### **11: Pastoral support will be provided to anyone who is a victim of poor behaviour.**

Although these are the steps and sanctions that all staff will follow, special consideration will be given to an individual child’s needs (especially children with SEND or a change in personal circumstances) and adjustments will be made accordingly.

There may occasionally be an incident of a more serious nature, where a member of staff may need to override the earlier stages of the consequences, and therefore send a child directly to the Headteacher e.g. bullying or racism.

Persistent disengagement with rules may lead to a child being put on a behaviour support plan. This enables close, frequent monitoring by the Headteacher or a School Leadership team member, the implementation of personalised support and pre-emptive strategies to rapidly eliminate unacceptable behaviour. It also provides a close partnership with parents to ensure good communication and a consistent home/school strategy.

## **12: Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour or dangerous behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our exclusion policy for more information.

## **13: Restorative Conversations**

Once a child has been given a sanction, the conversation which follows should be based upon restorative justice principles. Feedback from staff members should provide specific pathways to reconciliation and forgiveness by bringing together those who were affected by misbehaviour in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, this approach contributes to the social and emotional learning of pupils.

A restorative response can be conducted verbally or through a written Reset and Reflection Sheet. Copies of Behaviour Reflection sheets should be uploaded onto Arbor by the teacher for reference.

Restorative feedback involves asking the following questions:

- What happened/which school rule was broken?
- What were you thinking/feeling at the time?
- What do you think and how do you feel now?
- Who has been affected by this behaviour?
- What is needed to put things right?
- How can we make sure that this doesn't happen again?

## **14: IT resources**

Incidents relating to online behaviour, cyber bullying and/or misuse of the internet may result in exclusion from using the internet or the school's computing resources for a fixed term period. Parents will always be informed. See also our Online Safety policy.

## **15: Bullying Behaviour:**

Bishop Ellis operates a zero tolerance approach to bullying behaviour. Bullying is defined as the repetitive harming of one person or group by another person or group. It is deliberately hurtful and repeated, over a period of time. (Several Times On Purpose STOP)

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy. Where practically possible, the Headteacher or a senior teacher will also inform the parents of all parties involved by telephone as soon as possible.

## **16: Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered

- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

**Please refer to our child protection and safeguarding policy for more information.** Pupils are able to report concerns to adults in school by speaking to them or using the central "I'd like you to know" box to share anything they are unhappy about. This is checked on a daily basis.

### **17: The use of Reasonable Force to control or Restrain Pupils.**

The Aims:

- To protect every person in the school community from harm.
- To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.
- To give full support to staff who have been assaulted or have suffered verbal abuse from pupils or others.

*Where it is known or anticipated that a pupil's behaviour might require physical control or restraint, a specific plan should be drawn up for that pupil and communicated to all involved.*

Reasonable force can be used in the following circumstances:

- Where a criminal offence is being committed;
- Where a pupil may injure themselves;
- Where the pupil is prejudicial to maintaining good order and discipline at the school or among the pupils;
- When the action occurs on the premises or during an authorised activity off the premises. Under the 1996 Act, the Headteacher may authorise all teachers in the school to use reasonable force to restrain pupils. Other people authorised by the Headteacher may use reasonable force. The Headteacher should keep a list of all people who are authorised to use reasonable force. Training and guidance should be provided to all staff authorised to use it.

There are three broad categories described in the act where reasonable force might be used:

- In self-defence, where risk of injury is imminent;
- Where there is a development of risk of injury or significant damage to property;
- Where good order and discipline are comprised.

There is no legal definition of reasonable force, but three criteria are established for guidance:

- If the circumstances of the particular incident warrant it;
- The degree of force must be in proportion to the circumstances;
- The age, understanding and sex of the pupil.

Minimum force should only be used and never as a punishment. Physical intervention can take a number of forms, for example:

- Physically interposing between pupils;
- Leading by the hand or arm
- Holding
- Shepherding away
- (In extreme cases, more restrictive holds might be used.)

Force that should not be used includes:

- Holding around the neck or any other hold that might restrict breathing;
- Kicking, slapping or punching;
- Forcing limbs against joints (e.g. arm locks);
- Tripping or holding by the hair or ear;
- Holding face down to the ground.
- Seated double embrace
- Double basket hold
- Nose distraction technique

### **17.1: Recording Incidents of reasonable force**

Where physical intervention has been necessary, the incident must be reported to the headteacher or assistant headteacher and logged on CPOMS. The STACMAT Positive Handling Online Form must be written and filed on CPOMS and reported to parents. We will take statements from all witnesses to any physical intervention, as soon as possible after the incident, and in accordance with DfE guidance. In the event of an injury occurring (to the child, or member of staff), the appropriate Health & Safety forms will also be completed and the accident reporting procedures followed. Yearly training is provided to appropriate staff. It is important to check on the well-being of the child after any physical intervention and ensure that this is also recorded.

### **17.2: Training**

Only members of staff who have received training in the use of positive handling may use these techniques with children in this school, unless the situation is an emergency that requires immediate action to prevent injury or to prevent an offence being committed or serious injury. In these circumstances, any member of staff may assist, so long as the use of force is reasonable and proportionate and the member of staff is competent and confident to be involved.

Members of staff have received training provided through the St Thomas Aquinas CMAT.

There are opportunities for staff who have used physical restraint to discuss recent incidents, learning from experiences and determining the needs of the child

### **18: Mobile phones in school**

To ensure a safe, focused and disruption-free learning environment, mobile phones are not permitted in school. Pupils must not bring mobile phones onto the school site. If, in exceptional circumstances, a mobile phone is required for travel or safety before or after school, it must be handed in to the school office on arrival and collected at the end of the day.

Any mobile phone that is brought into school without prior agreement will be confiscated and returned to parents/carers. Repeated breaches may result in further consequences in line with the school's Behaviour Policy.

This approach supports positive behaviour, protects learning time, and helps safeguard all members of the school community.

### **19: The right to search a pupil.**

Bishop Ellis will consider a search if;

There are reasonable grounds for suspecting that a pupil is in possession of a prohibited item; any item banned by the school, for which a search can be made, or if the pupil has agreed.

**Prohibited items are:**

- mobile phones or other internet enabled communication devices;
- knives and weapons;
- alcohol;
- 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).
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

**19.1: Conducting a search**

A search will be carried out only by the Headteacher, and those staff authorised by the Headteacher. Before screening or conducting a search of a pupil, we will consider our obligations under the European Convention on Human Rights. Under Article 8, *pupils have a right to respect for their private life*. In the context of these rights and obligations, we understand and will facilitate a pupil's right to expect a reasonable level of personal privacy,

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

Before carrying out a search, we will ensure that the pupil understands the reason for the search and how it will be conducted, so that their agreement is informed

If a pupil refuses to co-operate, the member of staff will consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If none of these apply, the staff member may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. If the pupil still refuses to co-operate, the member of staff will assess if it is appropriate to use reasonable force to conduct the search. Such force as is reasonable will be used to search for any prohibited items identified above, but not to search for items which are identified as banned items only in the school rules. The staff member conducting the search will be the same sex as the pupil being searched, with another staff member present as a witness to the search.

**19.2 Complaints**

We all have a duty of care to the young people at Bishop Ellis Catholic Voluntary Academy and cannot discharge our legal responsibilities by avoiding taking action where it is appropriate and necessary. Involving parents when an incident occurs with their child, together with a clear policy adhered to by the staff, will help to reduce the likelihood of complaints from parents.

It will not prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.

Reference:

- <http://www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline-in-schools-a-guide-for-headteachers-and-school-staff/power-to-use-reasonable-force> )

## **20: Malicious Accusation against a Staff Member:**

Accusations against staff will be investigated fully, with support from outside agencies in extreme cases, as appropriate. All malicious accusations against staff will be considered very seriously. This includes fabrication or embellishment of incidents and situations that are found to be untrue. Where significant harm is done to the reputation of the staff member or school, pupils may be isolated within school for a fixed period, moved class permanently, excluded for a fixed term or permanently excluded in extreme circumstances.

The Headteacher and Governing Body reserve the right to issue a suspension or permanent exclusion without warning in extreme cases.

Where this is considered necessary, the school exclusion policy will be followed.

## **21: Recording of Incidents:**

The school records incidents on Arbor in order to monitor incidences of bullying, including cyberbullying and significant unacceptable behaviour events. **This is transferred to CPOMS if there is a safeguarding aspect to the behaviour.** The number and nature of incidences of bullying, transphobia, homophobia, racism, cyber issues e.g. physical, verbal, are reported to the governing body on a termly basis. No individual pupils are named.

## **22: Roles and responsibilities**

### **The CMAT and governing body**

The governing body will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation. They will carry out their statutory duty relating to exclusions and disciplinary issues. They will review the frequency of Significant Behaviour incidents and evaluate the effectiveness of the policy with the headteacher.

### **The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour- meet and greet children as they enter school and classrooms.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Arbor and/**or CPOMS** any follow up actions.
- The senior leadership team will support staff in responding to behaviour incidents.

## Parents/Carers

Parents are expected to:

- Support their child in adhering to the expectations we have in school for excellent behaviour.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## Children

Children are expected to:

- Follow the Whole School Rules, routines and expectations
- Accept responsibility for their actions and their impact on others
- Work co-operatively
- Accept sanctions and be willing to be reflective, with a view to making good choices in the future
- Actively take on additional responsibilities, including aiding staff in the supervision of younger pupils.

For children in years 5 and 6 there is the further expectation that each child takes on a leadership role in school. Our House Captains are considered to be reflective of the positive attitudes and standards to which all children at Bishop Ellis should aspire.

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

## Links with other policies:

This behaviour policy is linked to our:

- Safeguarding and Child protection policy.
- Anti-bullying policy
- Exclusion policy
- Online safety policy
- Home school agreement

## Sources used in the formulation of the Behaviour Policy:

- Virtues for Catholic Schools. Vicariate for Education. Diocese of Leeds
- Christ at the Centre: A Summary of Why the Church Provides Catholic Schools, Bishop Marcus Stock (2005)

- Gospel Values for Catholic Schools- a practical guide for today. Raymond Friel 2017
- Creating a Culture: How School Leaders Can Optimise Behaviour, Tom Bennett (2017)
- Improving Behaviour in Schools, The Education Endowment Foundation (2019)
- Teaching Walkthrus. Five step guide to instructional coaching. Tom Sherrington and Oliver Caviglioli (2020)
- Exemplary Leadership Programme
- Exemplary Teacher Programme

### Monitoring Arrangements

All staff record concerning incidents of misbehaviour on Arbor unless the behaviour may be linked to safeguarding. If this is the case, staff will log this on CPOMS with the direction of the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead. The Senior Leadership Team will action these incidents and inform parents when necessary. These are reviewed and monitored by the Senior Leadership Team weekly and a report is provided for the governing body each term so that different groups of children can be supported when appropriate.

The school keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

The Behaviour Policy will be formally reviewed by the Head Teacher and Governing body every year.

Classification of the Virtues

<b>FAITH</b> <b>FAITHFULNESS</b>		<b>HOPE</b> <b>PRAYER</b> <b>CONFIDENCE</b>	
<b>LOVE</b> <b>CHARITY</b> HOSPITALITY COURTESY SERVICE COMPASSION MERCY FORGIVENESS <b>FRIENDSHIP</b>			
<b>JUSTICE</b> HONESTY TRUSTWORTHY KINDNESS GRATITUDE / THANKFULNESS <b>GENEROSITY</b>	<b>SOLIDARITY</b> LOVE OF NEIGHBOUR RESPECT <b>RESPONSIBLE</b> <b>CITIZENSHIP</b>	<b>TEMPERANCE</b> SIMPLICITY HUMILITY GENTLENESS SELF-CONTROL ATTENTIVENESS LOVE OF LEARNING <b>SENSE OF</b> <b>HUMOUR</b>	<b>COURAGE</b> PATIENCE PERSEVERANCE RESILIENCE <b>DETERMINATION</b>
<b>PRACTICAL WISDOM / GOOD SENSE</b> <b>REFLECTION DELIBERATION/DISCERNMENT</b>			

## Appendix 2.

### Definitions of the Virtues

**FAITH** – is to trust. Faith helps us grow in friendship with Jesus and his friendship helps us become the best we can be by becoming more like him. Growing in friendship with Jesus means learning to trust him and knowing that he is always with us. Faith is always open to new things because if you have faith you are a trusting person. A person of faith believes in God and all that God has done. But faith is not simply a belief that something is true, it is a way of living. We are called not only to keep the faith but to live a faithful life filled with hope and love.

**HOPE** – You know that when life gets hard you don't give up but carry on hoping that things will get better. You dream of a better world or something better that will come in the future. You live for something greater than yourself. Your hope drives out selfishness and boredom and encourages you to engage with your community and do good works. You trust that God is at work moving the world towards what is good.

**LOVE** – You accept someone as they are, you care for them, and care what happens to them and you want to share your life with them. You always think about another person rather than thinking about yourself. When you love you put into practice the "golden rule", to treat others with the respect and kindness that you want for yourself. You love people you do not know by simple acts of kindness and by wanting the best for them.

**JUSTICE** – You give people what is due to them: you give them their fair share. When you are just you seek to be fair in everything you do. Treating people justly means treating people with dignity and not treating them as less than they are or using them for selfish ends. It is just to speak out against anyone who treats you unfairly and it is just to act to support those who are treated unfairly.

**SOLIDARITY** – You see all human beings as members of one family, all are brothers and sisters who depend on each other for everything. If you see that someone or a group of people are in need, in solidarity with them you help them. You treat everyone with respect and you treat whoever you meet or help as another 'you' or self. You see other people's needs and act to meet their needs before meeting your own. Solidarity is a cure for selfishness.

**TEMPERANCE** – You are not carried away by powerful feelings or emotions and things you want. You balance your strong emotions and things you want with what is best for you and other people. You know that seeking only what you want or always getting what you want isn't good for you or other people. Little by little, you are able to balance your emotions and what you want with your own needs, and the needs of others and the environment.

**COURAGE** – You do something that needs to be done even when it is hard to do or you are scared to do it. Even though you are afraid, you overcome your fear and do the right thing. You know you can count on God's help and so you are never alone.

**PRACTICAL WISDOM / GOOD SENSE** – You decide, based on what you know, what is the best thing to do. You take time to think about what you must do and ask other people about it. You reflect on what you know and have been told and then decide to do something which you think is best.

### Appendix 3. Whole School Rules Breakdown

Part of our School Mission	Virtues	Explanation
Love God	<i>Love</i> <i>Justice</i> <i>Solidarity</i>	<p>Within our school and outside in the wider community, all pupils and adults are encouraged to show good manners, honesty and respect for everyone.</p> <ul style="list-style-type: none"> <li>• Respect for God</li> <li>• Respect for all people</li> <li>• Respect for other people’s property and belongings</li> <li>• Respect for oneself</li> </ul> <p>We know that at Bishop Ellis “all are welcome.” We are all part of God’s family.</p>
Aspire to be our best	Hope Faith Temperance Practical Wisdom	<p>This rule is not about “winning” or “being <b>the</b> best” but rather about giving your best. Teaching staff encourage children to take pride in their attitude towards the process of engaging with an activity, rather than the end result.</p> <p><b>This skill can be evident in a range of situations where children are visibly working hard and exhibiting good learning behaviour.</b></p>
Be honest	Love Justice Solidarity Courage	<p>Within our school and outside in the wider community, all pupils and adults are encouraged to show good manners, honesty and respect for everyone.</p> <ul style="list-style-type: none"> <li>• Respect for God</li> <li>• Respect for all people</li> <li>• Respect for other people’s property and belongings</li> <li>• Respect for oneself</li> </ul>
Forgive	<i>Solidarity</i> <i>Temperance</i> <i>Courage</i> <i>Practical</i> <i>Wisdom/Good sense</i>	<p>This rule is about allowing other children the opportunity to succeed as well as yourself. We know our learning is really important to us so it is also true that we want to behave in such a way that allows this to happen. When things go wrong, it is really important that we try to live like Jesus and not let negativity get in the way of our learning.</p>
Care	Love Justice Solidarity Courage	<p>This is split into two parts:</p> <ul style="list-style-type: none"> <li>• “Taking care of one another” means to show kindness. Kind people think about another person’s feelings and not just their own, they help someone who is in need, and they are kind even when others are not. Kind people never expect anything in return. They treat other people kindly because they want to help make someone’s life better. Kindness makes the world a nicer place because it makes people happier.</li> <li>• “Taking care of our things” refers to the school environment. Children are expected to do their part to keep the school environment clean, tidy and undamaged. This rule also refers to children’s own personal possessions. Children should be careful to keep their own belongings safe and be mindful not to touch other people’s possessions.</li> </ul>
Fantastic Walking	Charity Temperance Prudence	<p>Children are expected to use Fantastic Walking as they move around the school.</p> <ul style="list-style-type: none"> <li>• Walking in single file</li> </ul>

		<ul style="list-style-type: none"><li>• Walking on the left-hand side of the corridor</li><li>• Walking quietly</li><li>• Walking with hands at your sides (or behind back)</li><li>• Walking with good posture - shoulders back and down</li><li>• Walking with your head held high</li><li>• Smiling as you pass people in the corridor</li><li>• Greeting adults you see</li><li>• Waiting for adults to come through the door first.</li></ul>
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## Dojo Point Reward System

Staff at Bishop Ellis use praise and rewards routinely, highlighting those pupils who are going above and beyond expectations to encourage desired behaviours. Staff may use a combination of in-class rewards and house points when they see behaviour which goes above and beyond normal expectations. Dojo points will be awarded to pupils who go above expectations consistently. The below table is a guide. Staff typically award no more than 5 dojo points at any one time. In exceptional circumstances, ten dojo points may be awarded.

House Points Awarded	Desirable Behaviours:
0	<ul style="list-style-type: none"> <li>• Meet and Greet politely</li> <li>• Following instructions – first time, every time</li> <li>• Enter the classroom in a quiet and orderly manner</li> <li>• Is equipped for learning (inc PE kit) and in full school uniform</li> <li>• Effort and focus sustained throughout the lesson</li> <li>• Positive attitude to learning</li> <li>• Looking after their belongings and school property</li> <li>• Using Fantastic Walking when moving around the school</li> </ul>
1	<ul style="list-style-type: none"> <li>• Exhibiting the expected desirable behaviours above when others are not</li> <li>• Holding doors for peers and staff members</li> <li>• Assisting members of staff</li> <li>• Being enthusiastic in lessons</li> <li>• Improved effort with written work/class work/homework</li> <li>• Making meaningful contributions to class discussions consistently throughout a lesson</li> <li>• Being an exemplary talk partner</li> <li>• Being a good friend to everyone</li> </ul>
2	<ul style="list-style-type: none"> <li>• Being a role model of excellent behaviour – <i>going above and beyond</i> expectations</li> <li>• Thoughtful contributions during assembly</li> <li>• Asking thoughtful questions</li> <li>• Supporting their peers with their learning effectively</li> <li>• Showing high levels of resilience when they find something challenging</li> <li>• Working hard in subjects they typically find challenging</li> <li>• Good effort with written work/class work/homework</li> <li>• Completing a Reading requirement for the week</li> <li>• Reading more than is stipulated in the Homework Policy (5+)</li> </ul>
5	<ul style="list-style-type: none"> <li>• Acts of kindness</li> <li>• Completing additional work outside of school</li> <li>• Performing in assemblies/collective worship to a high standard</li> <li>• Being an excellent ambassador for our school at inter-school events/on trips</li> <li>• Excellent effort with classwork/written work/homework</li> <li>• Achievement Award winner</li> <li>• Star of the Day etc</li> </ul>
10	<ul style="list-style-type: none"> <li>• Raising money for charity</li> <li>• Putting their faith in action</li> <li>• Other forms of community contribution</li> </ul>

## Appendix 5 Expectations.

### *Classroom expectations, which include:*

- *Meeting and greeting all adults politely (on entry to school each morning, after break and after lunch)*
- *Following instructions given by an adult – first time, every time*
- *Showing respect to others at all times*
- *Carefully hanging up their coats and bags in the cloakroom sensibly*
- *Completing the morning task activity on the whiteboard each morning when they come into school.*
- *Practising good respiratory and hand hygiene*
- *Looking after our equipment*
- *Raising hands before contributing to class discussions, unless instructed differently*
- *Speaking clearly when making contributions to class discussions*
- *Enjoying challenging themselves and displaying resilience when required.*

### *Playground expectations.*

Pupils are expected to stick follow our playground expectations, which include:

- Having fun with one another and playing fairly
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times
- Taking care of equipment and playing sensibly with it
- Tidying up equipment at the end of breaktimes and lunchtimes
- Putting litter in the bins provided
- Being kind and helpful
- Lining up quickly and quietly
- Demonstrating “Fantastic Walking” when entering or leaving the playground.

### *Dining hall expectations.*

- Practising good hand hygiene – washing or sanitising hands before and after meals
- Following instructions given by an adult – first time, every time
- Using good manners at all times, always saying please and thank you to the people who serve our food and staying in our seats whilst we are eating.
- Talking politely and at a moderate volume with the other pupils on their tables

- Using good table manners when they are eating: using a knife and fork correctly, closed-mouth chewing, respecting other pupils' personal space
- Only touching their own food
- Being open-minded and giving new foods a try
- Making a conscious effort to eat their lunch within the time allocated Asking an adult before they begin eating their dessert
- Tidying up after themselves: scraping plates into the correct bin making sure only food waste goes in the food bin.
- Telling an adult if there are any spillages
- Using Fantastic Walking for walking down the corridor after lunch.

## Appendix 6: Classifying Behaviour

Behaviour can be classified into four categories: Desirable, Disruptive, Difficult and Dangerous. It is recognised these can take place both inside and outside the classroom.

Examples of Desirable Behaviour:	Staff responsible for feedback:	Rewards
<p>Going <i>above and beyond</i> expectations</p> <p>Relishing challenge</p> <p>Working together</p> <p>Engaging enthusiastically in lessons</p> <p>Listening carefully</p> <p>Being kind</p> <p>Looking after the school environment</p> <p>Using Fantastic Walking</p> <p>High standards of respiratory and tactile hygiene</p> <p>Good manners</p>	<p>All staff</p>	<p>See rewards section on page 6 of the policy</p>
Examples of Disruptive Behaviour	Staff responsible for feedback:	Sanctions
<p>Minor misbehaviour in corridors or around school (running, wrong side etc.)</p> <p>Dishevelled uniform (untucked shirt)</p> <p>Untidy written work</p> <p>Shouting out in class</p> <p>Swinging on their chair</p> <p>Disengagement in class/worship/assembly</p> <p>Distracting others</p> <p>Negatively impacting on the learning of other pupils</p> <p>Talking in class</p> <p>Failure to follow instructions</p> <p>Entering the school building needlessly at break/lunchtime</p> <p>Showing a lack of care for school property</p> <p>Not respecting other pupils' personal space</p> <p>Touching or pushing one another when lining up</p> <p>Rude or disrespectful behaviour – using unkind words</p>	<p>Class teachers and Teaching Assistants.</p>	<p>See pages 6 and 7 of the policy</p>

<b>Examples of Difficult Behaviour:</b>	<b>Staff members responsible for feedback:</b>	<b>Sanctions</b>
<p>Persistent disruptive behaviour (see above)</p> <p>Refusal to complete tasks set</p> <p>Kicking out (not directly at a person)</p> <p>Throwing objects (not directly at a person)</p> <p>Hitting out (not directly at a person)</p> <p>Damaging school property intentionally</p> <p>Non-aggressive swearing</p> <p>Being dishonest</p>	<p>Class teachers, Teaching Assistants, , and Assistant Headteacher</p>	<p>See pages 6 and 7 of the policy</p> <p>Further support may be appropriate such as a Support plan.</p> <p>Missing of playtimes and lunchtime.</p>
<b>Examples of Dangerous Behaviour:</b>	<b>Staff members responsible for feedback:</b>	<b>Sanctions</b>
<p>Persistent difficult behaviour (see above)</p> <p>Stealing</p> <p>Spitting (on the floor or at others)</p> <p>Targeted hitting, pinching or kicking</p> <p>Throwing objects at a person</p> <p>Running out of class/away in public places</p> <p>Damaging or destroying school property</p> <p>Racist, homophobic or prejudicial language</p> <p>Aggressive swearing (directed at another person)</p>	<p>Headteacher, Assistant Headteacher and SENDCo</p>	<p>See pages 6 and 7 of the policy.</p> <p>Behaviour of this kind may result in either an internal or external exclusion or suspension.</p> <p>Further support may be appropriate such as a Support plan or a referral to Early Help or</p>

## Reset and Reflection Sheet

<b>What happened/which school Rule was broken?</b>	
<b>What were you feeling at the time?</b>	
<b>How do you feel now?</b>	
<b>Who else did my behaviour affect?</b>	
<b>What is needed to put things right?</b>	
<b>To be 10/10 I will:</b>	
<b>When I am 10/10 I will feel:</b>	
<b>My teacher/peers will feel:</b>	

Appendix 8

Individual behaviour plan

<b>Childs name</b>	<b>Date of plan</b>	<b>Review date</b>
<b>Behaviour to reduce:</b>	<b>Possible triggers for behaviour</b>	
<b>Prevention Staff will:</b>	<b>If an incident occurs Staff will:</b>	
<b>If an incident occurs The child will:</b>	<b>Parents views/comments:</b>	

# ★ My Reward Chart ★

**Date:**

Arriving at school	Phonics	Reading/hand writing
Break time	Session 2	Listening/politeness

Lunch time	Session 3	Session 4
Worship time	Story time	Listening/politeness

The reward for completing the chart will be:

# My Sticker Chart

Name:


The reward for completing the chart will be: