



St John Boste
Catholic Primary School

Behaviour Curriculum

October 2025



Bishop Wilkinson
Catholic Education Trust

Rationale

At St John Boste Catholic Primary School our Catholic ethos is central to creating an environment in which **all** pupils can develop high standards of behaviour and academic achievement. This behaviour curriculum sets out our approach to teaching children the process of growing in self-discipline as well as our procedures for maintaining those high standards of behaviour and relationships.

Our school rules

We believe that in order for all staff, children and parents to fully know, understand and follow our school rules, having just three rules is most beneficial.

At St John Boste Catholic Primary School, our three rules are:

Be ready

Be respectful

Be safe

- Being ready is about being prepared, working hard and never giving up. This includes how we show that we are ready through how we line up, by putting our hands up to speak in class, using a quiet voice in the classroom and completing our work to the best of our ability.
- Being respectful is about treating others how we would like to be treated. This includes how we are polite and how we use kind and gentle words when we talk to others. We don't make problems bigger – we make them better.
- Being safe is about thinking before we act. This includes how we keep our hands and feet to ourselves, how we only go where we have permission to go and how we always walk inside school.

Encouraging and recognising positive behaviour and relationships

Noticing the unnoticed

Adults in school will provide verbal feedback to identify and recognise children who are following our school rules. We will aim to 'notice the unnoticed', praising the child for both demonstrating the behaviour and also for providing a positive role model to others.

Recognition board

The class teacher will specify a positive behaviour that they are looking for, for example sitting smartly, putting your hand up to speak etc. When they notice a child displaying that behaviour they will put

their name on the board, with the aim that all children will have their name on the board by the end of the lesson or the day.

Class Dojo

We use Class Dojo in order to give out points to children demonstrating positive behaviours. Points can be given out by any adult in class, but also during break time, lunch time and around school.

Certificates

Each week in our Friday Celebration assembly, class teachers will choose one child from their class to receive a Head Teacher award, which could be linked to one of our school rules.

Home/school links

Staff are encouraged to regularly communicate positive behaviour messages with home using our 'a quick note to say' cards.

Special Headteacher rewards

The Headteacher will provide unique awards to groups of children who have gone 'above and beyond' with their positive behaviour. This could include for example, having hot chocolate/juice and cake in the Headteacher's office.

Response to 'low-level' negative behaviour

When dealing with low-level behaviour, adults will 'pick up their own tab' by following the below strategies. Children will not be sent to another member of staff to be sanctioned. Children will not be sent to stand outside classrooms or offices to rectify behaviour. Once a low-level behaviour has been stopped and the below steps taken, the adult should demonstrate forgiveness and how we can move on from the situation.

Adults will always try to be:

- Forgiving
- Unshockable
- Persistent
- Relentless
- Calm.

1. Visible consistency – visible kindness

Adults will ensure that the above methods for encouraging positive behaviours are used at all times with and around the child who is demonstrating low-level behaviour. Adults will take opportunities to recognise the required positive behaviour when demonstrated by the child or others.

2. The drip effect – being 'relentlessly bothered'

For children who do not respond to the 'visible consistence – visible kindness' approach may need more individual focused attention from the adult, taking the form of a 'drip effect' to build a positive relationship with the child through strategies including, but not limited to:

- Verbal praise
- Notes home
- Certificates
- Stickers
- Putting work on display or sharing positive work with others
- Giving the child a job to do or some extra responsibility
- Giving the child time to chat

3. The 30 second intervention

Low-level behaviour should never be allowed to significantly interrupt or disrupt the learning of the other children. The 30 second intervention is a short script adults will follow with children to recognise the negative behaviour and give the child an opportunity to correct it.

The scripts is as follows:

1. "I notice you are..." (having trouble getting started/struggling to get going/out of your seat/distracting your neighbour etc)
2. "It was our rule about... that you have broken."
3. "Do you remember yesterday/last week when you..." (completed your work really well/sat smartly in your seat/got the Headteacher award/got a note home etc)
4. "*That* is who I need to see today."
5. "Thank you for listening."

4. The restorative conversation

Where a child has not corrected their behaviour following the 30 second intervention, the child will have a time-out and have a restorative conversation using a 'Time to Reflect' form. They will complete their time out and restorative conversation with an adult. The conversation should take place in private and when the child is calm. It will be a discussion between the adult and the child reflecting on the low-level disruptive behaviour.

The following are some examples of the questions that could be used, and should always reflect the age of the child involved:

- What happened?
- What were you thinking at the time?
- What have you thought since it happened?
- How did this make people feel?
- Who has been affected?
- How can we make it right?

Once the 'Time to Reflect' form has been completed, it will be signed by the child, their class teacher, the Headteacher and then sent home for parents to read, sign and return to school.

If a child receives three 'Time to Reflect' forms to take home, their parents will be invited into school for a meeting with the Headteacher to discuss how we can improve the behaviour going forward.

Response to high-level negative behaviour

High-level negative behaviour may include, but are not restricted to:

- Use of racist, homophobic, sexist or other discriminatory language
- Physical assault
- Swearing
- Persistent low-level negative behaviour
- Bullying
- Refusal to follow school rules
- Any behaviour that puts themselves or others at risk of harm.

What constitutes high-level behaviours may be dependent on the age or understanding of the children involved.

Incidents of high-level disruptive behaviour will always be recorded on Arbor and reported to a member of the senior leadership team, and will always be reported to parents/carers.

School responses to high-level negative behaviours may include:

Trusted adults

Trusted adults are used to support the child and class teacher. They are available to support during breaks and lunch time, provide short time-outs from class, to share positive behaviour messages with etc.

Heat mapping

A heat map may be used to allow the child, parents/carers and adults in school to track a child's behaviour using a RAG (red/amber/green) rating system to track a child's behaviour over a specified period, for example one week. This would always be agreed with parents in advance and discussed with parents at its conclusion.

Break time or lunch time detentions

Children may be made to miss some or all of their break or lunchtime as a response to high-level negative behaviour, especially if there is a potential that playing outside may lead to further high-level negative behaviour.

Exclusion from activities

The Headteacher or member of the senior leadership team may exclude a child who has demonstrated high-level negative behaviour from taking part in activities such as a sporting event, sporting match, residential visit or school trip.

Fixed term suspensions

Guidance around fixed-term suspensions is based on current Local Authority (Sunderland) and Department for Education guidance which sets out the responsibility of Headteachers, governors and the Local Authority.

Fixed term suspensions will not be used if there is an alternative effective solution available, for example reparation which enables the child to redress the harm that has been done or an internal exclusion.

Only the Headteacher has the authority to suspend a child and will notify parents/carers within one day either in person, by telephone call or by letter. Details/records of incidents are kept and suspensions are reviewed by the governing body.

Fixed term suspensions will only be used for serious breaches of school policy, for example:

- Physical assault on a pupil
- Physical assault on a member of staff
- Verbal abuse
- Violent or threatening behaviour
- Persistent defiant, disruptive or unsafe behaviour
- Racist, homophobic, sexist or other discriminatory abuse
- Bullying

The school will take reasonable steps to set work for pupils during the first five school days of exclusion, after which time alternative provision will be arranged.

Parents/carers will be required to attend a reintegration meeting following the pupil's fixed term suspension.

Permanent exclusion

Permanent exclusion is a very serious step and will only be used in the most serious and extreme cases. This can arise either as an accumulation of fixed-term suspensions or as a result of a very serious one-off offence, for example, but not limited to:

- Serious actual or threatened violence
- Sexual abuse or assault
- Carrying a weapon

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off the school site when representing the school, for example:

- Taking part in a school organised trip or activity

- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has demonstrated negative behaviour off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could affect the orderly running of the school
- Poses a threat to another pupil or a member of the public
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a school staff member.

Parents have a responsibility to monitor and manage the behaviour of their children at home, including when children are online.

Physical restraint/use of reasonable force

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Staff receive training in line with our positive handling policy.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all people involved.
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents.