

St Gregory's Catholic Primary School



Behaviour Policy 2025-2026

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Post holder responsible	Mr K Brown (Principal)
Director / LGB Chairperson	Mr R Reeve (Interim Chair of Governors)

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Behaviour Policy has been approved and adopted by St Gregory's Catholic Primary School on 6th July 2026 and will be reviewed in December 2026.

Signed by the Chair of the Local Governing Body for St Gregory's Catholic Primary School:

Richard Reeve

Mr R.Reeve

Signed by the Principal of St Gregory's Catholic Primary School

Kevin Brown

Mr K.Brown

Forming Christ-centered pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice

- Mission statement: Birmingham Catholic Diocese

Aspiring to be GREAT, through loving and learning, following in the footsteps of Jesus.

-Mission Statement: St Gregory's Catholic Primary School.

Our GREAT Values

Growing with God, Respect, Equality, Aspiring to Achieve, Togetherness

Purpose and Legal Framework

This policy sets out the expectations for behaviour at St Gregory's Catholic Primary School and complies with statutory requirements under the Education and Inspections Act 2006, Equality Act



Our journey with Christ

2010, and Department for Education guidance including 'Behaviour in Schools' (2022). It supports Ofsted's criteria for Behaviour and Attitudes. This policy operates in close conjunction with the trust-wide framework Restrictive Interventions and Use of Reasonable Force Policy.

Roles and Responsibilities

- The Principal is responsible for implementing this policy and ensuring consistency across the school.
- All staff must model positive behaviour and apply rewards and sanctions fairly.
- Governors provide strategic oversight and approve the Statement of Behaviour Principles.
- Pupils are expected to follow the school rules and demonstrate our GREAT values.

Expectations

All members of the school community are entitled to work and learn in an environment free from:

- Misbehaviour whether this is persistent, defiant or low-level disruption.
- Bullying, child on child abuse of any sort, assault, physical, racist, homophobic, sexist or verbal abuse.
- Unacceptable language.
- People carrying offensive weapons or illegal substances.
- People showing inappropriate materials, e.g. violent, age-inappropriate or sexual.
- Accidental or deliberate breaches of school rules.

We expect:

- All pupils to show respect and courtesy towards teachers and other staff and towards each other.
- Parents to work in partnership with the school to provide a collaborative, supportive approach to encouraging positive behaviour.

At St Gregory's Catholic Primary School, both 'learning' and 'conduct' behaviours are considered as vital for all pupils to succeed personally. Learning behaviours remind us how we learn best and help those around us to learn best. Conduct behaviours remind us how to respect the dignity of the human person (CST) and help us to understand the basis of rule of law (British Values).

We explicitly teach routines and expectations through assemblies, lessons (including R.E and RSHE), and daily practice. Our GREAT values underpin all behaviour teaching: Growing with God, Respect, Equality, Aspiring to Achieve, and Togetherness.

Behaviour Choices

At St Gregory's we explain to all members of our community that we make choices when it comes to our behaviour. We can make the right choices or the wrong choices. The right choices help everyone to learn, be happy and stay safe while the wrong choices can disrupt learning, make people feel upset, anxious, sad or scared and potentially put them at risk of physical or emotional harm.

We expect children to make the right choices. Children who consistently make the right choices are celebrated and rewarded. Children who make the wrong choices are supported to understand why

their actions are incorrect and 'put it right' through restorative conversations and actions. School aims to work closely with families when these issues arise so that there is a team of support around the child so that they can make the right choices moving forwards.

St Gregory's will always aim to have a proactive, supportive approach to promoting positive behaviour and only use sanctions where absolutely necessary.

What happens when children make the right choices?

Children who consistently make the right choices will be rewarded with either Dojos or House Points.

Dojos will be awarded by members of staff for small acts of kindness or behaviour both inside and outside the classroom (e.g. good manners, good listening, holding the door for others). The class teacher will use dojos as a positive behaviour management tool and at their own professional discretion. It might, for example, be the case that more dojos are used lower down the school in Early Years and Key Stage 1 to reinforce positive behaviours so that it becomes natural.

House Points will be more challenging to achieve and will be seen as a standard of excellence across the school. House Points will only be given for consistent and exceptional behaviour to reward pupils who go above and beyond in their attitude towards school. House Points will be recorded on the school behaviour system (Arbor) and shared with parents. House points will earn rewards for individual pupils as follows:

- 10 House Points: Bronze Award -Child will receive a sticker and certificate from their teacher.
- 15 House Points: Silver Award -Child will be presented with a sticker and certificate by their teacher in front the class.
- 20 House Points: Gold Award -Child will go to the Principal and receive a certificate and special certificate. Class teacher will send a positive message home to the child's parents.
- 25 House Points: Platinum Award – Child will be presented with their award in a whole school assembly by the Principal. Parents will be invited to attend. The child will also receive a special reward e.g. 'Hot chocolate with the Head'.

Wherever possible, House Points and dojos will be linked to how the child has followed the school's GREAT values.

What happens when children make the 'wrong' choices?

'Wrong choices' have been separated into five different levels of seriousness.

Level 1: Distracting others

Examples include:

- Calling out
- Talking over other adults
- Distracting others
- Making silly noises
- Swinging on chairs
- Talking in the line

- Talking in assembly
- Lack of effort
- Wandering around the classroom / dining hall

Level 2: Unsafe or uncooperative behaviour

Examples include:

- Answering back
- Running inside
- Leaving the class / hall without permission
- Throwing objects
- Climbing
- Refusal to work
- Refusal to follow instructions
- Talking in Mass
- Reporting incidents that are proven to not be true when investigated

Level 3: Anti-Social Behaviour

- Pushing others out of the way
- Damaging school property
- Damaging the property of others
- Teasing other children
- Grabbing other children
- Swearing
- Making insulting remarks about or to others
- Refusing to go to designated person or place
- Stealing
- Spitting

Level 4: Intimidating / repeated behaviour of Levels 2-3

- Inappropriate touch
- Racist language
- Homophobic language
- Fighting
- Bullying / cyberbullying
- Any repeated behaviours on levels 2 and 3 warrants a level 4

Level 5: Extreme Incidents

- Any incident that is more serious than Levels 1-4

How will staff manage this behaviour?

For Level 1 incidents (distracting others):

- A verbal reminder of what the right choice is (e.g. 'Please make sure that all four chair legs are on the floor.')
- A verbal warning - a final reminder about the behaviour expected before there is a

consequence (e.g. 'Verbal warning. You have been told to keep all four chair legs on the floor but are still swinging. Please stop now.')

- Yellow card – Consequence for not changing behaviour. Teacher will speak to the child privately about their behaviour choices, this could be at break or lunchtimes.
- Red card - Second consequence for not changing behaviour. Child has become a distraction to others and is disrupting learning or being unsafe. They will be sent to another classroom to reflect on their behaviour. They will complete a 'Put it Right Sheet' and complete their classwork. Later on, the class teacher will use the 'Put it Right Sheet' speak to the child about their behaviour and advise them what they must do in future to make the right choices. Class teacher will contact parents/carers to explain what has happened.

For Level 2 incidents (Unsafe or uncooperative behaviour):

- Verbal warning (for children in Year 1 and 2 only)
- Yellow card (immediately for Year 3-6, following verbal warning for Years 1 and 2)
- Red card if behaviour continues.

For Level 3 incidents (anti-social behaviour)

- Yellow card (for children in Year 1 and 2 only)
- Red card (immediately for Year 3-6, following verbal warning for Years 1 and 2)
- Removal of privileges (e.g. ban from the Arena, playground, clubs or school trips).

For Level 4

- Yellow card (for children in Year 1 and 2 only)
- Red card (immediately for Year 3-6, following verbal warning for Years 1 and 2)
- Removal of privileges (e.g. ban from the Arena, playground, clubs or school trips).
- Potential suspension or internal exclusion. To be decided on a case by case basis by the Principal.

Level 5 (extreme) incidents:

- Sent to the Principal immediately.
- Parents contacted.
- Removal of privileges (e.g. ban from the Arena, playground, clubs or school trips).
- Potential suspension or internal exclusion.

Making the wrong choices during playtimes at break and lunchtime

- Same system as in class regarding levels of seriousness.
- Yellow Card –Child will walk around with a member of staff on duty for 2 minutes. Staff member to inform class teacher.
- Red Card – Child will walk around with a member of staff for the rest of the break. Staff member to inform class teacher who will then speak to parents/carers.

Children in Nursery and Reception (Early Years)

Children in Nursery and Reception are less likely to be able to understand the difference between Level 1 to Level 5 incidents. Unless their behaviour is putting others at risk, they will be given:

- A verbal reminder
- A verbal warning

- A yellow dojo
- A red dojo

If they reach three red dojos in a day they may be sent to another classroom to calm and regulate their emotions. If they receive three red dojos or are consistently getting red dojos the teacher will speak to parents.

Children with Special Educational Needs and/or Disabilities (SEND) -including children with Social, Emotional and/or Mental Health (SEMH) needs and Reasonable Adjustments

Occasionally, there will be pupils who are unable to make the correct choices independently due to their individual Social, Emotional or Mental Health (SEMH) needs or a SEND need.

Reasonable adjustments for pupils with SEND whose needs impact behaviour will be made. In these situations, staff will work with parents and the SENDCO to provide tailored support and interventions. These pupils will be identified and supported through an individual behaviour plan by the school, the SENDCO and their families with the aim of keeping them and others they encounter safe, happy and able to learn.

Involvement of External Agencies

Where pupils' needs cannot be fully met by using the resources available within the school, the services of outside agencies will be commissioned in order to address the needs. The SENDCO will take the lead on commissioning services, but class teachers and school leaders will also make referrals as required.

Child-on-child Abuse (including bullying and cyberbullying)

At St Gregory's, we uphold a zero-tolerance to any form of abuse. We uphold a whole school approach to preventing or dealing with child-on-child abuse of any kind. Pupils who feel that they have been a victim of any form of unwanted behavior can discuss this with a trusted adult in school. The adult will openly listen to the child and will give the child full attention, ensuring that they give the child reassurance that they have done the right thing by speaking to an adult. The incident will be written and recorded in the child's own words on our Safeguard system. Depending on the disclosure, the member of staff will discuss the disclosure with the relevant staff, including the SLT and the DSL/DDSL.

Minor incidents should be dealt with by the class teacher and / or other staff present at the time of the incident. Persistent or serious behaviour incidents -yellow and red cards- including bullying must be recorded and passed on to the school's senior leadership team via Safeguard Software as a behaviour incident:

- A behaviour incident log will be completed using Safeguard
- Parents/carers will be contacted for red cards and all allegations of child on child abuse
- Relevant school staff will work closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, an 'Individual Behaviour Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan.
- Suspensions may follow if bad behaviour continues (see 'Suspension and exclusion' policy)

All allegations of child-on-child abuse will be investigated thoroughly and will be evidence based. If there is evidence that child-on-child abuse has taken place both the victim and perpetrator will be supported with the aim that the situation does not happen again. The victim will be given access to internal support and if appropriate external support (e.g. reflexions 1:1 support). The perpetrator will be supported to understand how their behaviour has impacted on others and the feelings that are involved. The child will be given the chance to change their behaviour and supported to do so. Any children involved in child-on-child abuse will be supported and monitored by staff in line with the school's 'Anti-bullying' policy (See Anti-bullying policy).

Mobile Phones and Banned Items

Mobile phones are not permitted during the school day. Year 6 pupils (and Year 5 pupils in the Summer Term) may apply for an independence pass. This pass will allow them to carry a phone with them as they travel into school and home on the condition that put it away on the school premises and hand it in as they enter the building.

Prohibited items include weapons, alcohol, drugs, and any item that could cause harm.

Confiscation and searches

Confiscation, searches, screening Searching, screening and confiscation is conducted in line with the DfE's Searching, screening and confiscation in schools - GOV.UK (www.gov.uk)

Confiscation:

Any prohibited items found in a pupil's possession as a result of a search will be confiscated.

These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

- Searches will only be carried out by a member of staff who has been authorised to do so by the Principal such as DSLs, or by the Principal themselves.
- Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.
- An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if: The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or It is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.
- If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, designated

safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil.

- During this time the pupil will be supervised and kept away from other pupils.
- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
- An appropriate location for the search will be found. Where possible, this will be away from other pupils.
- The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation. If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
- If they still refuse to co-operate, the member of staff will contact the Principal to try and determine why the pupil is refusing to comply.
- The authorised member of staff will then decide whether to use reasonable force to search the pupil.
- This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt, hats, scarves, gloves, shoes, boots)

Searching pupils' possessions

- Possessions means any items that the pupil has or appears to have control of, including:
 - Desks
 - Lockers
 - Bags
- A pupil's possessions can be searched for any item if the pupil agrees to the search.
- If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.
- An authorised member of staff can search a pupil's possessions when the pupil and

another member of staff are present.

- If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff. The staff member who carried out the search should inform the DSL without delay.

Informing parents:

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

Support after a search:

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches:

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

List of prohibited items:

Stolen items
Illegal drugs
Knives/weapons
Alcohol
Tobacco
Vapes
Cigarette papers
Fireworks
Pornographic
images

Social Networking Sites or Apps (including sites/apps such as WhatsApp, Instagram, Tik Tok, House Party, Facebook and Twitter):

(Please see our Online Safety policy for acceptable pupil use of social media sites.)

Staff, pupils and parents should not use social networking sites to slander the school or to air their concerns. The school should be made aware of any concerns you may have so that they can be addressed and dealt with in the spirit of cooperation and trust.

Any such incidents or slandering will be reported to and dealt with by the school's Academy Committee and legal action may follow.

The Power to Sanction beyond the School Gate: Off-Site Behaviour

Expectations apply during trips, journeys, and extracurricular activities. Pupils represent the school and must uphold our values. This also includes pupils who walk through the local community while making journeys to and from school.

The school has the power to sanction beyond the school gates in response to all non-criminal unacceptable behaviour and bullying which occurs off the school premises and is witnessed by a member of staff or reported to the school (this includes online behaviour).

Where there are incidences outside of school, parents/carers and others may become involved. The school will always deal with the child's behaviour and not disputes of any sort between parents/carers or others. The same rule applies to when there are issues at school. Any difficulties parents/carers or others have with one another is not the responsibility of the adults involved and help for resolution for any such issue may need you to seek help from the police.

The school may sanction any child for bad behaviour when:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- Children are in some other way identifiable as a pupil at the school.
- It involves an incident with another pupil at the school.

The school may also sanction for misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public

- Could adversely affect the reputation of the school.

Disciplinary action includes the right to use sanctions (as outlined in this policy) including the exclusion of pupils (see 'Exclusions' policy.)

- If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed.
- School allow Year 6 pupils (with the consent of their parents) to travel to and from school unsupervised by an adult with a mobile phone. Disciplinary action might include the removal of an independence pass and the expectation that the child will be delivered and collected from school by a responsible adult. This applies to behaviour in school, out of school and online. If an independence pass is withdrawn, the parents must make arrangements to bring their child to and from school.

Use of Reasonable Force

Within this policy, "reasonable force" functions as a legal term under the broader umbrella of "restrictive interventions", which encompass both physical and non-physical measures used to control, limit, or prevent the movement of a pupil's body or part of their body. All school staff have a legal power to use reasonable force.

What is reasonable force?

This covers the broad range of actions that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed.
- 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 'Seclusion' is strictly recognised as a non-disciplinary safety measure involving the confinement of a pupil to a safe, supervised space away from others, where their freedom to leave is restricted. It may only be utilized in exceptional circumstances to reduce risk when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent. Seclusion cannot be used as a disciplinary response, consequence, or through the threat of punishment, and must cease immediately once the safety risk has passed.
- Restraint functions as a non-disciplinary intervention immobilising a pupil or restricting their movement, which includes direct physical holds or indirect actions such as the removal of mobility aids .

A 'no contact' policy is not appropriate as staff need to be able to fully support and protect pupils in their care. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Where there is no other option but to restrain as a last resort, there are Team Teach trained staff in school to do so.

Examples of when can reasonable force be used

- To prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- To prevent a pupil behaving in a way that disrupts a school event, trip or visit.

- To prevent a pupil leaving the classroom or an area where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or a fight in the playground.

Our school will not use force as a punishment under any circumstances. The decision to physically intervene is down to the professional judgement of the staff concerned and should always depend on the individual circumstances.

As a school we will always speak to parents about serious incidents involving the use of force and these incidents will be recorded. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of this include:

- Holding the hand of the child at the front/back of the line when going to assembly / on a trip.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To give first aid.
- Incidents involving force, restraint, or seclusion must be recorded by the staff involved on the school's CPOMS system as soon as practicable and no later than the same day.
- Parents or carers must be informed of incidents involving seclusion or non-physical restrictive interventions both in person and in writing no later than the same day. If informing parents creates a serious safeguarding risk or is likely to result in serious harm to the pupil, the notification will be withheld, the rationale detailed on file, and the incident reported directly to the Local Authority.

Reasonable force and SEND

When a child is on the Special Educational Needs register for SEMH (Social Emotional Mental Health needs) procedures for dealing with that child may differ to that used for other children. An alternative procedure will be formed in agreement with the child, their parents and the relevant school staff.

Staff are trained in the use of de-escalation strategies, so this will be applied in any relevant situation. The procedure will be clearly explained to everyone who has contact with the child. This will include peers in their cohort, to enable them to support the individuals in need and treat them with the dignity and respect they deserve.

Where a pupil has an identified, foreseeable risk of requiring restrictive intervention, staff must actively work alongside the pupil and parents to co-produce an individual risk assessment and a structured behaviour support plan. These plans must explicitly detail any proactive de-escalation strategies, necessary adjustments, and the specific circumstances where increased physical contact is permitted.

Allegations regarding staff / volunteers working in or on behalf of the school

Where an allegation is made against any person working in or on behalf of the school that

he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will always follow the guidance and procedures set out by Sandwell's Safeguarding Children's Board. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Principal/Head Teacher in a locked filing cabinet. In the event that an allegation is made against the Head Teacher the matter will be reported to the Chair of the Governing Body who will proceed as the Head Teacher.

Whilst we acknowledge such allegations (as all others) may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Consequences for pupils who make false allegations about staff

False allegations will be considered to evaluate whether there was any malicious intent and the behaviour policy used to address malicious allegations. This may warrant an exclusion. A false allegation that did not have malicious intent will be dealt with through pastoral procedures and support, including working with parents.

Monitoring and Review

Behaviour data is monitored termly by SLT and governors. This policy is reviewed annually and updated as required.

Appendix –Behaviour at St Gregory’s

Behaviour at St Gregory’s

Forming Christ-centred pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice

<u>Making the right choices...following our school values</u>	Award	Reward
25 amount of house points for following school values.	Platinum award	Message to parents from the Principal. Certificate in assembly and special reward for the child. E.g. 'Hot chocolate with the head'
20 amount of house points for following school values.	Gold Award	Certificate and sticker from Principal. Message home from class teacher.
15 amount of house points for following school values.	Silver Award	Certificate and sticker presented in front of the class.
10 amount of house points for following school values.	Bronze Award	Certificate and sticker from class teacher.

We get House Points for being GREAT...

Growing with God <i>(Forming Christ-centred pilgrims of hope)</i> Examples could include...	Respect <i>(a hunger for justice)</i> Examples could include...	Equality <i>(questioning minds)</i> Examples could include...	Aspiring to Achieve <i>(a thirst for knowledge)</i> Examples could include...	Togetherness <i>(kind hearts)</i> Examples could include...
Showing kindness, love and forgiveness	Using good manners and polite language	Including everyone and celebrating differences	Trying our hardest, even when learning is tricky	Working well as part of a team
Living out Gospel values in our words and actions	Listening carefully to others' ideas and opinions	Treating others how we wish to be treated	Showing perseverance and resilience	Encouraging and celebrating others' successes
Taking time to pray, reflect, and make good choices	Taking care of school property and the environment	Standing up for what is right and fair	Taking pride in our work and behaviour	Being helpful and considerate in class and around school
Showing gratitude and thankfulness	Following rules and routines responsibly	Helping others to have a voice	Being independent and organised	Showing friendship, compassion and care
Caring for God's creation and our school environment	Treating everyone fairly and with kindness	Showing empathy and understanding	Responding positively to feedback	Cooperating and sharing fairly
Showing courage and faith when faced with challenges	Being honest and trustworthy		Having a growth mindset – believing we can improve	Contributing to our school and local community

Consequences of making the wrong choices at St Gregory's (Key Stages 1 and 2)

Seriousness of wrong choice	Level 1 Distracting others	Level 2 Unsafe or uncooperative behaviour	Level 3 Anti-Social Behaviour	Level 4 Intimidating / repeated behaviour	Level 5 Extreme Incidents
What this behaviour might look like...	Calling out Talking over other adults Distracting others Making silly noises Swinging on chairs Talking in the line Talking in assembly Lack of effort Wandering around the classroom / dining hall	Answering back Running inside Leaving the class / hall without permission Throwing objects Climbing Refusal to work Refusal to follow instructions Talking in Mass Reporting incidents that are proven to not be true when investigated	Pushing others out of the way Damaging school property Damaging the property of others Teasing other children Grabbing other children Swearing Making insulting remarks about or to others Refusing to go to designated person or place Stealing Spitting	Inappropriate touch Racist language Homophobic language Fighting Bullying / cyberbullying Any repeated behaviours on levels 2 and 3 warrants a level 4	Extreme incidents
How staff will manage this behaviour	Verbal reminder	Verbal warning (Y1/2 only) Instant Yellow card (Y3-6)	Instant Yellow card (Y1-2)	Instant Yellow card (Y1-2) Instant Red Card (Y3-6)	Sent to the Principal immediately. Parents contacted.
Step 1					
Step 2	Verbal warning	Red Card	Instant Red Card (Y3-6)	(Sent to another class. Put it Right Sheet. Senior Leader speaks to parents).	Removal of privileges (e.g. ban from the Arena, playground, clubs or school
Step 3	Yellow Card (Speak to the class teacher at break or	(Sent to another class. Put it Right	(Sent to another class. Put it Right Sheet. Class teacher speaks to parents)		

	lunchtime)	Sheet. Class teacher speaks to parents)	Removal of privileges (e.g. ban from the Arena, playground, clubs or school trips).	Removal of privileges (e.g. ban from the Arena, playground, clubs or school trips).	trips).
Step 4	Red Card (Sent to another class. Put it Right Sheet. Class teacher speaks to parents)			Potential suspension or internal exclusion.	Potential suspension or internal exclusion.
How staff will manage this in on the playground...	Yellow Card –walk around with staff for 2 minutes. Class teacher to be informed. Red Card –walk around with staff for the rest of the break / lunch. Class teacher to be informed of red card and speak to parents/carers.				

*All Yellow and Red cards to be logged as behaviour incidents on Safeguard.

Consequences of making the wrong choices at St Gregory's in EYFS

Seriousness of wrong choice	Level 1 Distracting others	Level 2 Unsafe or uncooperative behaviour	Level 3 Anti-Social Behaviour	Level 4 Intimidating / repeated behaviour
What this behaviour might look like...	Calling out Talking over other adults Distracting others Making silly noises Swinging on chairs Talking in the line Talking in assembly Lack of effort Wandering around the classroom / dining hall Arguments Spoiling games Name calling	Answering back Running inside Leaving the class / hall without permission Throwing objects Climbing Refusal to work Refusal to follow instructions Talking in Mass Reporting incidents that are proven to not be true when investigated Rough Play (including hitting, kicking, pushing and pulling others in EYFS and Y1).	Pushing others out of the way Damaging school property Damaging the property of others Teasing other children Grabbing other children Swearing Making insulting remarks about or to others Refusing to go to designated person or place Stealing Spitting	Inappropriate touch Racist language Homophobic language Fighting Bullying / cyberbullying Any repeated behaviours on levels 2 and 3 warrants a level 4
Step 1	Verbal reminder (Staff explain positive behaviour expectation)			
Step 2	Verbal warning (Child given a second reminder about the behaviour expected)			
Step 3	Yellow Dojo (Child given a final reminder about the behaviour expected)			
Step 4	Red Dojo (One Red Dojo: Speak to the class teacher) (Three Red Dojos: Sent to another class. Class teacher speaks to parents)			

*All Red dojos to be logged as behaviour incidents on Safeguard.

Yellow and Red Cards

Verbal reminder

You are making the wrong choice so staff will explain the positive behaviour expected of you.

Verbal warning

You know what the right choice is, this is a final reminder about the behaviour expected of you before there is a consequence for you.

Yellow card













You now need to speak to the class teacher about what you are doing wrong and explain why you are not following the school rules.

Red card


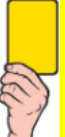


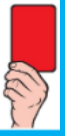
You have not listened to advice and not followed the rules. You will be sent to another classroom to reflect on your behaviour. You will complete a 'Put it Right Sheet' and must then complete your classwork. If you are on the playground you must now walk around with an adult as you have lost our trust that you can play safely. When you are calm, the class teacher will use the 'Put it Right Sheet' speak to you about your behaviour and advise you what you must do in future to make the right choices. Your class teacher will now contact your parents/carers to explain what has happened.

Yellow and Red Cards over time	Support
2 Yellow Cards in a morning or afternoon session = 1 Red Card.	Class teacher speaks to parents/carers.
5 Yellow Cards in a week = 1 Red Card.	Class teacher speaks to parents/carers.
10 Yellow Cards in a half term = 1 Red Card.	Class teacher speaks to parents/carers.
1 Red Card	Class teacher speaks to parents/carers.
2 Red Cards (in a half term)	Behaviour Meeting with Class teacher, parents/carers and pupil. Child put on a short-term behaviour plan.
3 Red Cards (in a half term)	Second meeting with parent, class teacher, a senior leader (phase lead, SENDCo or Vice Principal). Child put on a long-term behaviour plan. Potential internal exclusion.
If there are no signs of improvement / change in behaviour	Formal meeting with parent, class teacher, Principal and (where appropriate) the child. Long term behaviour plan reviewed. External advice may be sought. Potential suspension or internal exclusion.

Year 1 to Year 6: Visual chart

Level 1 Distracting others	Level 2 Unsafe or uncooperative behaviour	Level 3 Anti-Social Behaviour	Level 4 Intimidating / repeated behaviour	Level 5 Extreme Incidents
				
		 	 	

● ● ● Our journey with Christ

Nursery and Reception: Visual chart

Level 1 Distracting others	Level 2 Unsafe or uncooperative behaviour	Level 3 Anti-Social Behaviour	Level 4 Intimidating / repeated behaviour
