



# St Martin de Porres Catholic Primary School

## Promoting Good Behaviour and Discipline Policy September 2025

**This policy was written in reflection of our Mission Statement: “Working Together in the Light of the Lord”.**

### **INTENT**

At St Martin de Porres Catholic Primary School we aim to provide a welcoming and caring environment in which every child is able to be happy, confident and supported in discovering their individual talents and strengths. In keeping with our Mission Statement, where everyone is valued and everyone’s needs are regarded as important, we will show care and concern for all pupils.

We treat the children with respect and courtesy, with the expectation that these virtues will be reciprocated to all members of our school community.

All teaching in our school must reflect our Catholic faith, where the Catholic faith is not only taught but nurtured and reflected in the daily life of the school. We provide an ethos in which individuals are brought to a deeper knowledge and understanding of the Catholic faith within a climate that ensures an education of the highest standard.

We believe that the school in partnership with parents, external agencies and the Parish Community should provide children with:

- A secure grounding in the Catholic faith.
- Fulfilment of their academic potential.
- Therapeutic Thinking Approach: We focus on understanding the underlying causes of behaviour and promoting emotional development through a therapeutic lens.
- Zones of Regulation Framework: We use this tool to help children identify, understand, and manage their emotions effectively.

## AIMS

“Virtues to Live By” enables us to explore each virtue over a three-week period (two per half-term) and a two-year cycle to improve our school community’s virtue literacy and to deepen our understanding and appreciation of the essential role the virtues play in the education of the whole person towards human flourishing.

Autumn – Year 1	Spring – Year 1	Summer – Year 1
Respect/Courtesy	Faith	Resilience/Perseverance
Thankfulness	Simplicity	Kindness
Hope	Love	Honesty
Patience	Forgiveness	Service

Autumn - Year 2	Spring - Year 2	Summer – Year 2
Love of Learning	Friendship	Confidence
Citizenship	Love of Neighbour	Trust
Prayer	Self-control	Courage
Generosity	Reflection	Wisdom

### **Guiding Principles:**

We incorporate the Zones of Regulation to help pupils recognise and regulate their emotions, promoting self-awareness and emotional control. Therapeutic Thinking underpins our approach to behaviour, ensuring responses are empathetic, consistent, and focused on long-term emotional growth.

Pupils experience a positive and purposeful ethos providing a sense of belonging to their school community.

- Grow in their knowledge and understanding of the virtues.
- Practice the virtues to further the call to live life to the full.
- Appreciate the connection between biblical and practical wisdom and living.
- Hear the Christian story and encounter it in practice.
- Understand their uniqueness and dignity as made in the image and likeness of God.
- Know that our limitations are also opportunities for growth.
- To notice, to reflect, to pray and to play.
- To exercise the cognitive, affective and behavioural components of character: know it in your head, feel it in your heart and show it with your hands.

We have a positive and caring attitude towards each other and our environment. We welcome each and every person who joins our school community and understand that they have a personal part to

play. We support each person's talents, they will be valued and enjoyed.

We listen with care to the views and opinions of others and we respect them. We each fulfil our responsibilities with regard to: punctuality and attendance, completing tasks to the best of our abilities, taking personal responsibility for our school buildings and co-operating with other school members.

Our culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

**To Achieve Our Aims Our Children will:**

Understand that everything we say and do is underpinned by the Virtues that Jesus taught us and we are learning to live them out on a daily basis.

Learn how to accept failure/disappointment with humility and success/praise with grace.

Be given the opportunity to talk to any member of staff that they choose and report incidents of sexual violence and sexual harassment, including online incidents. Sexual violence and sexual harassment is not acceptable, will not be tolerated and is not an inevitable part of growing up. It is included in our PSHE curriculum.

Sexual violence and sexual harassment will not be dismissed as “banter”, “having a laugh” or “boys being boys”, and sexualised behaviours (e.g., grabbing of bottoms, breasts and genitalia) will be challenged at all times.

Records are kept for all incidents, using CPOMS. All staff and Governors are trained, regarding sexual violence and abuse. Staff work with Local Service Providers for a multi-agency approach.

<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and themselves safe
To learn	To be willing to learn to allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To listen to others To give opinions

**To Achieve Our Aims Our Parents will:**

Understand that everything we say and do is underpinned by the Virtues that Jesus taught us and we are learning to live them out on a daily basis.

Listen, taking account of and valuing every child’s voice.

Offer encouragement and praise to their children, especially when they receive awards, and take an active interest in the child’s school life.

Provide full support for the discipline procedures within the school.

Co-operate with teachers when sanctions are necessary, presenting a united front to the children.

Attend meetings about their child’s learning and behaviour both at individual and school level.

Support children with their homework. Support the school by ensuring their child regularly engages with home learning.

**To Achieve Our Aims Our Class Teachers (including Supply Staff) in partnership with Support Staff will:**

Understand that everything we say and do is underpinned by the Virtues that Jesus taught us and we are learning to live them out on a daily basis.

Listen, taking account of and valuing every child’s voice.

When challenging behaviour is presented by a pupil(s), talk to the pupil(s) in a calm tone of voice to support the individual(s) to make the right choices and de-escalate the situation.

Ensure positive behaviour is encouraged at all times, rewards are given when appropriate and sanctions are given fairly, in accordance to this policy.

Deliver a well-planned broad and balanced curriculum, appropriate to the range of all the pupils.

Use a wide variety of learning and teaching styles to ensure that all children are engaged and motivated to learn effectively.

Create a school that provides a well-ordered and stimulating learning environment in which opportunities are given for a range of learning.

Take an active and supportive role in all aspects of school life. Ensure children have the opportunity to review prior learning.

Ensure parents are informed of their child's progress through parents evenings, reports and other conversations.

Liaise with all other staff and agencies, who come into contact with children in the school and have good communication links with parents so school and home are working together in partnership.

*After the class teacher / support staff has followed the policy and consequences, a record of this must be entered onto CPOMs.*

#### **To Achieve Our Aims Our Lunchtime Supervisors will:**

Understand that everything we say and do is underpinned by the Virtues that Jesus taught us and we are learning to live them out on a daily basis.

Listen, take account of and value every child's voice.

When challenging behaviour is presented by a pupil(s), talk to the pupil(s) in a calm tone of voice to support the individual(s) to make the right choices and de-escalate the situation.

Ensure positive behaviour is encouraged at all times, rewards are given when appropriate and sanctions are given fairly in accordance with this policy.

For low-level inappropriate behaviour, ask a child to spend 5 minutes in the "Time Out Zone" before returning to normal play

Communicate issues with class teacher so that teachers can, if necessary, share with parents accurately.

*After following the policy, each incident must be entered onto CPOMs*

#### **To Achieve Our Aims Our Administration Staff, Site Supervisor, Cleaners and Outside Agencies will:**

Understand that everything we say and do is underpinned by the virtues that Jesus taught us and we are learning to live them out on a daily basis.

Listen, take account of and value every child's voice.

Ensure that positive behaviour is encouraged at all times, verbal praise is given when appropriate and any inappropriate incidents are reported to the class teacher.

*After following the policy, each incident must be entered onto CPOMs*

### **Therapeutic Thinking Approach**

Therapeutic thinking is a school-wide approach, focused on understanding and supporting the emotional well-being and mental health of all pupils, particularly those who may be struggling with their behaviour. It emphasises building positive relationships and creating an inclusive environment where all children feel valued and supported. This approach seeks to understand the underlying needs and feelings that drive a child's behavior. The priority is to build self-regulation, values and beliefs in our children.

This approach aims to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that pupils make progress
- Eliminate prejudice, discrimination, bullying and all forms of abuse

### **Children with Special Educational Needs:**

For children with additional needs, the Zones of Regulation and Therapeutic Thinking are integral to their support plans, helping them develop emotional literacy and self-regulation skills.

Please note that some children fall outside this Behaviour Policy. Such children may be given a Strategy Plan for behaviour and support may be obtained from SEMH (Social, Emotional and Mental Health). A specific plan may be drawn up with individualised rewards and sanctions in conjunction with child, parent, school and support service if appropriate.

### **Celebrating Attendance:**

Good attendance is an expectation at St Martin de Porres, but we do recognise that at times pupils fall ill. Each month, the class with the best attendance will be recognised and celebrated in the monthly newsletter.

### **Classroom Procedures:**

Teachers use the Zones of Regulation visuals and language to support pupils in identifying their emotional state and choosing appropriate strategies. Therapeutic Thinking strategies are applied to de-escalate situations and support pupils in making positive choices.

All members of staff take a positive approach to behaviour management, using the therapeutic thinking approach.

All classrooms should be calm working environments in which everyone is treated equally and with respect.

Individual teachers create their own class expectations, appropriate to the age of the children they are teaching. The children are encouraged to contribute to the class expectations through

a class contract drawn up together at the start of the year.

Pupils are explicitly taught what expected behaviour looks like.

Teachers and support staff understand that some children will need additional support to reach the expected standard of behaviour. This includes understanding that reasonable adjustments should be applied to support the behaviour and well-being of the child.

Behaviour expectations are displayed in the classroom and shared with all pupils.

Expected behaviours must be explicitly explained and demonstrated at all times. Praise is given once a child demonstrates the expected behaviour.

A range of strategies to encourage appropriate behaviour are used, before sanctions are applied.

### **Behaviour Policy – Rewards**

Through the Virtues to Live By, we have the guiding principles that Jesus taught us guide us in how we behave towards others. We have put them at the centre of our Behaviour Model. Each term we will have a focus of four Virtues.

The four focus Virtues for that term will be displayed in each classroom. When a pupil's peer, staff member or external agency recognises that value in someone, a class Dojo point will be awarded.

The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

Children will be taught that there are positive consequences for following the Virtues and that there will be negative consequences for not following them. Individual teachers reward children and praise good work and behaviour through: verbal praise, positive comments on work, celebration of good work through Dojo points, displays, stickers and badges. Children will accumulate Dojo points and have the opportunity to exchange them for a gift of their choice.

## Celebration Prayer and Liturgy:

On Friday, a celebration Prayer and Liturgy is led by a member of SLT staff. This assembly has a focus on the Virtues and celebrating good work in each class. Though the focus is on celebration of work and outstanding behaviour, the staff member leading the assembly will have a religious emphasis. Examples of these Virtues will be shared through our community members, parish, celebrities and Bible stories.

Each week, the class teacher selects a child as “star of the week” and they are given a small reward. Children can choose a friend who they would like to take to the front of the dinner line to go in first each day the following week. All ‘stars of the week’ are announced on the St Martin’s website, as well as at Friday’s celebration, The class teacher expresses praise by sharing with the rest of the Key Stage, why they have been awarded ‘Star of the Week’.

## Consequences:

At St Martin de Porres Catholic Primary School, we pride ourselves on our good behaviour. We support a framework of positive behaviour and reinforce this whenever possible. However, rarely a sanction will be enforced. The member of staff will use the following protocol:

### Behaviour Policy – Consequences

**Class teachers are responsible for the behaviour in their classrooms.**

**Each step MUST be followed in sequence unless the type of behaviour warrants an immediate entry into **Step 5**.**

Step	Consequence	Well-being
Step 0	Over praising Reward / compliant behaviour Dojo points, stickers, Send messages home for positive behaviour Non-verbal behaviour - management e.g. eye contact/presence in the classroom  Positive reminder about expectations/ behaviour Proximity – stand next to child and remind them that you have already asked them to remain on task	Children are being rewarded for positive behaviour
Step 1	<b>Informal Warning</b> – ‘Why am I speaking to you?’ <b>Formal Warning</b> – ‘Your behaviour...’ <b>Thinking time – 5 minutes reflection</b> Class Teacher will then initiate 5 min break time reflection	In the owed 5 minutes time, child uses this as a time of reflection. Child completes reflection sheet.

Step 2	<p>If behaviour continues, child takes 10 minute break in opposite year group classroom. Class teacher is still responsible for behaviour. Reflection sheet Parent phoned</p>	<p>Discussion with parents to inform and to enquire possible triggers to behaviour – what can we do to help? Nurture Group considered, work with Pastoral team. Our Family Worker will support pupils and their families and our Learning Mentor will spend time with pupils in school in an attempt to remove any barriers to learning.</p>
Step 3	<p>If behaviour continues, Class Teacher informs the linked member of Senior Leadership Team De-escalation techniques  The following people will be invited to a meeting: class teacher, parent(s), SLT, child and completed reflection sheets.  Yellow behaviour card</p>	<p>Face to Face Meeting with parents and action plan (where needed) shared.</p>
Step 4	<p>All previous evidence is collected and a meeting is arranged with parent (s), class teacher and Deputy Head Teacher  Green Report Card</p>	<p>Isolation (working in another year group for a period of time) may be considered</p>
Step 5	<p>If no improvement has been shown in the steps leading up to this, a meeting with parents, Headteacher, SLT and Class Teacher will take place  Risk of exclusion  First phone call to Education and Inclusion Partnership prior to the meeting taking place.</p>	<p>Isolation (working in another year group for a period of time)  Part-time timetable or a managed move could be considered at this stage.</p>

## **Pupils' conduct outside the school gates.**

The law allows:

Schools to have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”

In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, will warrant an immediate entry to Step 5 of our consequences as set out above.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity.

Travelling to or from school.

While wearing school uniform or is in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

Could have repercussions for the orderly running of the school or

Poses a threat to another pupil or member of the public or

Could adversely affect the reputation of the school.

## **Escalation procedures**

The Staff expect to take a primary role in the initial management of pupil behaviour within the classroom and any situation when they are in a supervisory role. In most instances, a teacher's usual control and professionalism will be enough to diffuse any problematic situation. However, where inappropriate behaviour is likely to escalate or to prove damaging to people or property, staff must intervene to establish control.

Staff are trained to use Positive Handling techniques as a risk-reduced physical intervention, if extreme behaviour occurs. The avoidance of any physical intervention is a first priority. The principle involves the graduated use of de-escalation approaches before resorting to physical intervention as the last resort, if any other approaches have failed or are likely to fail. It is one of the most efficient methods to control a disruptive pupil, whilst protecting them from hurting themselves, other people or property.

Steps, such as dialogue and diversion are always taken to avoid the need for physical restraint but, on occasions, physical restraint may be the appropriate action to take. If this is the case then the following points should be noted:

- If a child is physically aggressive in the classroom then the rest of the children should be removed.
- The office should be notified immediately of a serious incident, by use of the telephone.
- Whenever possible, staff trained in Positive Handling should be the ones to restrain a child.
- Staff should have good grounds, such as the risk of injury to persons or damage to property.
- Only minimum force should be applied.
- Restraint should be relaxed as soon as possible.
- Where possible, other staff should be present to assist or to act as a witness.

If the person managing a given situation feels that a pupil needs to be isolated, in a safe area, because of the risk of injury to persons or damage to property, this should not go on longer than necessary.

All actions regarding the incident are recorded on CPOMS and a Positive Handling Form completed.

### **Children with ongoing concerns**

When a child's behaviour is of an on-going concern, then an individual programme of support and procedures will be put in place. These are shared and agreed with parents and will involve a senior member of staff supporting both the child and the class teacher. This may include a referral to an outside agency, such as Behaviour Support or the Educational Psychologist.

### **Exclusions**

- Whilst reserving the right to use exclusions as a last resort, or where the severity of an incident means an exclusion is an appropriate step to take, every effort will be made to avoid such a measure. If such action is to be taken, then the severity of the situation will be considered when determining the length.
- Exclusions can also be applied for the lunchtime period only.
- In the case of persistent, serious behaviour, it may be more appropriate to implement an internal exclusion. In this case, a child would be removed from the normal timetable, away from other pupils, and supervised individually.
- The West Area Partnership also offers an alternative to a fixed term exclusion. A child would then be placed in a partnership school for a period of time, but only once the parent/guardian has given permission for this to take place.
- Fixed term exclusions and permanent exclusions are subject to specific rules and guidance issued by the Department of Education (see *DfE Statutory Guidance School Exclusion*) Fixed Term Exclusions and Permanent Exclusions can only be authorised by the Co-Head Teachers and in their absence, the Deputy Head Teacher. Parents have the right to appeal both types of exclusion.
- (Please refer to the Exclusions Policy for further information.)

### **Critical incidents**

All behaviour incidents must be recorded on CPOMS. These will also include:

- ❖ Any physical/verbal confrontations between pupils and staff.
- ❖ Any incident which requires physical restraint.
- ❖ Violence, where a pupil causes injury.
- ❖ Threatening behaviour.
- ❖ Incidents of smoking, vaping, solvent or drug abuse.
- ❖ Pupil absent from the site without permission.

## **Confiscation of inappropriate items**

The law allows:

The school the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- vapes
- mobile phones
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

## **MOBILE PHONES**

**Please note, this is a no mobile phone school, pupils are not permitted to bring mobile phones into school.**

Keeping safeguarding in mind, the reason behind this decision is to eliminate any filming or photographing of students, staff and members of the public, outside the school gates, which can then be circulated on social media which can result in causing harm or distress to other.

Where parents need to contact their child during the school day, they should be directed to the school office.

Pupils will be educated about the risks associated with the use of mobile phones, both in school and more broadly, and the benefits of a mobile phone-free environment for education and socialising. This helps pupils understand the decision being taken by the school to prohibit mobile phones.

If a pupil is found to have a mobile phone on the school premises, then this will be confiscated and parents will be contacted to collect it from the school office.

Staff have the power to search pupils’ phones in specific circumstances, as set out in the DfE’s guidance on searching, screening and confiscation. The DfE guidance allows the school to search a pupil’s phone if there is a good reason to do so (such as having reason to believe the phone contains pornographic images, or if it is being/has been used to commit an offence or cause harm to another person).

The Governing Body may monitor any of the above incidents.

Any disciplinary procedures following an incident should be consistent with the School’s Mission Statement and this policy.

This policy has been devised from the advice given by the Department of Education on Behaviour and Discipline in school.