



# **Xavier Catholic Education Trust**

## **Primary Behaviour Policy**

**This Policy has been approved and adopted by the Xavier Catholic Education**

**Effective from July 2025 to July 2026**

# **Xavier Primary Behaviour Policy**

**'It is not enough to love the young; they must know that they are loved' -  
St John Bosco**

## **Audience for the Behaviour Policy**

This behaviour policy is intended for the entire Xavier Primary School community, encompassing parents, staff, and children.

- **Parents:** Your involvement is crucial in reinforcing the values and expectations outlined in this policy. By working together, we can ensure a consistent approach to behaviour both at home and in school, fostering a positive and supportive environment for our children.
- **Staff:** This policy serves as a guide for all staff members in maintaining and promoting high standards of behaviour. Consistency in applying the principles and practices described in the policy is key to creating a safe and respectful learning atmosphere for every child.
- **Children:** This policy helps you understand what is expected of you in terms of behaviour. By following the guidelines and rules, you contribute to a positive school environment where everyone can learn and grow safely and respectfully.

By adhering to this policy, we can collectively support a thriving educational setting where respect, readiness, and safety are paramount.

## **Our Xavier Principles:**

At Xavier Catholic Education Trust, we aim for our schools to be places where children enjoy learning and achieve well. Relationships with each other, and with God, are central to all that we do. We are committed to the highest standards of childrens behaviour. We believe that in order to be successful in life, children must be ready to learn, always be respectful and be able to keep themselves and those around them safe. Our Xavier behaviour policy provides a framework to ensure our values are embedded in our daily practice and routines. Praise and recognition for our Xavier behaviours in a culture which consistently supports children to develop appropriate school behaviour will ensure that we have a happy and purposeful learning environment.

This policy draws on a research base of relational practice that reflects the mental health needs of children, acknowledges adverse childhood experiences and trauma-informed practice, alongside behaviour support mechanisms to support the inclusion of children.

## **ST THOMAS OF CANTERBURY MISSION STATEMENT**

**God's love is at the heart of our Catholic School family. We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves. We will encourage everyone to be the best that we can be.**

### **Aims:**

- For children to learn how to self-regulate their emotions and behaviour.
- To ensure all children develop good learning habits for them to become self-disciplined.
- To have the highest expectations of children's behaviour to ensure the highest standards of learning can take place.
- To create an environment in which children are taught to respect and support each other and to accept responsibility and consequences for their own actions.
- For children to understand their role in making the school an outstanding place to learn and to have pride in their school.
- For parents to understand their role in supporting a positive partnership between school and home.

**The Xavier approach:** All staff at Xavier Catholic Education Trust are responsible for teaching behaviour that is ready, respectful and safe: often, our consequence is less important than the children learning the correct behaviour. At Xavier Trust we respond to behaviour by:

- Correcting the child through both non-verbal and verbal signals
- Understanding and being curious about the reason for the behaviour.
- Teaching better behaviour by stating the action; modelling what this should look like.
- Adapting the environment to support the child in meeting their needs where appropriate.

### **At Xavier Trust, our aim is to teach ready, respectful and safe behaviour.**

We believe the right way to behave is to ensure everyone is safe, ready to learn and respectful of others and the school. Staff must always teach and model this message and make reasonable adjustments to allow all children to be successful.

We respond to children using natural and logical consequences. The way we maintain good behaviour is to teach and support children to be safe, respectful and ready to learn. We always aim to communicate the message that the only way to behave is ready, respectful and safe, and that this is consistent no matter who is dealing with the issue.

### **Relational practice**

We promote relational practice where relationships are nurtured as a priority in our schools. We encourage and support children to be accountable, reflective and able to repair relationships through the principles of restorative practice.

**High expectations of Behaviour: Ready, Respectful, Safe;**

All children are expected and supported to follow the rules of 'Ready, Respectful and Safe' whilst in school. Children are taught explicitly to communicate if they are not feeling ready, respectful, respected or safe.

Ready:

- Having all the equipment and books needed for the day.
- Having homework or reading completed prior to the lesson.
- Wearing the correct uniform, in the correct way.
- Being calm and able to enter the classroom and settle to learn.

Respectful:

- Speaking politely and appropriately to teachers and adults in the school.
- Speaking politely to peers as well as adults.
- Using kind respectful language.
- Understanding that we use different language in different situations.
- Respectful of the learning space, looking after school property, buildings, walls or floors.
- Respectful of the learning equipment, looking after books, devices or school equipment.
- Respecting each other's differences.

Safe:

- Enable others to feel loved and safe as part of the school community.
- Use kind gestures, words and actions to others.
- Use equipment and furniture appropriately and safely, presenting no risk to others.
- Ensure actions and words keep others safe both physically and emotionally.
- Do not use verbal or physical aggression towards others.

**Routines**

Consistency is key and all schools within the Xavier Trust will follow routines to manage certain aspects of behaviour. These could include:

**a) Transitions:**

- i) Walking quietly in corridors
- ii) No line up at break time
- iii) Welcomed back to class
- iv) In class transitioning 1,2,3,

**b) Nonverbal communication:**

- i) Teacher nod or signal
- ii) Stand by with signal

**c) Attention:**

- i) Name signal
- ii) I have noticed... I need you to... Thank you
- iii) Chance to change Recognitions

At our Xavier Schools we want children to feel proud by the intrinsic value of achievement. We are committed to rewarding good learning habits in all key stages. We celebrate children's positive choices in different ways: which may include verbal praise, housepoints, stickers, postcard home and certificates.

**Positive Behaviour Approach**

As adults, we need to maintain a positive state in ourselves, so that we are in control of our own emotions. A positive state of mind is vital as well as supporting each other, both asking for and offering help.

**Reasonable Adjustments for Children with additional needs (e.g. SEND or children with trauma)**

Children with SEND are supported, and reasonable adjustments are made to ensure they are ready, respectful and safe in school and feel emotionally safe, happy and confident to learn.

**Behaviour Curriculum:**

At the core of our Xavier behaviour curriculum sits the three key 'Strands': Ready; Respectful; Safe. Our Behaviour Curriculum strands have been designed to demonstrate a typical rate of development, starting from the bottom. However, it is recognised that for individual children, this may be different. These are shown, along with components within each Strand.

**Standards for Behaviour:**

Alongside restorative practices and relational support work, there are times when formal consequences for standards of behaviour are required. They are outlined below.

Stage	What might have happened?	What could be the consequence?
1a) Low Level learning behaviour concern	I wasn't ready, respectful or safe. By behaving in this way, I wasn't ready to learn and/or prevented others from learning.	<ul style="list-style-type: none"> <li>• Make reasonable adjustments to the environment</li> <li>• Model appropriate behaviour</li> <li>• Anonymous reminder, then named reminder</li> <li>• Consideration of additional support requirements</li> <li>• Do it again, do it better</li> <li>• Praise for corrected behaviour</li> <li>• Consequence for repeated low level learning behaviour, for example, loss of privilege or community service</li> </ul>
1b) Low level unsafe or disrespectful behaviour concern	My behaviour was not safe for other children or adults. My behaviour placed others in an unsafe situation where they may have got hurt. My language was unkind, and I was not respectful to others. This may include using discriminatory language without understanding. Another adult was needed to help.	<ul style="list-style-type: none"> <li>• Consider a natural consequence, which may include time to reset</li> <li>• Do it again, do it better</li> <li>• Review of need for reasonable adjustments to support child back to expected behaviours</li> <li>• Consideration of additional support requirements</li> <li>• Restorative conversation with children and staff</li> <li>• Consider informing parents/carers</li> </ul>
2 Medium level concern Ongoing Level 1 concerns	I repeatedly behave in a way that is not ready for learning, respectful to the community or safe. On one occasion I behaved in a way that compromised the safety of others or myself where people could have been or were harmed. Additional adults were required to support my behaviour.	<ul style="list-style-type: none"> <li>• Review of need for reasonable adjustments to support child back to expected behaviours</li> <li>• Consequence for repeated low level learning behaviour, for example, loss of privilege or community service</li> <li>• Parents/carers informed</li> <li>• Behaviour support plan within school</li> <li>• Behaviour support plan which involves parents/carers regularly</li> <li>• Consideration of additional support requirements which may include outside agencies and risk assessment</li> <li>• SEND support consideration</li> <li>• Safeguarding consideration</li> <li>• Risk of suspension is increased, and this is shared with parents/carers</li> </ul>

		<ul style="list-style-type: none"> <li>• Internal suspension</li> <li>• Restorative re-integration meeting with Headteacher</li> </ul>
3 High level concern Ongoing Level 1/ 2 concerns	<p>I am struggling to modify my behaviours and make them consistently ready, respectful or safe.</p> <p>On one occasion I behaved in a way that created a real risk of harm for others.</p> <p>Others were harmed due to my behaviour. This may have been physically or verbally. This may include using discriminatory language with understanding.</p>	<ul style="list-style-type: none"> <li>• Review of need for reasonable adjustments to support child back to expected behaviours</li> <li>• Consideration of additional support requirements including outside agencies and risk assessment SEND</li> <li>• support consideration</li> <li>• Safeguarding consideration</li> <li>• Consider interventions from the Special and Exceptional Circumstances list below</li> <li>• Consideration of a suspension</li> <li>• Parents/carers informed</li> <li>• Restorative re-integration meeting with Headteacher</li> </ul>
4 High level concern Persistent disruptive behaviour or one-off incident	<p>My behaviour was unsafe and compromised my safety or wellbeing; the safety or wellbeing of children or adults; or the effective education of other children.</p>	<ul style="list-style-type: none"> <li>• Review of need for reasonable adjustments to support child back to expected behaviours</li> <li>• Consideration of additional support requirements including outside agencies and risk assessment</li> <li>• SEND support consideration</li> <li>• Safeguarding consideration</li> <li>• Outside agency support</li> <li>• Consideration of suspension or permanent exclusion</li> <li>• Restorative re-integration meeting with Headteacher</li> </ul>

### Child on child abuse

Xavier Catholic Education Trust believes all children have a right to attend school and learn in a safe environment.

All staff recognise that children are capable of abusing other children, and that it can happen both inside and outside of school or online. All staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature.

Allegations of child-on-child abuse will be dealt with under our child protection and safeguarding policy and in line with Keeping Children Safe in Education (2023), including seeking advice and support from other agencies, as appropriate.

## **Anti-bullying – a Whole School approach**

Bullying of any type will not be tolerated at St Thomas of Canterbury. Whilst it is acknowledged that bullying exists within all schools, to some degree, it is none the less unacceptable behaviour and every attempt will be made to Aims

We acknowledge the responsibility of the whole school community to combat bullying. The aim of the school is to:

- eliminate bullying from the school
- raise awareness of the problem of bullying
- increase the vigilance of the school community to be watchful for signs of bullying
- provide descriptions of a range of behaviours that may be classified as bullying
- specify the procedures to be followed should bullying occur
- provide the framework for dealing with the bully and helping the victim
- gain home support so as to work in partnership with both the bully and the victim
- promote a caring community where bullying has no place

### What is bullying?

Bullying can have an adverse effect on both the bully and the victim. With this policy, the School seeks to ensure that bullying does not prevail.

Bullying may be defined as the wilful, conscious desire to hurt, threaten or frighten someone. At XXX, we feel that most forms of bullying have three things in common:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves.

Bullying generally falls into four distinct categories:

- physical – hitting, kicking, pushing, taking belongings
- verbal – name calling, insulting remarks (personal, racist etc)
- indirect – spreading nasty stories, excluding victims from social groups
- cyber – using information technology to upset and harass someone deliberately

Children should show consideration for the safety and welfare of others at all times. By this we mean:

- not calling anyone names
- not fighting
- not excluding anyone
- not making fun of others
- not frightening others

Children should be encouraged to inform:

- a teacher
- a dinner lady
- any responsible adult



- their parent(s)/Guardian(s)

Staff should at all times:

- be alert and watchful for any signs of bullying
- be prepared to listen
- set a good example
- be ready to take action

In the case of an allegation of bullying:

- discussion between child and class teacher
- Incident is reported on CPOMS

We can strive to create a caring community wherein bullying is unacceptable by;

- collective worship
- topic based assemblies
- the class reward system

Assemblies and collective worship provide ways of promoting a caring community. Themes such as

- Friendship, Conflict, Power and Trust can be used as the basis for assemblies. Pupils can be shown what they can do to reduce and prevent bullying. This can be reinforced by role-play and story telling.
- Class teachers have a role to play in regularly reminding pupils of the types of Parental Support

In order to help prevent bullying in our school, parents should:

- Contact the school if they are aware of or suspect that bullying is taking place.
- Encourage their children not to be aggressive towards others.
- Support the school if further action needs to be taken.
- Listen to children, thereby encouraging them to speak out over incidents of bullying.
- Urge children to support the action of the school.
- Nurture high levels of self-esteem and confidence in their children through frequent praise and support.
- Be pro-active and regularly ask their children if they are experiencing any difficulties at school rather than only reacting to problems after the event.
- Remind their children of the positive types of behaviour expected of them.

### **Searching, Screening and Confiscation**

Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. All searching, screening and confiscation will be undertaken in line with DfE [Searching, Screening and Confiscation: Advice for School July 2022](#).

Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

The list of prohibited items is:

- knives and weapons;

- alcohol;
- vapes;
- 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).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

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

### **Special and Exceptional Circumstances**

In exceptional circumstances, with parental/carers consent, we may use:

- Part-time timetables- If children are too distressed to attend full time.
- Placements or provisions from alternative provision pathways.
- Short Stay School Outreach programmes.
- Fully supported managed moves to other schools where a fresh start may be an option.
- A move to a provision where more specialist support may be provided.

### **Suspension and Permanent Exclusion**

A decision to suspend or permanently exclude will only be considered when alternative options have been explored. Permanent Exclusion is a last resort.

Suspensions and Permanent Exclusion are used in accordance with Xavier Catholic Education Trust Policy [Xavier Suspension and Permanent Exclusion Policy](#) and Government Guidance: [Suspension](#) and permanent exclusion guidance September 2023 ([publishing.service.gov.uk](https://publishing.service.gov.uk)).

## **St Thomas of Canterbury:**

*In order for our children to be the best they can be we need to remind the children explicitly and patiently what we are looking for when it comes to respect. We must be role models ourselves modelling respect and being respectful to them.*

*We can promote respect by:*

- House points
- Adults to give a golden token when seeing respect and the child records this as a House Point
- Certificate for making **S=P+A+C+E** for Respect in celebration worship
  - Nominated by ALL staff
  - Nominated by peers

## **What is disrespectful?**

*The type of behaviours that show a lack of respect and may warrant a 'chance to change tally' after reminders and teaching include:*

- Calling out in class
- Failing to follow an adult's request
- Aggressive shouting or unruly behaviour
- Name calling/excluding others/unkindness at play
- Any prejudiced behaviours – may also need to be dealt with using bullying, racist or safeguarding procedures
- Running in corridors
- Barging through doorways
- Intentional eye rolling/rude facial expressions or rude body language
- Intentional or indifferent damage to property

*In all cases we need to take account of behaviours a child can't help – e.g. not being able to make prolonged eye contact, smiling when in high anxiety – if you are not sure speak to one of the Inclusion team first.*

## **Children must be given the chance to change – three chances before needing to attend a workshop**

- The aim of this initiative is to teach, encourage and reward respect being shown by the children – not to punish. So, the emphasis needs to be on teaching (and showing/modelling) what respect looks like.
- When there is an instance of a lack of respect then the child needs to be given the chance to change first – the hope is that they will make better choices because of the reminders we give them.
- Use language such as:
  - Remember to look respectful we need to...
  - I know you don't mean to appear disrespectful but the way you... came across in a disrespectful way... let me show you.... let me remind you...
  - We want to help you to be the best you can and demonstrating and showing respect is so important...
  - ... I need to remind you to show respect... next time please...
  - This needs to be your first warning... I need to see you... (speaking kindly/ walking sensibly/ not distracting other)... next time
  - I need to give you a final warning which means that tomorrow to help you, you will attend the Respect Workshop... this is to help you

- *We all want to help you to be the best you can be...*
- *A child should only need to attend a workshop if their choices do not improve and they have had plenty of opportunities to change alongside clear teaching and advice.*
- ***At the point of a third respect workshop please can teachers have a phone call or conversation with parents - to reflect on what the child is finding difficult and discuss ways to help them.***
- *It is important to remember that **each new day is a reset.***

***If the child does not respond in a positive way to the chances given...***

- *A tally is kept on the class record sheet which should be left out for SLT to see during drop ins. If a child reaches 3 tallies in a day their name must be logged on the Google Document (accessed via your Google Drive). The child's parent will be sent an email informing of their child's need to attend a workshop that evening. Here are the Please indicate the reason code/s from the choices below:*

<i>A</i>	<i>Disrespect to adult in classroom</i>
<i>B</i>	<i>Disrespect to adult at playtime</i>
<i>C</i>	<i>Disrespect to adult at lunchtime</i>
<i>D</i>	<i>Disrespect in the lunch hall</i>
<i>E</i>	<i>Disrespect to peers in classroom</i>
<i>F</i>	<i>Disrespect to peers at playtime</i>
<i>G</i>	<i>Disrespect to peers at lunchtime</i>
<i>H</i>	<i>Disrespect in worship</i>

***Children with SEN***

*A behaviour protocol which is in place for a child with SEN or other needs must take precedence over this system. We will consider the pupils' strengths and difficulties. There will be a few children where staff will have to make a judgement about the speed of moving from reminder to a "chance to change tally". Some children will need processing time and so three warnings in quick succession will not allow for that. Staff should continue to use all the language that models expected behaviours and other pupils will see these pupils getting those models. The Inclusion Team will provide advice about the needs of specific children if staff are unsure.*

***Review***

- *The process will continue to be reviewed each half term.*
- *Its success depends on consistency and fairness.*
- *Attendance will be closely monitored and if necessary further steps taken to support individual children and/or staff.*