



**St. Saviour's vision is of a collaborative learning community, rooted in the principles of the Church of England, striving for every child to flourish as a child of God. Jesus said: 'The thief comes only to steal and kill and destroy; I have come that you may have life in all its fullness' (John 10:10).**

He calls us to a full life in mind, body, heart and spirit. We believe the purpose of education is to nurture and enable every child to flourish and shine as a unique child of God. We want every child to have an excellent educational experience and outcomes so that they are confident learners equipped to be responsible, compassionate citizens, leading happy, healthy and productive lives.

Our Christian values of Care, Respect, Inspire, linked to the Trinity, wholeheartedly underpin our moral purpose of educating the whole child so that their light shines brightly.

#### **Care like Jesus**

- ❖ For each other and the school
- ❖ For our local community
- ❖ For God's creation

#### **Respect for God**

- ❖ Aiming at the best from ourselves and for others
- ❖ Honouring our Christian values
- ❖ Respecting the difference in others

#### **Inspire the Spirit**

- ❖ Being open to new challenges and experiences
- ❖ Fostering creativity in everything we do
- ❖ Deepening our sense of the spirit

#### **The Foundations of the Vision based Deeply Christian Serving the Common Good**

- ❖ **Educating for knowledge and skills, wisdom and forgiveness:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- ❖ **Educating for hope and aspiration and responsibility:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- ❖ **Educating for koinonia, friendship and compassion:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- ❖ **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Approved by:	Headteacher	Date: 01/02/25
Last Reviewed on:	February 2025	
Next Review on:	February 2026	

Our behaviour policy focuses on:

- ‘the basic premise that teachers and schools should adopt a non-confrontational approach to discipline, based on positive relationships, respect for the dignity and rights of individuals, choices about consequences of behaviour and encouragement for student self-discipline.’
- Prevention: planning for good behaviour; teaching the routines and the rules.
- Consequences: have a clear structure that students understand and use to inform the choices they make.
- Repair & Rebuild the imperative to work hard to build and repair the damage that is done when things don’t work out.

(Bill Rogers; Managing Behaviour; positive correction, Managing Behaviour; consequences)

We encourage positive behaviour by:

- Promoting our rules of Care Respect Inspire
- All staff, every day meet and greet the children at the classroom door
- Discussing issues every week during P4C and mindfulness lessons’
- Choosing two children from each class to receive a ‘Star of the Week’ certificate during whole school assembly.
- Encouraging pupils to choose each other for an indiscriminate act of kindness for our kindness tree each week.
- Awarding certificates each week for best class attendance
- Celebrate achievements within the school and from school to home with a phone call
- Promoting positive behaviour in the classroom, playground, dining room and during assemblies
- Choosing two pupils of the week in every class each day to have special privileges and responsibilities.
- Running a whole school social and emotional learning programme using Jigsaw and bespoke mindfulness curriculum.
- Running small friendship groups for targeted pupils who have difficulties in making and retaining friendships.
- Encourage positive choices by redirection, reminders and reflection, ensuring the children understands
- The cautions and the consequences. (3 warnings & reflection).

Staff have considered what constitutes minor or major breaches.

Minor breaches of discipline are generally dealt with by the class teacher/TA/mid-day meals supervisor in a supportive and fair manner, with some flexibility regarding age of the child as far as sanctions are concerned. Each case is treated individually. Children are made aware that they are responsible for their own behaviour and that breaking rules will lead to punishments.

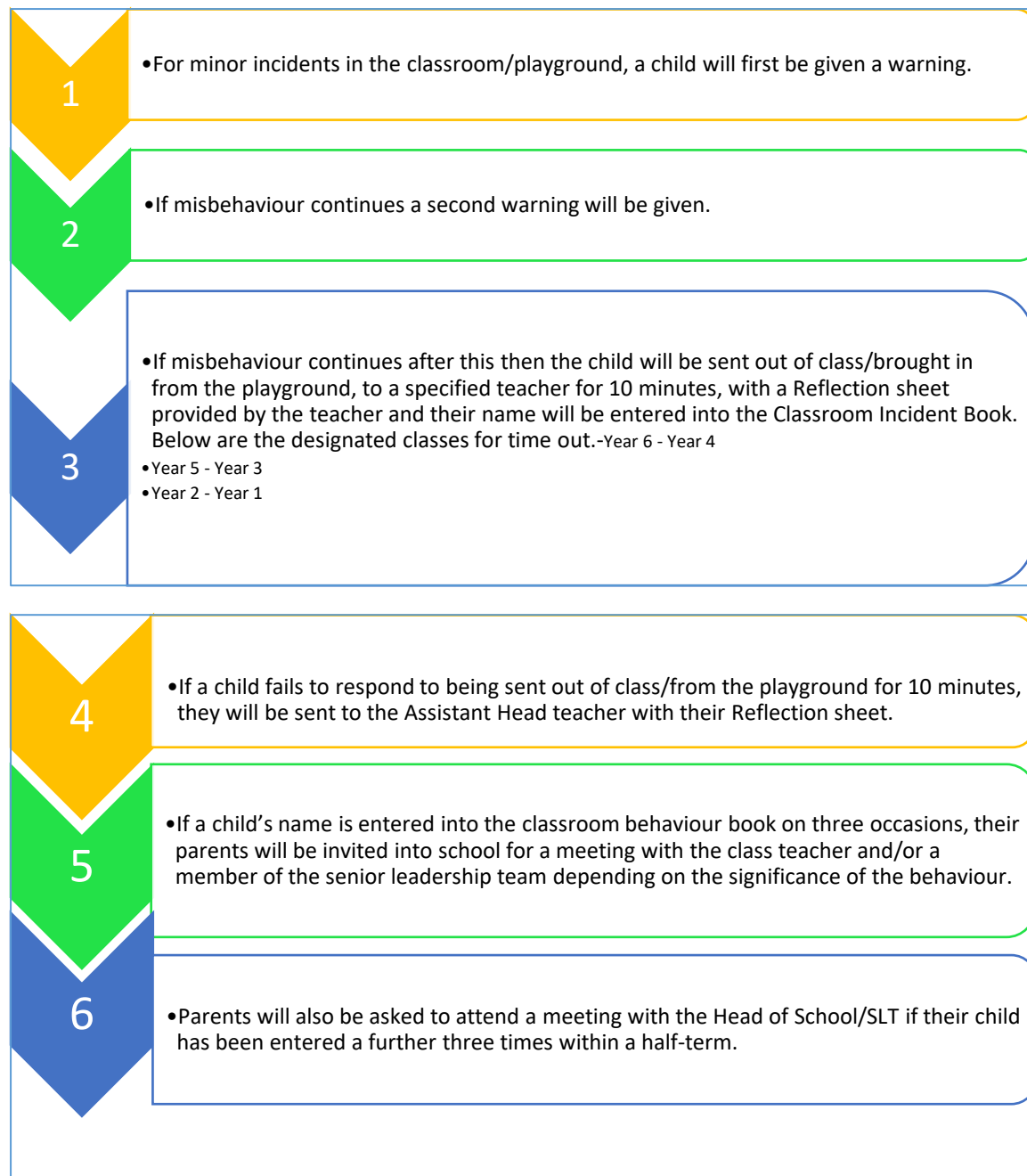
Major breaches of discipline include:

- ✚ Physical assault on children, or adults
- ✚ Prejudiced based incidents-racism/homophobia/gender/religious
- ✚ Deliberate damage to property
- ✚ Bringing sharp or dangerous instruments to school, or any item that might cause a problem or hurt
- ✚ Stealing
- ✚ Leaving the premises without permission
- ✚ Verbal abuse including, foul or abusive language and swearing
- ✚ Bullying
- ✚ Refusal to follow instructions

This type of behaviour is generally rare and it is the responsibility of the Senior Leadership Team who will deal with it appropriately. Parents will be involved at the earliest possible stage, if problems are persistent or recurring.

- ✚ In class, teachers will promote positive behaviours through *Public Praise*; where the child's name is put on the board for public recognition.
- ✚ Negative behaviours will be addressed through *Private Challenge* where the teacher will approach the child and talk quietly to them about their behaviour.

If a child persists in choosing not follow the school rules then the following procedures will be adhered to:



- ✚ Extreme behaviours will result in an in-school exclusion

- ✚ Very serious incidents will need to be referred to the Head teacher and/or SLT immediately. These incidents will be entered into the behaviour book and parents invited into school to discuss the situation.
- ✚ Three one day exclusions in any one term could result in a longer period of exclusion and will be discussed with members of the governing body.
- ✚ If disruptive behaviour from a child persists the class teacher and SLT agree a strategy to modify the behaviour in consultation with the child's parents. This may take the form of a contract, a record chart or work with the learning mentor.
- ✚ If school-based strategies fail to have a lasting impact, outside agencies such as the behaviour team, Children's & Adolescent Mental Health Service (CAMHS) or our internal therapist or the educational psychologist may be asked for support.
- ✚ Children who have been in the 'Behaviour Book' three times in a half-term, or have behaved in a manner which causes a safeguarding concern, will not be allowed to represent school in either a sporting or other event including school trips that takes place outside school, within that half term.

#### Pupils' conduct outside the school gates

Teaching staff may discipline a pupil for any misbehaviour when the child is:

- ✚ Taking part in any school-organised or school-related activity
- ✚ Travelling to or from school
- ✚ Wearing the school uniform
- ✚ In some other way identifiable as a pupil at the school
- ✚ Posing a threat to another pupil or member of the public
- ✚ Adversely affecting the reputation of the school

#### Confiscation of inappropriate or prohibited items

Staff may search without consent for prohibited/dangerous or unauthorised items. Staff may confiscate, retain or dispose of a pupil's property without being liable for damage to, or loss of, any confiscated items if the items could cause offence or pose a danger. In cases where potentially dangerous and prohibited items are found such as knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images they will be confiscated, the Headteacher, parents and police informed and would lead to an exclusion from school. This may be permanent depending on the nature of the incident and where the safety of the child and other children may have been compromised.

#### Procedures for Dealing with Major Breaches of Discipline

If the problem is severe or recurring, then exclusion procedures are implemented;

- ✚ A case conference involving parents and support agencies ([via video or telephone](#))
- ✚ Permanent exclusion after consultation with Governors
- ✚ Parents have the right of appeal to the Governing Body against any decision to exclude.

#### Procedures for dealing with prejudiced based incidents

Any accusations of such behaviour will be dealt with by SLT, the children involved will be interviewed, parents will be informed and the incident. All allegations will be referred to Senior Leaders, recorded in the school's behaviour log, and reported to governors. Educating against discrimination and providing support for the victim will always be a priority. In accordance with Local Authority guidance, the relevant bodies may be informed.

#### Behaviour modification strategies

There are occasions when individual children exhibit behaviour, which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions, we use behaviour modification strategies to change individual children's behaviour. These are used by all staff. Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

### Equal opportunities

We believe in equality of opportunity for all, all people are created equal in God's image, regardless of race, gender, sexuality, class, faith or special needs.

### Our Prevent Duty

All staff recognise our duty to protect our pupils from the threat of radicalisation and extremism. Staff and governors are trained to recognise the signs and understand the need to pass on concerns to the head or deputy (DSL) in line with child protection and safeguarding procedures. Further information is in our Prevent, Safeguarding, Child Protection and Acceptable Use Policies. Parental information on Prevent is on our website.

### Friendship Groups

Friendship Groups is similar to PATHS but works at a targeted/indicated level in schools. It also supports emotional development, anger recognition, sharing and friendship, and anger management, but is carried out on a small-group basis for children with some levels of social, emotional and behavioural difficulties.

### Philosophy for children and Mindfulness Time

Plays a vital role in modelling excellent behaviour, the class also learn about friendship and making the right choices. It is during this time that class teachers can talk about important class issues and model our values of Care Respect Inspire.

Philosophy gives children the opportunity to express and hear a range of opinions without prejudice and consider, question and change their own ideas and understanding about the world. It allows the pupils the freedom to question judgments and values held as well as to listen respectfully and empathically to one another. It is here where pupils are encouraged to develop their creative, critical, caring and collaborative thinking skills in communal dialogue. P4C happens weekly.

### Developing excellence and learning from each other: Prefects, Buddies, Anti-bullying ambassadors and Mentors

Pupils act as peer-to-peer supporters and exemplars in learning and play in a variety of roles.

Prefects are chosen in year 6 to model behaviour, support younger pupils especially in assembly, lining up, at play and in learning. Along with school council and mentors, they evaluate the school's policies and provision providing a strong advocacy that adults listen to. Buddies are there to support pupils solve their issues in the playground if there are minor friendship issues. They have to refer any behaviour issues and hurting to staff.

### Exclusion

In extreme cases where the school cannot guarantee the safety of a pupil, their peers or adults as a result of that pupil's behaviour the school will take the following steps to exclude the pupil:

- ✚ School-based behaviour modification strategies and sanctions
- ✚ Support from outside agencies
- ✚ Internal exclusion- a child works with senior leaders, another classroom or goes home for lunch
- ✚ Fixed term exclusion
- ✚ Permanent exclusion.
- ✚ External Agencies

Where there has been a referral to an external agency such as an education social worker or educational psychologist, normal procedures under this policy may be suspended if recommended by professionals. As soon as contact is made with the family by the agency, the date on which normal procedures should be resumed, will be agreed by the parents, pupil, Head teacher, class teacher and the relevant professional.

Exclusion from school at lunchtime will be used in cases of serious misbehaviour. This will run in conjunction with the possibility of exclusion from school

St Saviour's Primary Significant Incident Slip	
Childs name _____	Date _____
Given by _____	
Time _____	
Incident	Action
Repeated minor offences	Dealt with by class teacher
Any verbal response intended to cause upset	Dealt with by TA
Name calling	Time out in corresponding class
Telling lies	Sent to SLT
Interfering with pupils' work	Sent to Head teacher
Knowingly use inappropriate language	Phone call to parents
Graffiti	Meeting with parents
Pushing	Discussion/meeting with external agencies (Governors local authority, other agencies)
'Playfighting' that leads to actual harm	<b>Additional Comments:</b>
Other	

Please see next page for Majorly Significant Incident Slip

St Saviour's Primary Majorly Significant Incident Slip	
Childs name _____	Date _____
Given by _____	
Time _____	
Incident	Action
Vandalism	Dealt with by class teacher
Stealing	Dealt with by TA
Verbal or physical abuse toward staff	Time out in corresponding class
Bullying	Sent to SLT
Refusal to follow instructions	Sent to Head teacher
Leaving the room without permission	Phone call to parents
Persistent lying	Meeting with parents
Physically hurting another pupil	Discussion/meeting with external agencies (Governors local authority, other agencies)
Prejudiced based incidents- racism/gender Religious/homophobia	<b>Additional Comments:</b>
Bringing offensive weapons into school or items that could be used as a weapon	
Other	

Pupils are asked to reflect on the incident that has occurred, whether they have instigated or not, in order to understand what has happened, learn from it and wisely move with dignity, respect and hope.

The reflection sheet is there to facilitate a conversation so that we can restore relationships and find forgiveness. We know we all make mistakes, are fallible and frail at times and need each other's support to love our neighbour as we love ourselves. Reflection sheets are adapted for neurodivergent pupils.

### St Saviour's C of E Primary time to reflect

Date& time:\_\_\_\_\_Name:\_\_\_\_\_Class:\_\_\_\_\_

Tell us what happened and how?\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Can you reflect on what you said or did that did not show respect or care?\_\_

\_\_\_\_\_  
\_\_\_\_\_

Can you reflect on how others may have felt?\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How could you make it better? How can you explain, forgive, and restore the relationship? How can we help?\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We all make mistakes; how can you be wiser next time? What do you hope to do differently?\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

I need to be supported in completing this/ I can reflect independently

Signed pupil\_\_\_\_\_

Signed adult\_\_\_\_\_