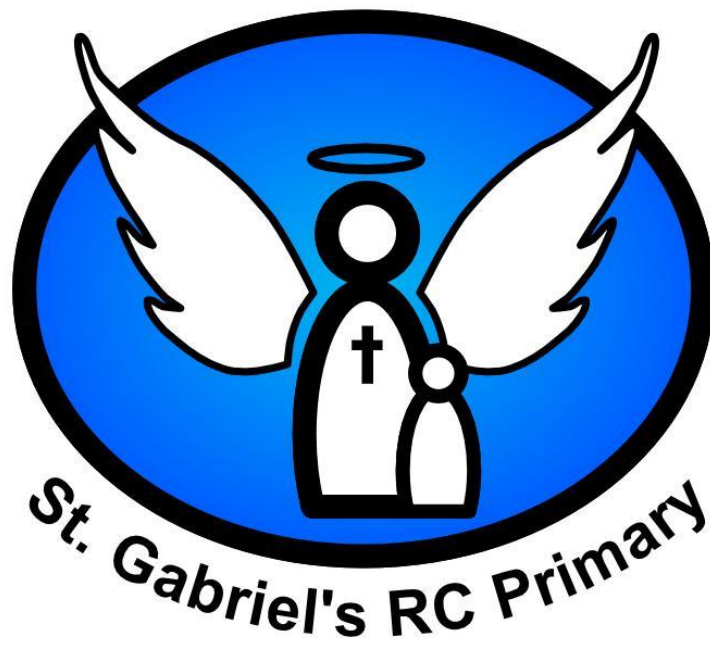




Behaviour Policy

Updated: October 2025

Review: October 2026

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In God's Love: We Welcome



We Learn

We Grow

TOGETHER

Showing re**S**pect for everyone and everything

We are s**t**ronger, together,

Keeping the **G**ospel values in our hearts,

We are proud to be **a** part of a hard-working team.

Everyone a mem**b**er of God's family,

Progressing th**r**ough life, progressing through faith,

Walking **i**n Jesus' footsteps,

Learning for lif**e**, following our dreams.

We are al**l** unique, but all equal

Sharing God'**s** love through friendship and mutual respect.

Vision

Here at St Gabriel's, Jesus Christ is our role model. We promote the Gospel messages of love, tolerance, support, forgiveness and care. We believe that all children should be happy and safe. We recognise that whilst every person in our school is unique and special, we are all made in the image and likeness of God and we are all members of God's family. This school firmly promotes reconciliation. A child must always be able to enjoy and experience forgiveness and renewed friendship.

We believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviour ensuring that the way we behave and act is inspired by the teachings of Christ.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and recognising positive behaviour.
- Creating a calm atmosphere where people care for each other and treat each other with justice, equality and fairness, in the way they would like to be treated themselves.
- Challenging and disciplining negative behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Ensuring that the school's expectations and strategies are widely known and understood.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Key Roles and Responsibilities

- The governing board has overall responsibility for the implementation of this policy and the procedures of St Gabriel's RC Primary School.
- The governing board has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The governing board has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- The headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.

- Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.
- Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- Parents should work closely with school to promote good behaviour.
- Pupils are responsible for their own behaviour both inside school and out in the wider community.
- Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to name.

Definitions

For the purpose of this policy, the school defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

For the purpose of this policy, the school defines "low level unacceptable behaviour" as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Disruption on public transport
- Use of mobile phones
- Graffiti

"Unacceptable behaviour" may be escalated as "serious unacceptable behaviour" depending on the behaviour breach.

School Rules

The school has created a 'Behaviour Blueprint' which incorporates pupil and adult behaviours.

There are 3 simple school rules:

Be ready
Be respectful
Be safe

At the school we recognise that early intervention can prevent negative behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime. Teachers and support staff will receive training on this policy and as part of new starter induction. Teachers and support staff will receive regular and ongoing training as part of their development.



BEHAVIOUR PRACTICES

CALM and CONSISTENT

SUSTAINED ROUTINES

- ✓ Meet and greet
- ✓ walking with pride
- ✓ attention signal
- ✓ 1 2 3 signals
- ✓ manners
- ✓ Lining up
- ✓ Transition time
- ✓ Morning routine
- ✓ whistles
- ✓ Don't walk on by
- ✓ Statement not questions

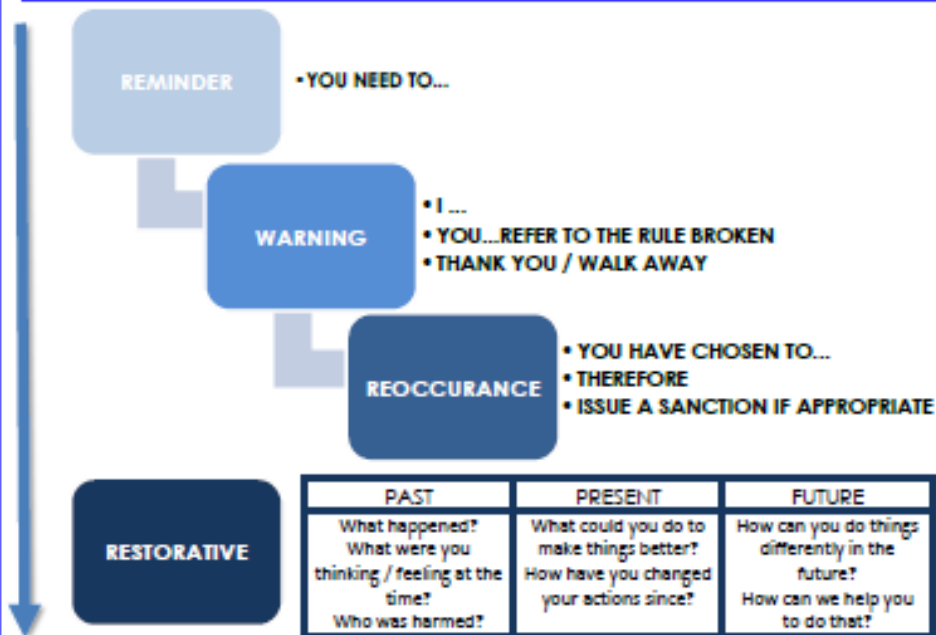
SCHOOL RULES

READY
RESPECTFUL
SAFE

OVER AND ABOVE RECOGNITION

Recognition boards
Notes home (all staff)
Postcards in the post (teachers)
Phone calls home
Hot chocolate Friday

FIRST ATTENTION TO BEST CONDUCT



Visible Consistencies - These are behaviours that adults will carry out as part of the positive behaviour protocols.

Relentless Routines – these routines will be targeted throughout the school to ensure a positive behaviour climate.

Stepped Boundaries – this is the order staff will carry out responses to negative behaviour.

The script and restorative questions - used as a guide to promote a response, reset and repair conversation

Pupil expectations

Pupils and parents/carers will be expected to follow our School Rules which requires pupils to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive to lessons and school on time and fully prepared.
- Follow instructions given by teachers and support staff both in the classroom and on the playground.
- Behave in a polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.
-

The school will ensure that pupils follow our school rules by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

Recognising and Expecting Positive Behaviour

We believe that rather than focusing on undesirable behaviour, the greatest emphasis should be placed on 'first attention to best conduct' and recognising the positive behaviour and excellent role models throughout our school.

1. Assembly

Specific Learning behaviours are awarded each week for: being active and engaged, resilience, making links, collaboration and independence. Each week we also celebrate one of the five Ws – Welcome, Welfare, Witness, Word and Worship – which underpin our school rules and Gospel values. Playtime awards are also presented to children who have displayed good behaviour outside on the playground.

We publically acknowledge achievements in assembly through the awarding of individual trophies/ awards which children bring from home, e.g. clubs and groups they attend or sporting awards, such as swimming.

2. On the Spot Recognition

Spontaneous public praise when positive behaviour is seen.

3. Informing Parents

Parents can be informed verbally via phone call/conversations at the end of the day about good behaviours. Teachers send postcards to parents to praise a specific piece of work or excellent behaviour and notes home can be sent from any member of staff.

4. Sending to the Headteacher or Deputy Headteacher

Children can be sent to the Headteacher or Deputy Headteacher for added recognition.

5. Hot Chocolate Friday

Staff in school nominate children to receive a Hot Chocolate with the Headteacher or Deputy Headteacher on Fridays if they have shown 'special' behaviour that deserves 'special' recognition.

Dealing with Poor Behaviour

We want children to know and to understand when they have done wrong. They also need to learn that there is a consequence that something happens if they have behaved inappropriately.

In essence:

- Minor Problems will be dealt with by the class teacher
- More serious offences by Key Stage Leaders
- Most serious offences will be brought to the attention of the Headteacher or Deputy Headteacher

Staff will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour. At all times, staff will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

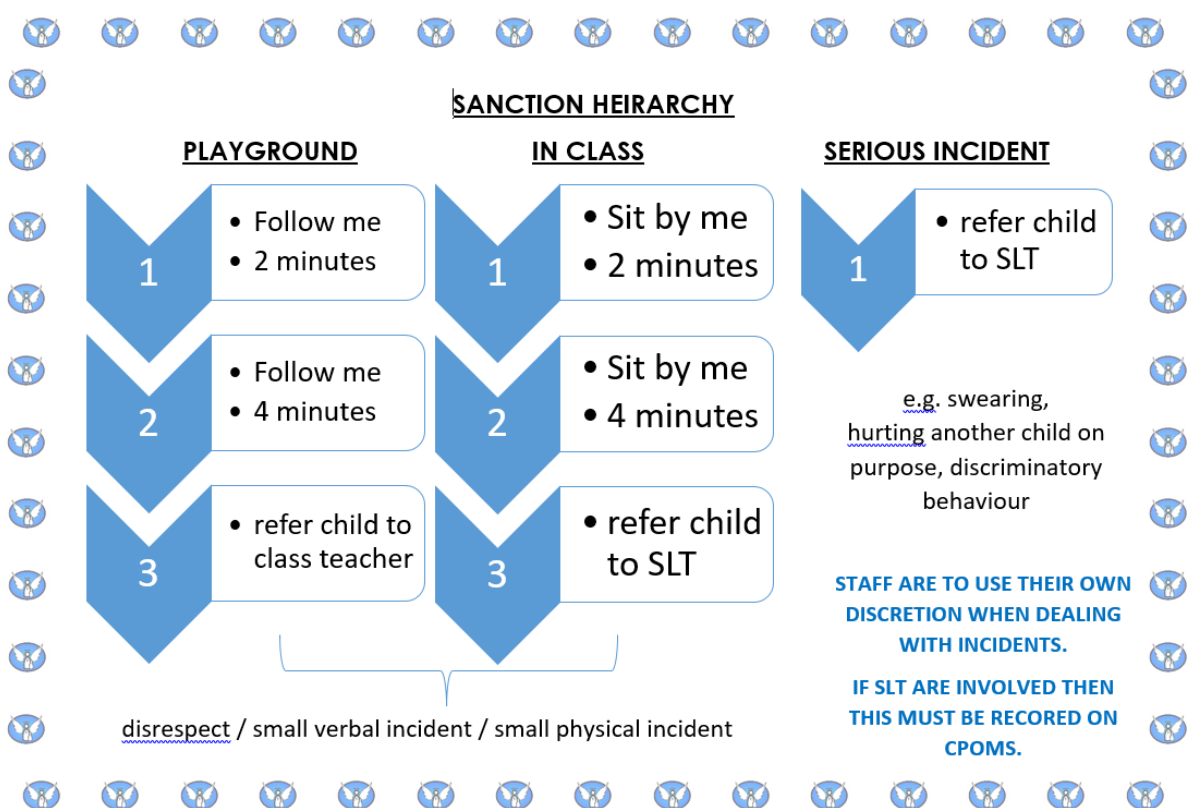
The school will use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, including the following:

- Providing a verbal warning
- Missing minutes break / lunchtimes
- Using time-outs
- Removing the pupil to another classroom
- Reporting the behaviour to the headteacher
- Phoning or sending a letter home to parents/carers (see appendix 1)
- Speaking to parents/carers at the end of the school day
- Placing the pupil on written report for monitoring of behaviour
- Contacting external agencies such as social services
- Internal exclusion
- Excluding the pupil

Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil must report this to the headteacher using CPOMs. Records are kept on file and monitored. The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

Following an allegation of serious unacceptable behaviour, the pupil will be placed in another classroom whilst an investigation by the headteacher takes place. If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.

The sanction hierarchy is used to ensure consistent practices across the school.



Health and Safety Rules

Food and drinks

Children in KS2 may bring fruit from home to eat at morning play. Children in KS1 have access to fruit through the National Fruit Scheme. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Children should bring a water bottle to school and will have regular access to water. No drinks, other than water, are to be consumed in school.

Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be kept safely by the teacher for the duration of the lesson. Stud earrings which cannot be removed may be covered by surgical tape or plasters to be supplied by parents.

Personal Property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Parents should ensure that children's names are written on all items of clothing. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). All stationery and equipment needed is provided by the school and children should not bring in their own pens, pencils, etc (unless the class teacher has given permission) as we find that these often cause distraction in lessons. Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Mobile Phones

Mobile phones can only be brought to school in **exceptional circumstances** and only with the prior permission of the headteacher. Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the headteacher. Such requests will be considered on an individual basis. If permission is granted, mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Outside school and the wider community

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform. Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

Pupils with Special Educational Needs

We recognise that the whole school behaviour system may be inappropriate for a small number of children. It may be necessary to devise a more personalised approach for these children based on their individual needs. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate.

Safeguarding

At St Gabriel's RC Primary School the health, safety and well-being of every child is our top priority. We expect all staff, governors and volunteers to share this commitment to safeguarding our pupils.

We listen to our pupils and take seriously what they tell us. All school staff are trained in Child Protection, and children are made aware of the adults they can talk to if they have any concerns. Staff are trained to look out for signs of physical/emotional harm or neglect and are required to report these to the Designated Safeguarding Lead (DSL).

The procedures which we follow have been laid down by Rochdale Safeguarding Team and the school has adopted a Child Protection Policy in line with this, for the safety of all. On rare occasions our concern about a child may mean that we have to consult other agencies. We will ensure that all concerns are discussed with parent/carers first, before any referrals are made, unless we believe that such a move may be contrary to a child's welfare.

This policy will be reviewed annually, with opportunities for consultation with staff, pupils and parents.

Appendix 1

Letter to Parents regarding unacceptable behaviour

RE: UNACCEPTABLE BEHAVIOUR

Dear Parent/Guardian,

I regret to inform you that your child's attitude and behaviour today has been very disappointing and well below what is expected by the school.

Despite warnings and opportunities to correct their own behaviour they have not done so.

I trust you will support the school in trying to prevent this behaviour in future and it will be necessary to speak to you about this matter and hopefully agree further action. Please acknowledge receipt of this letter and contact the school to arrange an appointment to discuss your child's behaviour.

Yours sincerely,

ST GABRIEL'S RC PRIMARY SCHOOL UNACCEPTABLE BEHAVIOUR

Please sign and return to school as proof of receipt

Name of child: _____ Class: _____

- I acknowledge receipt of your letter dated / / . ☐

- I will attend an appointment to discuss the matter. ☐

OR

- I will speak to my child regarding their behaviour in school. ☐

Signed: _____ (Parent/Carer) Date: _____

Printed name: _____

Behaviour Support Plan

Name:

My Targets

In class:

Outside:



Day and Date	Session 1	Break	Session 2	Lunch	Session 3	Session 4	Comments
Monday							
Tuesday							
Weds							
Thurs							
Fri							

Appendix 2
Example of an Individual Behaviour Support Plan