

ST WILLIAM OF YORK



Catholic Primary School
Brockley Park, Forest Hill, SE23 1PS

Behaviour Policy



OUR MISSION

The purpose of St William of York Catholic Primary School is to educate children in an atmosphere of Christian love.

We respect and rejoice in the uniqueness of each child, and aim to make learning a happy and positive experience for everyone in our community.

Policy Review

Policy Reviewed On	March 2026	Signed:	<i>H Mayers</i>
Governing Body Ratification	March 2026	Signed:	Governors
Next Review Date	March 2027		

Vision

"The purpose of St William of York Primary School is to educate children in an atmosphere of Christian love. We respect and rejoice in the uniqueness of each child, and aim to make learning a happy and positive experience for everyone in our community."

At St. William of York, we believe that positive behaviour flows naturally from an atmosphere of Christian love where every child knows they are valued. Our approach celebrates the uniqueness of each child, recognising that challenging behaviour often signals unmet needs rather than defiance.

Rooted in our mission to educate in partnership with parents and our parish community, we create an inclusive environment where children can explore and grow without fear of judgment. We reject punitive approaches that diminish dignity, choosing instead restorative practices that reflect God's unconditional love and our belief in every child's potential for growth.

Our behaviour policy embodies our commitment to:

- **Caring** for each child entrusted to our education, nurturing their complete development
- **Encouraging mutual respect** between all community members
- **Celebrating diversity** and the richness different cultures bring to our school
- **Ensuring each child feels valued** so they approach learning with confidence rather than fear

Principles of Behaviour

St William of York is a Catholic Primary School. As such, the Governing Body believes that the Behaviour Policy should be underpinned by the Catholic ethos of the school. Our principles include:

- 1. Dignity and Worth** Every child is made in the image of God and deserves to be treated with unconditional respect, regardless of their behaviour choices.
- 2. Relationships First** Strong, trusting relationships between adults and children are the foundation of all learning and positive behaviour.
- 3. Understanding Before Judgement** We seek to understand the 'why' behind behaviour, recognising that challenging behaviour often communicates unmet needs.
- 4. Restorative Justice** When harm occurs, our focus is on repairing relationships and building capacity for better choices, not punishment.
- 5. Community Responsibility** Every member of our school community shares responsibility for creating an environment where all can flourish.

We aim:

- To ensure that the behaviour of the children makes a positive contribution to their education, both academically and morally.
- To prevent the misbehaviour of some children adversely affecting the happiness or education of others.
- To create a welcoming, secure and caring environment in which all can happily work;
- To offer each child a broad, balanced and relevant curriculum of the highest standard to meet their spiritual, emotional, moral, intellectual and physical needs and to prepare them for the responsibilities of adult life.
- To develop a spirit of care, generosity, forgiveness and equal opportunity within our

multicultural community through prayer and living our faith.

- To be a worshipping community by celebrating meaningful and appropriate liturgy and ensuring that prayer life is nourished, guided and developed.

The Behaviour Policy, based on Catholic values, should enable and encourage children to develop self-awareness, to feel safe, to have respect for themselves and others and to look after their school and its surroundings, thus allowing our learning community to flourish.

The Governing Body firmly believe that the best way to ensure high standards of behaviour is to recognise achievement and celebrate success.

School Expectations

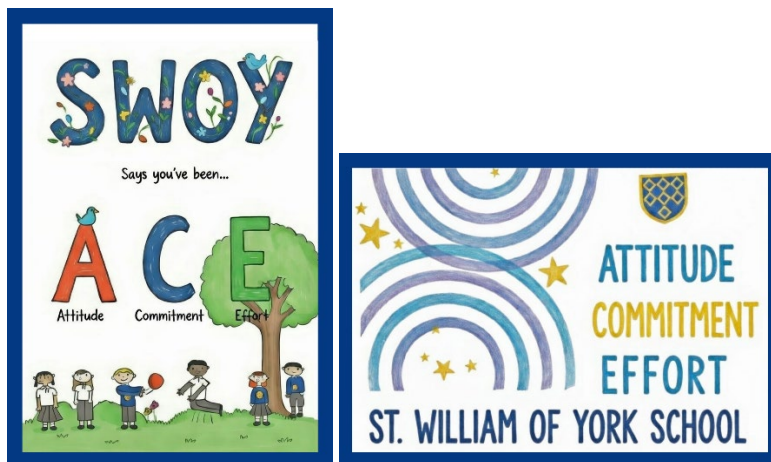
We expect our children to be ACE.

Attitude

Commitment

Effort

These are the core behaviours that we expect to see in every child, throughout the school day. This is within the classroom, around the school and also in the playground. All staff look out for these behaviours and those children who go 'over and above' are rewarded with an 'ACE Card', which is sent home to parents to celebrate their child's success.



All relationships and behaviour in school between pupils, staff and parents are governed by the Mission Statement and adherence to gospel values. Staff are expected to deal with any behaviour situations in a calm and professional manner using the principles of restorative practice. All staff should exemplify and model positive relationships based on mutual respect.

We base our approach on the Pivotal Approach from 'When the Adults Change' by Paul Dix. We create a platform of consistency and all adults set high expectations. All adults must be fully engaged in managing and modifying behaviour.

Humiliation in any form plays no part in our school or the Pivotal Approach. Learners are respected, regardless of behaviour. Adults strip out all negative emotion when dealing with challenging behaviour. There should be no shouting when communicating with pupils and staff are mindful of what they say.

A key approach to behaviour in our school is PIP and RIP

- PIP – Praise in Public
- RIP – Repair in Private

High expectations for behaviour and attitude to learning are implicit in all that we do at SWOY.

Recognition for Positive Behaviour

Each class has an ACE Board and teachers will work with the class to decide on a focus for learning behaviours each day. All staff are able to add a child to the ACE board and also award an ACE card. The ACE board is refreshed each day. Once a child has been recognised for being ACE, their photo cannot be removed from the board until it is refreshed the next day.

The ACE board is used to remind children of our behaviour expectations. Praise is always more effective than criticism and emphasising good behaviour counteracts the effect of bad behaviour. We aim to 'catch them being good'.

Class teachers can select children who has made a particular effort and send them to the Headteacher on Friday afternoon for Friday Club. This involves games and a hot chocolate in the Headteacher's Office.

How We Treat Each Other

We place a great emphasis on self-discipline and respect for others. Good behaviour is acknowledged and rewarded. We have few school rules but expect that children's behaviour will show an understanding of the need to tolerate and respect each other.

Our focus is on children developing a positive ATTITUDE, showing COMMITMENT and making a consistent EFFORT in all that they do. This approach ensures that we have good relationships, behaviour for learning and show respect at all times.

These types of behaviour are unacceptable:

- Name calling of any kind, including racist, sexist and homophobic name calling
- Answering back
- Unkind remarks
- Any form of intimidation
- Play fighting
- Teasing
- Insulting language or swearing
- Unkindness of any sort
- All forms of bullying including cyberbullying

Children are encouraged to tell a teacher if they have a problem with another child and to allow staff to deal with the incident. We do not encourage children to 'fight back' if a peer is unkind to them.

We use Restorative Practice to deal with conflicts and repair relationships.

Restorative Practice

At St William of York, we use a restorative approach to resolve conflict and repair relationships. At the heart of every restorative process is a damaged relationship between the person who caused harm and the recipient of the harm.

Through restorative justice processes, these parties are able to communicate in a respectful manner to identify personal responsibilities, explore solutions and identify opportunities to reintegrate.

Following a disagreement, or series of disagreements, a school adult will address the issue with each of the children involved individually. They will be encouraged to consider answering the following questions:

- What happened?

- What were you thinking?
- What were you feeling?
- Who else might have been affected?
- What do you need now?

From this, a group meeting might be needed for the children to explore their responses to these questions in front of the others. Together, they will be able to identify and articulate their needs in order to repair and rebuild their relationship. Parents will be kept informed in these instances.

Peer Mediators

As part of our restorative approach to conflict, children are chosen from Yr5 and Yr6 to attend a restorative training workshop. This equips them with the skills, techniques and education to help resolve small playtime conflicts, without the need for adult intervention. We believe that this encourages self-regulation and maturity within the children. They are known as Peer Mediators. One of their responsibilities is to host an assembly for the rest of the school, explaining the ethos of a restorative approach to conflict.

Health and Safety

There are other rules that affect the way we should behave in school; these concern the safe and smooth running of the school. They are important, and persistent disregard for them shows a lack of consideration for the comfort and safety of others which is out of place in our school.

These rules include:

- No running inside
- Keep the school tidy – no dropping litter
- Move around the school building quietly
- Children should seek permission for a member of staff in the playground before coming into school during break times
- No football or ball games before or after school

Parents as Partners

At St William of York, we work in partnership with parents with the common aim of developing the moral character of each of our children. Parents are made aware of the expectations of school with regard to behaviour and attitudes of all children and staff in the school. Parents should hear from staff when their child has been good, as well as be informed of developing or serious concerns that staff have.

All behaviour incidents are recorded on CPOMS Behaviour Log, so that senior leaders can track and monitor behaviour.

This will usually mean that there will be communication in the first instance with the class teacher, and then jointly with the class teacher and Senior Leader.

At this point a system of monitoring may be established, providing a tool for home and school to communicate about the behaviour of the child. If the issues are significantly serious and/or sustained then the communication will be between the class teacher and HT.

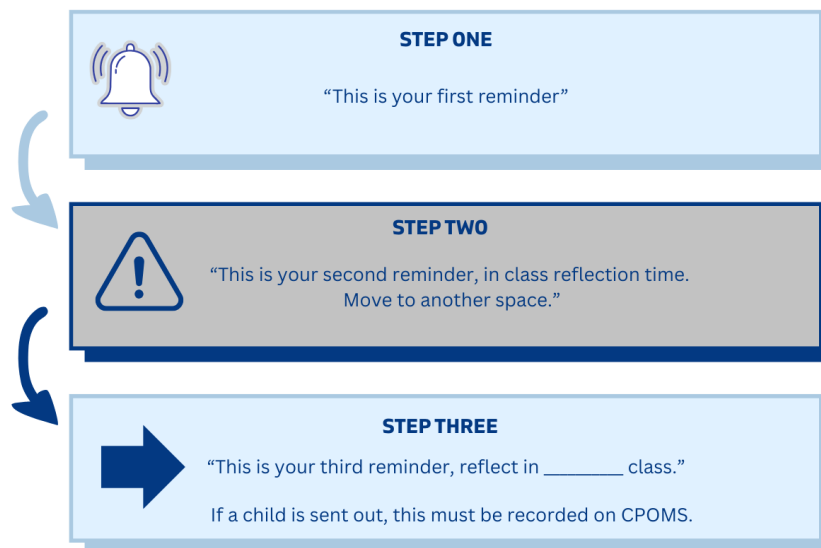
At this level of escalation, the decision will be made as to whether these behaviours result in a

formal letter being placed in the child's pupil record.

If after this escalation process has been followed, there is no clear improvement and there are continued incidences of unacceptable behaviour, then a formal Behaviour Support Plan will be drawn up with advice from outside agencies e.g. New Woodlands.

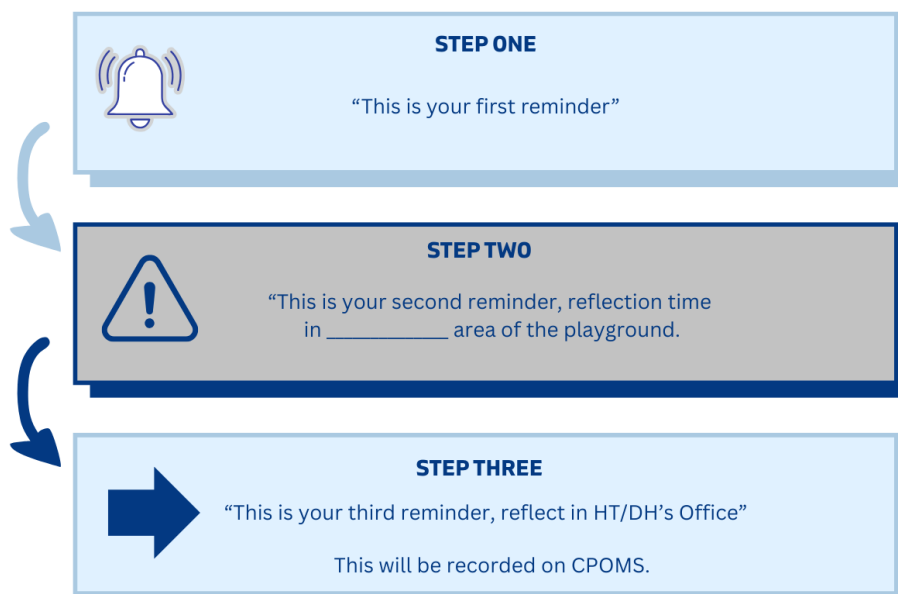
Dealing with unacceptable behaviour

DEALING WITH UNACCEPTABLE BEHAVIOUR



Dealing with Unacceptable Behaviour at Lunch Time

DEALING WITH UNACCEPTABLE BEHAVIOUR AT LUNCH TIME



ESCALATION FOR PERSISTENT UNACCEPTABLE BEHAVIOURS



Dealing with challenging behaviour

Our approach to dealing with challenging behaviour is centred around relationships and putting connection before correction. We understand that challenging behaviour is a child's way of communicating their unmet needs and we endeavour to uncover what the child needs in that moment.

When a child is in a heightened emotional state we seek to follow the following steps:

DEALING WITH CHALLENGING BEHAVIOURS



At times we may need to impose sanctions for challenging behaviour in order to:

- Stop the behaviour
- Prevent it happening again
- Make a positive change in the children's behaviour

To make sanctions effective, they must be seen by children to be fair and consistent. Forgiveness and the opportunity to start afresh are essential. This is embedded through the use of restorative practice approaches in asking children what they need in order to help them to make better choices.

For minor forms of misbehaviour the following might be used:

- Discussion in private
- Restorative practice meeting
- Sanctions agreed in class
- Staying with the teacher for a short amount of time during break time
- Sitting on a bench in the playground for 5 minutes

For more serious or persistent forms of misbehaviour the following might be used:

- Sending a child to another teacher
- Sending the child to the Headteacher
- Writing a letter of apology
- Record kept on CPOMS Behaviour Log

If a child is sent to the headteacher, the following might be used:

- A telephone call home, conversation or letter sent to parents/guardian
- Meeting with parents
- Setting up a report book between home and school

- Internal exclusion (e.g. working in another class)
- Fixed period exclusion
- Permanent exclusion

Use of Force

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Senior school leaders should support their staff when they use this power. However, at St William of York, we adopt a 'hands off' and 'no touching' approach wherever possible. In case of danger, reasonable force using 'positive handling' may be used by a member of staff. We currently have 5 members of staff training in positive handling (Oct 2025).

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career 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.

As mentioned above, schools generally use force to control pupils and to restrain them. 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.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

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.

Prohibited items and searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

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/carers, 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 headteacher. A search will only be conducted if there is reason to believe that there is risk that serious harm will be caused if the search is not carried out.

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 appropriate location for the search will be found. Where possible, this will be away from other pupils. 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

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker. ‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or 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.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Exclusions

If a Behaviour Support Plan fails, or in the event of persistent breaches of the school’s behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of themselves or another member of the school family, then temporary (fixed) exclusion may be necessary. Return to school after an exclusion must be preceded with a meeting with the Head Teacher. If all other avenues of support have been tried the school can take the decision to permanently exclude a child.

It should be noted that only the headteacher is able to exclude a child, either for a fixed period or

permanently. This includes situations where it is deemed necessary for parents to be asked to collect their children from school during the school day. If it is felt that urgent action is needed for the protection of other children and a fixed period exclusion is not possible, then children should be isolated from their peers (by sending to another class or to the head teacher) for as long as is necessary to protect other children and to avoid any recurrence of the misbehaviour that has occurred.

Dealing with more serious incidences of name-calling

St William of York is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

Defining racial harassment and racist incidents

Racial harassment can take many forms and may be physical, verbal or non-verbal. It may, for example, consist of:

- Racial inuendos or banter
- Racist remarks or jokes
- Racially offensive material transmitted by email or writing
- Bullying on racial grounds
- Calling someone a nickname linked to his/her nationality or skin colour
- Any other race-related conduct that causes offence

The Macpherson Report on the Stephen Lawrence Inquiry stated that racial harassment is: *“Any racial incident...which is perceived to be racist by the victim or any other person”*.

Whilst it might not have been a child's intention to be racist; we need to recognise how certain types of behaviour and language might be received by the individual to whom this is directed. If a child is offended by the comment and having taken account of all viewpoints, the Head teacher may judge such occurrences to be a racist incident because of the comments made and the offence it caused to another child. Serious behaviour, including racist incidents, are formally reported to the governors at Governing Body meetings, however details of children's names and classes are not reported.

Responding to racist incidences

- Investigation by member of SLT, or Headteacher
- Explain to the perpetrator that verbal racist abuse will not be tolerated.

- Inform parents/carers of both parties by letter or verbally
- Offer support to the victim and counselling to the perpetrator and other students if appropriate
- Record incident, report to Governors and LA.

Responding to homophobic incidences

Our school is a place where everyone has a right to be themselves, to be included and to learn in a safe and happy environment. Everyone is expected to treat each other with respect and kindness.

Derogatory or offensive language of any kind is unacceptable, including reference to an individual's sexual preference or orientation. Any reported incidences will be dealt with by a member of the SLT. It will be made clear to a perpetrator why such references or language is unacceptable. An apology will be expected, and parents will be informed.

Prejudiced based incidents

A prejudice-based incident is a one off incident of unkind or hurtful behaviour that is motivated by prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All such incidents will be treated seriously, investigated, recorded and reported to the Governing Body and the LA, if deemed appropriate.

Managing incidents of unacceptable or inappropriate behaviour outside of school

The DfE state the following in their guidance;

Pupils' conduct outside the school gates – teachers' powers What the law allows:

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Where behaviour outside the school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would be managed in school as stated above.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf