

Behaviour policy and statement of behaviour principles



Approved by:	St Scholastica's Catholic Primary School Governing Body	Date:
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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the Christian values of our school
- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave and how staff will respond to behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards/consequences and restorative justice
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Vision and Mission

At St Scholastica's, we believe that good behaviour is essential to allow our pupils to achieve their full potential. Good behaviour promotes effective learning. In school, we work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility.

As a Catholic school, we are guided by our vision and mission statements.

Vision Statement

'Our school is a Catholic community. Through the love of Jesus Christ, we inspire children to learn, grow, enjoy and be happy so that they are readily equipped for the next stage of their development.'

Mission Statement

'Living, Loving and Learning through Christ'



3. Christian Values

Our view of good behaviour comes from Gospel values with an emphasis on the 3 Christian values of Love, Peace and Respect.

CHRISTIAN VALUES	LOVE	PEACE	RESPECT
ETHOS	Be kind, helpful and good mannered.	Think first about Jesus, then about others and finally ourselves.	Look after each other and the school.

These values have helped shape what we expect to see the children to do and how they treat one another. To help them to do this, we have three simple school rules:

- ✓ Choose to be kind
- ✓ Choose to do your best in everything
- ✓ Choose to be responsible

Since all rules can be traced back to at least one of the Christian values, the behaviour policy will use them as the basis from which any rule in the school is formed. E.g. wearing the correct school uniform relates to respect. Treating each other as we would like to be treated relates to respect and love. Following your class rules relates to respect and peace.

4. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

5. Definitions

Good behaviour as we understand it at St Scholastica's is acting in accordance with the Christian values of the school. This is further explained in the 'Home-School Agreement' which every caregiver/teacher/pupil signs.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Making unkind remarks
- Answering back, rudeness
- Foul language and swearing
- Damaging property, including defacing property
- Stealing, including hiding another person's property
- Biting, spitting, hitting and kicking
- Aggression to adults
- Racist or derogatory comments that cause offence: *(racist/discriminatory/bigoted comments will be recorded and reported to Hackney Education)*
- Fighting or encouraging others to fight
- Forming gangs for the purpose of intimidating others
- Putting themselves, other children or adults at risk
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Any form of bullying

NB this list is not exhaustive

Sexual Harassment

Sexual harassment is defined as unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes; online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.

Possession of prohibited items

These can include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

NB this list is not exhaustive

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

6. Roles and responsibilities

6.1 The governing body

The St Scholastica's Governing Body is responsible for:

- Reviewing and approving the written statement 'Behaviour principles' and its 'Christian Values' (see section 13.1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

6.2 The headteacher

The headteacher is responsible for:

- Reviewing this behaviour policy in conjunction with the governors, giving due consideration to the school's statement of 'Behaviour principles' and its 'Christian Values'. The headteacher will also approve this policy.
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently.
- Ensuring the senior leadership team support staff in responding to behaviour incidents

6.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Implementing the behaviour policy consistently
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural or SEND needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

- Record behaviour incidents promptly using CPOMS

6.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Work in partnership with the school to maintain positive relationships

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated support sessions wherever appropriate. They will be supported to develop an understanding of the school's behaviour policy and our Catholic ethos.

From time to time, pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who are mid-year arrivals.

7. Home-School Agreement

This is a simple form of agreement that every parent/caregiver reads and signs when their child joins the school. Children of junior age are required to sign it as well and renew the signing every year. The agreement also sets out what the school undertakes to do for the children and what parents/caregivers undertake to do. Parents keep a copy, and the school keeps a copy for each child.

8. School Behaviour Curriculum

At St Scholastica's Catholic Primary School, we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept consequences when given
- Take responsibility for their behaviour
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet the behavioural expectations of the curriculum.

9. Responding to behaviour

At St Scholastica's, we have based our behaviour policy on a behaviour programme called 'Stay on Green'. When children are following school rules and behaving in an appropriate way, we say that they are showing 'green behaviour'. Our expectation is that everyone in the school community will aim to always show these behaviours.

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. All school staff will work to promote 'green behaviours' at every opportunity.

Class teachers and support staff will discuss 'green behaviours' with their class and ensure that the school rules and Stay on Green behaviour charts are displayed and used consistently. Class teachers and support staff should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules, behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Our Behaviour Policy allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

9.2 Super Skills

Super Skills are learning behaviours which enable children to succeed in their learning, school life and future. They are:

- | | |
|-----------------|--------------|
| ✓ Respect | ✓ Resilience |
| ✓ Independence | ✓ Aspiration |
| ✓ Determination | ✓ Motivation |

Each value has its own symbol to help the children remember them. All staff work with children to develop a deep understanding of each value and the associated behaviours so that they can happily demonstrate they are '*Living, Loving and Learning*' through Christ.' (see section 13.3)

9.3 Responding to good behaviour

All individuals need to receive regular praise and encouragement. We believe children should hear regular good news about their qualities and strengths, as well as constructive advice on how to improve when needed. Our Behaviour Policy ensures that all children receive regular 'good news' about themselves

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Praise

- Stickers
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Gold Awards*
- Dojo Points (Certificates for those who achieve milestones)**
- Certificates
- Free choice/Golden Time
- Headteacher's Award/Tea with the Head
- 'Special Mentions' and 'Shout Outs' in Celebration Assembly
- Children can be sent with "good work" to another teacher or a senior leader
- Class and individual certificates and prizes for attendance

NB this list is not exhaustive

*Class Dojo reward system is used to encourage positive behaviour in school. Children can earn Dojo points by demonstrating positive behaviour linked to our Super Skills, (see section 13.3). There are also incentives for the children to earn as many points as possible over the year, with certificates awarded as the children reach milestones, such as a bronze award for 50 Dojos and a silver award for 100 Dojos. 150 points for gold and 200 for platinum.

**As children receive praise they will move from green to bronze, silver and then gold. If a child achieves gold, they will be awarded a gold certificate in our Celebration Assembly (held on Fridays).

9.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent a reoccurrence of misbehaviour.

KS1 and KS2 have a clear structure of steps that staff will follow when dealing with misbehaviour (see pages 10 and 11). These steps are clearly visible in the classroom and playground. All adults are aware of the rewards and consequences in place to ensure consistency for all children. Strategies to help children to 'Stay on Green' can be used to help prevent further behaviour issues arising (see section 13.2).

Children in the Early Years use a 'Sunshine and Cloud' behaviour chart which is more appropriate to their age and understanding.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following consequences in response to misbehaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime.
- Loss of privileges – for instance, the loss of a prized responsibility
- Non-participation in a school trip/outing/workshop
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil on a behaviour chart
- Removal of the pupil from the classroom
- Suspension (Hackney Education guidelines to be followed)
- Permanent exclusion, in the most serious of circumstances (Hackney Education guidelines to be followed)

NB this list is not exhaustive

Any serious misbehaviour (Section 3) may result in immediate action mentioned above.



Classroom Consequences (Linked to the Behaviour Policy)

Process	Sanction	Contact	Recording
Verbal Warning			
↓			
Second warning	+	Blue Card	
↓			
Sent to the timeout table reflect	+	Complete reflection sheet* EYFS 5 mins, KS1 7 mins, KS2 10 mins An apology given	+
		+	Parents are contacted by the Class teacher
			+
			Entered in CPOMS
↓			
Sent to a member of the PL team	+	Child in PL class for the remainder of the lesson. Complete reflection sheet* as above	+
		+	Class teacher to contact parents
			+
			Entered in CPOMS
↓			
Sent to AHT	+	Internal exclusion for am/pm	+
		+	AHT contacts parents and meet in a formal meeting
			+
			Entered in CPOMS
↓			
Sent to HT	+	Whole day internal exclusion or external exclusion	+
		+	HT contacts parents and <u>arrange</u> a formal meeting
			Governors and HE informed
			+
			Entered into HT/HE incident report

**Reflection sheets will be completed with the support of an adult*



Playground Consequences (Linked to the Behaviour Policy)

Process		Sanction		Contact		Recording
Verbal Warning						
↓						
Move to reflection area	+	Remain in reflection area for 5 minutes				
↓						
Move to reflection area	+	Remain in reflection area for 10 minutes	+	Class teacher informed	+	Entered in the CPOMS – Class teacher to contact parent if behaviour repeated
↓						
Adult to escort child to SLT	+	Child misses following break	+	SLT contact parents	+	Entered in the CPOMS

9.5 Restorative Conversations and Reflection Time

When a child receives a consequence, they will have an opportunity to complete a reflection sheet using a restorative conversation (see section 13.4).

When dealing with misbehaviour, adults will support children by using restorative conversations and reflection time. This is to help children:

- ✓ accept responsibility for their behaviour and critique it;
- ✓ recognise the impact their behaviour had on others
- ✓ identify actions that can be taken to restore relationships.

The child will be supported by an adult to complete the reflection sheet, which is age appropriate and has been modified for pupils with SEND (see section 13.4). Reflection time is an essential component of the process as it allows children to think about their behaviour and how reconciliation with the other people involved can be achieved.

Children in the Early Years will be spoken using language which is more appropriate to their age and understanding to help them reflect and make better choices.

10. Responding to misbehaviour from pupils with SEND/Vulnerable Pupils

10.1 Recognising the impact of SEND/vulnerability on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability or a particular vulnerability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND/vulnerability, although we recognise that not every incident of misbehaviour will be connected to their SEND/vulnerability. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with Hackney Education and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

10.2 Adapting consequences for pupils with SEND/Vulnerable Pupils

We acknowledge that our behaviour systems will not work for every pupil and recognise that some children may need different strategies, rewards and sanctions; these will be discussed with the class team, SENCO and SLT, so that all pupils are catered for and have a system to follow which is motivational, realistic and achievable.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of safe handling
 - The needs of the pupils at the school
 - How SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development.

12. Monitoring this policy

This behaviour policy will be reviewed by the headteacher annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the full governing body

The written statement of behaviour principles (see section 13.1) will be reviewed and approved by the full governing body.

13. Appendices

13.1 Behaviour Principles Written Statement



Behaviour Principles Written Statement

At St Scholastica's, we aim to create and maintain a secure, welcoming and rewarding environment for all, in which good standards of behaviour, discipline and learning can flourish.

We believe that good behaviour is essential to allow our pupils to achieve their full potential. Good behaviour promotes effective learning.

We will build on positive patterns of behaviour that children have already learnt, and we will talk to the children about our expectations of the behaviour we expect from every child while they are a pupil at the school.

Children are the centre of school life and all adults will help children;

- To learn to love God and other people
- Value everyone in our family, Parish, and community

At St Scholastica's, are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept consequences when given
- Take responsibility for their behaviour
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

At St Scholastica's, we will use a system of rewards for good and improving behaviour, and consequences where standards fall below those expected. The rewards and consequences will be always applied consistently and fairly.

By order of the Governing Body of St Scholastica's Catholic Primary School.

Agreed at the Governing Body Meeting on:

Presented to Staff:

(Signed) _____ Date: _____
(Headteacher)

(Signed) _____ Date _____
(Chair of Governing Body)

13.2 -Strategies to help children 'Stay on Green'

It is important that children recognise that they can play an important role in supporting children to Stay on Green. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring
For short period of time.
- Tactical pausing
Pause, emphasises attention and focus.
- Non-verbal cueing
A clear, discussed cue that gives message.
- Name reminder
Integrate name into teacher talk.
- Proximity praise
Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.
- Behavioural direction
Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- Rule reminder
Could ask a question 'What is our rule for.....?'
- When.....then.....
Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- Partial agreement
Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....
- Stuck record
I would like you to..... The rule is.....
- Direct questions
'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.
- Directed choices
Within known rules or routines- refer back to rights roles and responsibilities.
- Assertive comment / direction / command
Clear, calm voice

13.3 Super Skills

 <p>RESPECT</p> <p><i>'Showing proper care or concern for someone's feelings, wishes, or rights'</i></p>	 <p>ASPIRATION</p> <p><i>'A hope or ambition of achieving something.'</i></p>	 <p>INDEPENDENCE</p> <p><i>'Being able to think or act for yourself.'</i></p>
<p>Saying please and thank you Listening to others especially if you have a difference of opinion to your own Encouraging other people Celebrating differences Taking turns Treating everybody the same Telling the truth</p>	<p>Pushing yourself to do your best Identifying a goal or something to work towards Knowing steps to achieve a goal Reaching for the stars Talking about progress Recognising strengths and weaknesses</p>	<p>Willing to try by yourself Being prepared to work hard Using your own initiative Being resourceful Showing confidence in your own ability</p>
 <p>RESILIENCE</p> <p><i>'Being able to recover quickly (bounce back) from difficulties'</i></p>	 <p>MOTIVATION</p> <p><i>'A desire or willingness to do something'</i></p>	 <p>DETERMINATION</p> <p><i>'The ability to continue trying to do something, although it is very difficult.'</i></p>
<p>Refusing to give up Not afraid to be wrong Coping with challenges and difficulties positively Persevering towards your goal Overcoming fear of failure Bouncing back from mistakes and learning from them</p>	<p>Being prepared to work hard Being able to say 'I will try no matter what' Striving for our personal best Willingness to participate positively in all activities Taking on and accepting constructive criticism</p>	<p>Willingness to use the Super Skills to help improve their work. Always trying your best Being eager to succeed in everything you do Taking things step by step Being persistent and tenacious Focusing specific skills or targets Putting extra effort into anything you find difficult.</p>

13. 4 Behaviour Reflection Sheets

Behaviour Reflection Sheet – KS1

CHRISTIAN VALUES	LOVE	PEACE	RESPECT
ETHOS	Be kind, helpful and good mannered.	Think of first Jesus, then others and finally ourselves.	Look after each other and the school.

1. What happened?

2. Who has been affected and how?

3. What should we do to put things right?

Behaviour Reflection Sheet – KS2

CHRISTIAN VALUES	LOVE	PEACE	RESPECT
ETHOS	Be kind, helpful and good mannered.	Think of first Jesus, then others and finally ourselves.	Look after each other and the school.

1. What happened?

2. What were you thinking at the time?

3. Who has been affected?

4. How have they been affected? (This is very important to reflect on)

5. What should we do to put things right?

6. How can we do things differently in the future?



Behaviour Reflection Sheet

What happened and who did it affect?

What zone were you in?



What could you have done that was different?

What zone are you in now?



Do you feel ready to return to class?

Behaviour Reflection Sentence Starters

CHRISTIAN VALUES	LOVE	PEACE	RESPECT
ETHOS	Be kind, helpful and good mannered.	Think first about Jesus, then about others and finally ourselves.	Look after each other and the school.

Reflection Sentence Starters (KS1)

1. What happened?

- "I did..."
- "It happened when..."
- "I was..."
- "I thought..."
- "I wanted to..."
- "I didn't think about..."

3. Who has been affected and how?

- "It made ___ feel..."
- "I think ___ was..."
- "It hurt/upset..."

4. What should we do to put things right?

- "I can say sorry to..."
- "I will try to..."
- "Next time I will..."

Reflection Sentence Starters (KS2)

1. What happened?

- "At first, I..."
- "Then I decided to..."
- "The problem started when..."

2. What were you thinking at the time?

- "I was thinking that..."
- "In my head I thought..."
- "I felt like I had to..."

3. Who has been affected?

- "This affected..."
- "I think it hurt..."
- "The people who were involved were..."

4. How have they been affected? (very important)

- "They might feel..."
- "It made them..."
- "It caused them to..."

5. What do you think about what happened?

- "Now I realise that..."
- "Looking back, I see that..."
- "I don't feel proud because..."

6. What should we do to put things right?

- "I can make it better by..."
- "I should say..."
- "Next time I could..."

7. How can we do things differently?

- "Next time, instead of..., I will..."
- "I will try to remember to..."
- "I could choose to..."

Reflection Sentence Starters (Primary SEND)

1. What happened and who did it affect?

- "I ..." (e.g. *I shouted, I pushed*).
- "It made ___ feel..."
- "It hurt / upset / worried..."
- "It changed how ___ felt because..."

2. What could you have done that is different?

- "Next time I can..."
- "Instead of ___, I could..."
- "A better choice is to..."
- "I will try to..."



Our School Rules



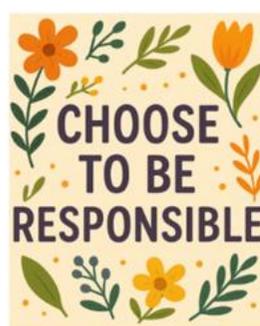
CHRISTIAN VALUES	LOVE	PEACE	RESPECT
ETHOS	Be kind, helpful and good mannered.	Think first about Jesus, then about others and finally ourselves.	Look after each other and the school.



The Good Samaritan - Luke 10:25-37



The Parable of the Talents - Matthew 25:14-30



The Parable of the Wise and Foolish Builders - Matthew 7:24-27



Home – School Agreement

Building a partnership based on respect

Pupil name: _____



'Living, Loving and Learning through Christ'



St Scholastica's Catholic Primary School Home School Agreement



THE SCHOOL'S RESPONSIBILITIES

We acknowledge our responsibility to support parents/carers in their task of nurturing their children towards human wholeness within a caring Catholic community.

Therefore, St Scholastica's will do its best to:

- Demonstrate our faith and our school's foundation in the teachings of Jesus Christ.
- Provide the experience of Catholic worship both in school and as part of the Parish Community
- Provide a friendly welcome to your child and a secure, stimulating environment in which to learn.
 - Inform you of any concerns or problems that could affect your child.
- Provide homework suitable to your child's needs and sign the reading record weekly.
- Provide you with opportunities to talk to the teacher about your child's progress and produce an annual report.
- Keep you informed of school policies and activities.
- Work in partnership with parents and carers to support the needs of their child

Signed _____

Date _____

PARENTS' / CARERS' RESPONSIBILITIES

As parents, we are the primary educators of our children, and we have an important role to play in supporting their learning at school.

Therefore I/we will do our best to:

- Support the school in promoting the Catholic values of St Scholastica's.
- Let the school know of any concerns or problems that might affect my child's/children's behaviour/emotional well-being.
- Ensure homework and reading is completed to a high standard and handed in on time.
- Ensure the reading record book is signed every day.
- Attend parent's evenings and parent information meetings.
- Ensure that my child follows the school uniform policy.
- Ensure that my child attends school on time and has good attendance.
- Not take holidays during term time.
- Support our healthy school and school travel initiatives.
- Observe the 'School Street Initiative' by not driving down Rendlesham Road during specified times.

Signed _____

Date _____

PUPIL RESPONSIBILITIES

I know that God has given me unique gifts and talents. I have a responsibility to use them wisely.

Therefore, I will do my best to:

- Live the school's mission statement in all that I do
- Follow our school/class rules.
- Use our Super Skills so that I can do the best work that I can.
- Show respect to all adults and other children in school.
- Behave sensibly so we can be happy and safe as we learn.
- Complete any homework set in the best way I can and present it neatly and on time.
- Think for myself and take responsibility for my actions.
- Arrive on time, wearing the correct school uniform, and bring all the equipment I need every day.
- Treat the school environment, equipment and property with respect.

Pupil's name _____

Class _____

Date _____