

ST. GABRIEL'S CATHOLIC PRIMARY SCHOOL

BEHAVIOUR POLICY



Adopted: October 2025

To be reviewed: October 2026

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St. Gabriel's is a welcoming school where:

We pray together, care for each other and learn together

We feel safe and respected

We try to do our best

Everyone is treated fairly

We have fun with our friends

With Jesus Christ at the heart of our loving Catholic community

At St Gabriel's, our behavioural culture is rooted in our Catholic Faith, Catholic Life and Mission, the Gospel Virtues, Catholic Social Teaching (CST) and the British Values. At the heart of our behaviour policy is the belief that all children at St. Gabriel's are important and valued and they all have a right to be educated in a safe, calm and purposeful environment, which is essential to be able to support their learning and personal development effectively.

Everyone – children, staff and visitors – has the right to feel happy, safe and respected. We inspire everybody in St. Gabriel's to shine in their own way, in a safe, welcoming and nurturing school. We learn, work and serve together in unity with the school, church, families and community, to grow in God's way and be a witness to our faith.

Our Behaviour Policy sets out the expectations, strategies and approaches used within school to ensure that rewards and sanctions are fair and proportionate. As a school, we aim to create a positive and successful learning environment and grow ever more 'with Jesus Christ at the heart of our loving Catholic community.'

'What does a St Gabriel's Learner look like?'

'What does a St Gabriel's Learner look like' sets out behavioural and conduct expectations for our children. The sorts of behaviours, actions, attitudes which will help them access school life successfully and support them in fulfilling their potential so fully use their individual God given gifts and talents.

'What does a St Gabriel's Learner look like' has two elements:

Should – This links to 'compliance behaviour' which outlines the behaviours and engagement that all children are expected to demonstrate on a daily basis.

Shine – This links to behaviours and engagements which go beyond pure 'compliance' with the school's high levels of expectation and outlines behaviours and engagement which are above and beyond, for example showing

additional effort, application and attitude. These behaviours are recognised and celebrated by the whole school community.

‘What does a St Gabriel’s Learner look like’ forms the basis of our approach to supporting classroom (and wider) behaviour.

Classes have devised their own positive behaviour systems, based on ‘What does a St Gabriel’s Learner look like’ to ensure whole school consistency, which respond to the needs of the children in each individual year group. Year group systems, in particular, focus on encouraging and celebrating all children so they achieve ‘Shine’ behaviour.

What does a St Gabriel's Learner look like?

Should

Shine

Caring
for God's
Creation.

Follow
instructions
from an adult
first time.

Put the
needs of
others first.

Be
prepared to
take on
extra
challenges
in school
work.

Move round the
classroom and
school quietly
and sensibly.

Be ready to learn
and focussed
during lessons.

Put the
Virtues into
action.

Include others
in activities,
playtimes,
groups.

Takes care of
resources and
school
property.

Treats others
fairly.

Extra effort
in school
work.

Be a kind
friend.

Take pride in
school work.

Helping others
without
prompting.

Represent the
school well to
visitors.

Remembers that
we are all
Children of God.

Puts Jesus at
the heart of
everything
they do.

Being pro-active
in looking after
school resources

Expectations

In the table below, we have set out ‘Our Expectations’ - the types of behaviours and actions we do or don’t want to see. The list below is a guide and is not exhaustive. It is always underpinned by our journey to grow ever more as a community with Jesus Christ at its centre.

| In the Classroom |
|--|
| Enter and leave classroom sensibly and quietly. |
| Speak politely at all times. Never talk over other people, especially adults. |
| Use an appropriate ‘indoor voice.’ Do not shout across the classroom. |
| Follow instructions and directions from adults promptly. |
| Treat equipment with respect. |
| Be on task – do not disrupt the learning of others. |
| Around School |
| Walk – always walk around school, never run. |
| Walk quietly and, when prompted, silently. Always enter and leave the Hall (for assemblies, Masses etc.) in silence. |
| Move from one space to another in a calm and orderly manner. |
| Only move around school when asked to by an adult or with the permission of an adult. |
| Be respectful to everyone you encounter when you are moving around school. |
| If you meet an adult at a doorway, let the adult through first. |
| When moving around school in a group or a class, walk ‘one behind the other.’ |
| On the Playground |
| No games involving fighting – pushing, hitting, grabbing, shoving etc. - are to be played. |
| Speak politely and kindly to everyone. |
| Follow instructions and directions from adults promptly. |
| Never use bad or unkind language. |
| Use all equipment respectfully and carefully. |
| Do not interfere or upset the games of others. |

In the Dining Hall

Walk – always walk, never run.

Line up – on the playground and in the dinner queue quietly and sensibly, use indoor voices. Never shout to another person ‘across the Hall.’ Do not leave the line.

After collecting food and cutlery go directly to a seat.

Remain in your seat until you have finished eating. If you need any help, please put your hand up.

Uneaten packed lunch food is to be taken home.

Use good manners.

Respond straightaway to directions and instructions from Lunchtime Supervisors.

Staff Strategies

Below is an overview of strategies staff can draw upon when needing to deal with behavioural issues. The list below is a guide and is not exhaustive. It is always underpinned by our journey to grow ever more as a community with Jesus Christ at its centre.

| Low Level Disruption | |
|---|---|
| Step One | Verbal reminder from class teacher |
| Ongoing sharing of classroom behaviour expectations. Links made to Should and Shine. Verbal prompting. Encouragement Highlighting positive behaviour within the classroom. Links made to Gospel Virtues. Informal conversation with parents / carers. | |
| Disruptive Behaviour | |
| Step Two | |
| Verbal Warning. | |
| Verbal warning from class teacher | |

| | |
|---|--|
| Removal to another area of the classroom. Individual conversation with the class teacher – what the disruptive behaviour is – what change the class teacher needs to see. Use of non – learning time to finish work not completed because of disruptive behaviour. Conversation with parents / carers. Behaviour which impacts significantly on the learning and / or well – being of others. | |
| Step Three | Yellow Card (if appropriate, this could include time out in parallel class) |
| Step Four | Red Card – removal from classroom to member of SLT. All Yellow and Red Cards need to be recorded on CPOMS by class teacher. Class teachers will inform parents / carers of the issuing of Yellow and Red Cards. Three Red Cards over a half term will trigger a meeting between parents, class teacher and SLT. The class teacher will also be responsible for producing and monitoring an Individual Behaviour Plan for the child. Issuing of Yellow and Red Cards to be monitored through monitoring cycle / learning reviews |

Rewards

We praise and reward children for behaviour which shines in a variety of ways through class rewards provided by the teacher in response to children's individual successes and achievement and through whole school rewards.

From a whole school perspective, children's positive behaviour and achievements are celebrated during weekly KS1 and KS2 with an ever-growing range of shining achievements celebrated, which include:

- The totals and the weekly winner of the house points- linked to school's house point saints- are announced, to celebrate the achievement of each house. This is clearly displayed in the school hall so that all can see.
The use of class house points is a whole school approach.

- Gospel Virtues certificates are linked to the half termly focus of pairs of Gospel Virtues using Jesuit Profile. Teachers are giving the opportunity to explain how the chosen child, in each class, has demonstrated the focus Gospel Virtues that week.
- CST Star certificates celebrate the children, in each class, who have lived out our CST principle that particular week, and their class teacher explains how they have demonstrated this.
- Gospel Virtues certificates and CST Star certificates are given out of an alternating weekly basis so that at least one of these very special aspects of a Catholic life is celebrated weekly.
- Learner of the week is celebrated in the same way as Gospel Virtues/CST Star certificates but on a weekly basis.
- The KS1 and KS2 reader of the week is celebrated each week based on the most minutes accumulated on the Track my Read app.
- The best class attendance is celebrated each week.

The list outlined is a guide and is not exhaustive as many other whole school celebrations are shared such as the progress of pupil leaders in their particular endeavors (Ministers of Faith, Mini Vinnies, School Council) as well as the Sports' update from our sporting teams etc.

The role of adults in the classroom

Good behaviour and discipline of the children is the responsibility of all staff at St Gabriel's. Staff set the standards and expectations for the pupils. They provide the encouragement and motivation for pupils to 'shine' and be the best they can. It is the responsibility of all staff to ensure that the school expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teacher is encouraged to discuss concerns about behaviour with parents at the end of the day, when deemed necessary, as we work in close collaboration with parents. In addition to this, they will discuss with SLT concerns about behaviour and well-being.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all staff and children in the school. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher has the responsibility for giving fixed-term suspensions and exclusions to individual children if deemed appropriate. All exclusions are reported to the school governors.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the deputy or Head Teacher, and finally school governors, through the school complaints procedure.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.