

## St Benedict's C. of E. VA Junior School

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## Behaviour Policy

Agreed by:		
NAME/ROLE	SIGNED	DATE
Helen Roper – Co-Chair of Governors		May 2026
Mr P Ranger - Headteacher	<b><i>PD Ranger</i></b>	May 2026

Next review due on or before:	May 2027
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## READY, RESPECTFUL, SAFE

*This behaviour policy is designed to complement the policy at St John's C of E Infant School, our feeder school.*

At St Benedict's Junior School, we are committed to creating an environment where exemplary behaviour is at the heart of excellent learning. We expect all members of our school community to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. In order to meet our vision of nurturing and educating the whole child, we adhere to the values of being: '**Ready, Respectful, and Safe.**'

We firmly believe that all children have the right to learn in a positive environment. 5 pillars of practise underpin our behaviour policy:

1. Consistent, calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative follow-up

St Benedict's principles: '**Be Ready, Be Respectful and Be Safe**'

The school has three simple rules: '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have a bespoke individual APDR (Assess, Plan, Do, Review) document which may include rewards to reinforce positive behaviour. Our SENDCo, Inclusion Manager or Learning Mentor will be involved in supporting these children.

**Ready.** Children are expected to be 'ready' to learn – to be organised, demonstrate listening, attention and to be focused.

**Respectful.** St Benedict's is a community rooted in respect. All members of our community – children and adults, are required to be respectful towards one another. Peer-on-peer bullying (in person or online), discrimination or prejudice will not be tolerated. Harmful behaviours, whether verbal, physical or sexual, are not tolerated and will be dealt with immediately.

**Safe.** Keeping yourself and others safe is non-negotiable. Examples include walking sensibly, not fighting, following adult instructions regarding equipment and out in the playground. This also incorporates keeping yourself and others safe online, in line with our computing policy. Online safety is taught explicitly in class each term.

### **Aim of our behaviour policy**

- To provide a clear guide for children, staff and parents of expected levels of behaviour.
- To provide a safe, comfortable and caring environment where optimum learning takes place.
- To ensure that all learners are treated fairly and shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.

### **Purpose of our behaviour policy**

To provide simple, practical procedures for staff and pupils that:

- Foster the belief that there are no 'bad' pupils, just 'bad choices'.
- Encourage pupils to recognise that they can and should make 'good' choices.
- Recognise behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

### All staff must:

- Take time to welcome pupils at the start of the day.
- Develop positive and meaningful relationships with the pupils in their care.
- Never walk past or ignore pupils who are failing to meet expectations ('the behaviour you walk past is the behaviour you accept').
- Always redirect pupils by referring to 'Be Ready, Be Respectful and Be Safe'.
- Deliberately and persistently catch pupils doing the right thing and praise them in front of others.
- Model positive behaviours.
- Remain calm and keep their emotion for positive responses.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.

### The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/postcards and certificates.
- Ensure staff training needs are identified and targeted.
- Support teachers in managing pupils with more complex or challenging behaviours.

### Relentless Routines

Children are offered a positive and relationship-building start to each day by being met and greeted by their class teacher, the **'daily meet and greet'**. In order to maintain a safe environment and be respectful to other learners, children and adults must walk quietly around the classroom and shared spaces. We call this **'wonderful walking'**. During larger gatherings such as collective worship, children and adults should arrive and leave quietly and listen attentively to the person leading the session. During activities, noise should be kept to a level where the adult can give an instruction without raising their voice. At the end of playtime, children are expected to quietly line up in a **'lovely line'**. All staff are expected to take responsibility for behaviour around the school and inappropriate behaviour should consistently be challenged. The class community are expected to show respect and readiness to others by listening attentively, not distracting others and remaining focused on their learning.

### Rewards and Positivity

In order to promote good behaviour in the classroom and school, a positive atmosphere should be created in which children who go 'above and beyond' are recognised and rewarded.

Our Rules	Visible Consistencies	Over & Above recognition
<ol style="list-style-type: none"><li>1. Be Ready</li><li>2. Be Respectful</li><li>3. Be Safe</li></ol>	<ol style="list-style-type: none"><li>1. Daily Meet and Greet</li><li>2. Lovely Lines</li><li>3. Wonderful Walking</li></ol>	<ul style="list-style-type: none"><li>• Specific, direct praise from adults,</li><li>• Pupils nominate peers for 'Values' award,</li><li>• Class Dojo points,</li><li>• Positive notes sent home praising a child's behaviour</li><li>• Positive Dojo messages home from staff,</li><li>• Sharing excellent learning/work/behaviours with other members of the school,</li><li>• Weekly celebration assemblies at which children receive certificate/s and recognition and are praised.</li></ul>

### Sanctions:

At St Benedict's, we praise and give attention to the behaviour we want to see. However, we recognise the importance of consistent consequences for behaviour that breaks our rules of **'Ready, Respectful, Safe'**. Below is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear. All learners must be given 'take up time' in between steps and it is not

possible to leap or accelerate steps for repeated low-level disruption. Learners are held responsible for their own behaviour - no whole class or group punishments are given out for individual behaviours. Staff will deal with almost all behaviour without delegating, although senior staff will be available to support with extreme behaviour. Behavioural incidents will be recorded on CPOMS by staff and monitored by the Senior Leadership Team.

	Steps	Actions
1	Reminder	A reminder of our three rules (ready, respectful, safe), delivered privately where possible. A chance for the child to re-focus.
2	Caution	A clear verbal caution delivered, where possible, privately, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. <i>If you can't choose to be (Ready, Respectful, Safe), I will ask you to stay back at the end of the lesson for 2 minutes so we can talk about your choices.</i>
3	Two minutes	If the child has not re-engaged, the pupil will be told to, <i>'Stay behind for 2 minutes after the lesson'</i> . This two minutes cannot be removed or reduced. It will be an opportunity to discuss the behaviour and restore the relationship between teacher and child.
4	Time out	Time out may be a short time outside the room or in, for example, the Beehive. The Inclusion Manager/Learning Mentor may be called upon at this point. This step is only necessary if the child needs to calm down, breathe and compose themselves. Again, they are reminded of their previous conduct/attitude/learning. The child is given a final opportunity to re-engage with the learning / follow instructions. This incident will have to be recorded on CPOMS. <i>After continued inappropriate behaviour. I noticed you are still... You have chosen time out.</i>
5	Repair - a restorative conversation	This should be a talk during playtime with the teacher who has been involved. Serious incidents where a child has been unsafe may require a more formal meeting involving parents/carers or senior leadership.
'Pay it Back time'		An appropriate action linked to the incident. For example, if a child has not completed class work due to failure to respond to positive strategies, work will be sent home. Another example would be if there has been vandalism in the playground, we may ask the child or children involved to help repair the damage.
Parental Involvement		We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, Dojo message, or an informal or formal meeting.

In red are the scripts staff will use. These scripts are used consistently by all staff in response to undesirable behaviour. They remove the opportunity to get into protracted discussions with children and provide a consistent approach. We resist endless discussions around behaviour and spend our energy returning learners to their learning.

### Dangerous behaviour

If a child's behaviour becomes unsafe, then SLT or the Inclusion team will be called for immediately. Children's safety is a priority, and children will be removed from any unsafe situations. Children will only be held (in accordance with Team Teach principles) if they are in danger of hurting themselves or others. Our script in these cases will be: *'You are not being safe. We need to keep you safe. I need you to...'*

### Restore Reparation meetings

At St Benedict's, Restore Reparation meetings are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps: What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Staff will take responsibility for leading Reparation meetings; members of the Senior Leadership Team will support when requested.

## BEHAVIOUR PATHWAY

1. Reminder
2. Warning
3. 2 minutes after class
4. Time-Out/Calming Time
5. Follow up/Reparative Conversation

*Should a member of staff feel, using their professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the pathway below:*

6. Sent to SLT/DHT/HT
7. Parents Phoned
8. Parents called to school
9. Seclusion (an internal supervised exclusion in school)
10. Suspension/Exclusion

### **Persistent Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood experiences, family circumstances or special educational needs. As a school we recognise that their behaviour is their way of communicating their emotions. These children will have bespoke APDR documents, which will describe planned outcomes and the support to be put in place towards these. They will be drawn up in conjunction with the class teacher, Inclusion Manager and/or SENDCo and shared with family members. We work with a range of other agencies including Parent Family Support Advisors and [Educational](#) Psychologists.

Suspensions/exclusions may occur following extreme or persistent incidents at the discretion of the Head. All exclusions must be fully documented and recorded. No child can be sent home unless they are deemed to have been excluded.

### **Team Teach**

At St. Benedict's, staff are trained in Team Teach positive handling strategies, through a whole school approach, with a firm commitment to de-escalating serious incidents. Team Teach uses a range of gradual and graded responses to reduce the probability of challenging behaviour escalating towards violence, with the emphasis on prevention through environmental management, de-fusion and de-escalation. Staff only intervene physically or restrain children to prevent injury to a child/adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The school will record all serious behaviour incidents on CPOMS, and any restraints are recorded in the Bound Book.

In line with the new DfE guidance, from April 2026, any instances of restrictive intervention will be reported to parents on the day of the incident. Incidents must be recorded on CPOMS.

When faced with a situation that may result in restrictive intervention, this should be a last resort, with other methods of de-escalation preferred. In this instance, members of staff will escalate their concern to senior leaders and will give the child space.

When determining whether to use restrictive intervention, the following must be considered:

- Is it necessary?
- Is it proportionate?
- Have you considered the pupil's welfare?

All incidents that result in restrictive intervention will be reviewed by staff afterwards. Any review will include a senior staff member. All reviews will focus on the sequence of events; actions of staff members and pupils and what can be learned and applied to future incidents.

### **Appendix 1: St. Benedict's Governors' Written Statement of Behaviour Principles**

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- Restrictive interventions, including reasonable force, are only used as a last resort, and in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life
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The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.