



# Catholic School

***“Learning Together,  
Loving God”***

## **Behaviour Policy**

This policy works alongside our Safeguarding and Child Protection and Anti-Bullying Policies

Reviewed July 2025

To be reviewed July 2026

## AIMS

At Notre Dame du Rosaire Catholic Primary School we seek to create an environment that truly reflects the teaching of Christ, valuing and respecting each and every individual. We believe that everybody has a right to be treated equally and well. Children have the right to work, play and learn in a positive, supportive environment and all adults have the right to work in an atmosphere of mutual respect. Therefore, we encourage an atmosphere where everybody is treated with understanding and respect and is helped to develop his/her full potential and grow within a happy and secure environment.

Notre Dame is a UNICEF Bronze Rights Respecting School. We are proud to promote the United Nations Convention on the Rights of the Child and ensure that the whole school community learns about their rights and shows respect for each other.

We feel that teaching and learning is at its most effective when there is good behaviour and discipline. Behaviour in a school is at its best when staff and children respect one another and each values the contribution the other is making. It is further enhanced when parents work in partnership with school.

We acknowledge that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), we aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, our Golden Values and Mindset attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

We acknowledge the importance of the partnership that is needed between parents, staff and children for this policy to succeed. The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. Therefore this policy is designed to encourage good behaviour rather than to merely deter anti-social behaviour. It lays out the schools expectations for pupil, staff and parent behaviour, so that everyone can teach and learn in a mutually respectful environment.

## **SAFEGUARDING CHILDREN**

Notre Dame du Rosaire Primary School is committed to safeguarding and promoting the welfare of all of its learners, and this commitment is woven through everything that it does. At all times, the best interests of the child must come first.

This behaviour policy sits alongside the Safeguarding and Child Protection Policy and it extends to school activities taking place outside of the normal school day, and to school activities taking place off-site.

## **RESPONSIBILITIES**

### **Role of the Headteacher**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying, sexual harassment and racism.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.

### **Role of the Class Teacher (including PPA, Supply and Support Teachers)**

It is the responsibility of class teachers to ensure that the school rules - Golden Values, are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher is responsible for picking up their children from the playground and ensuring they walk sensibly and show respect. The class teacher must be a role model for all children and treat each child fairly and ensure the behaviour policy is followed consistently. The teachers treat all children with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents as per the behaviour policy steps. The class teacher should report any incidents to parents once the child reaches step 4 on the policy and record on CPOMS linking the phase leader. However, if misbehaviour continues, the class teacher should follow the steps and seek advice from the phase leader in the first instance and then the Deputy and Head Teacher. This should also be [put on CPOMS and HT linked.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the States of Guernsey Reporting and Assessment Policy. The class teacher may also contact a parent (in discussion with the ALNCO and the Headteacher) if there are concerns about the behaviour or welfare of a child.

### **Role of Support Staff (including LSAs and Lunchtime Supervisors)**

Support staff have an extremely important role to play in working with the class teacher to help to set and maintain the tone for behaviour within the classroom they are working in and the general school environment. It is the responsibility of LSAs (Learning Support Assistants) and Lunchtime supervisors to ensure that the Golden Values are followed and

understood. The support staff must be role models for the children and treat each child fairly and enforce the Behaviour Policy consistently. The support staff treat all children with respect and understanding.

They should always inform class teachers of any inappropriate behaviour and should also follow the behaviour policy steps.

### Role of the ALNCO

Where a child's behaviour causes concern, the class teacher may need support from the ALNCO and they will both endeavour to work with the parent to reach an improvement. The ALNCO and class teacher may need to prepare an Individual Behavioural Plan (IBP) for children who need help with their behaviour choices in school. This is always discussed with parents and can also be sent home each day for parents to see.

There are several agencies we can call on for support and guidance. These include:

- Les Voies Outreach Service
- Educational Psychologist
- School Nurse
- Inclusion and Education Services
- School Attendance Service
- Child and Adolescent Mental Health Service (CAMHS)

### GOLDEN VALUES – OUR SCHOOL RULES

Our rules are taken from the words of Jesus: ***'I give you a new commandment: love one another. If you have love for one another then everyone will know that you are my disciples.'*** (John 13, 34-35). They are a simple set of 'do's and don'ts' which help us understand what He is asking of us:

**To try to live as Jesus showed us:**



## WHOLE SCHOOL REWARD SYSTEM

All teachers use Class Dojo and children are awarded Dojo points for their work and/or behaviour. This is the main way of communicating with parents and they will receive alerts on their mobile phone when their child has been awarded a Dojo point. Dojos will be recorded on a Dojo Bingo card and children are awarded a sticker for every 50 Dojos they receive. They will also be able to put a token in their house token box

The school has a 'Celebration' assembly every Friday where work and behaviour are acknowledged and applauded. Photos of the children are put on display in the entrance hall. Nominations from the staff are invited for the children who have kept to the week's Golden Rule and they receive a golden sticker and certificate from the Headteacher. A photo of the children selected is displayed for the coming week.

At the end of each half-term, a chosen child from each class will have lunch with the head and deputy Headteacher. They will be recognised for hard work, attitude, good progress and behaviour. This will be shared with parents.

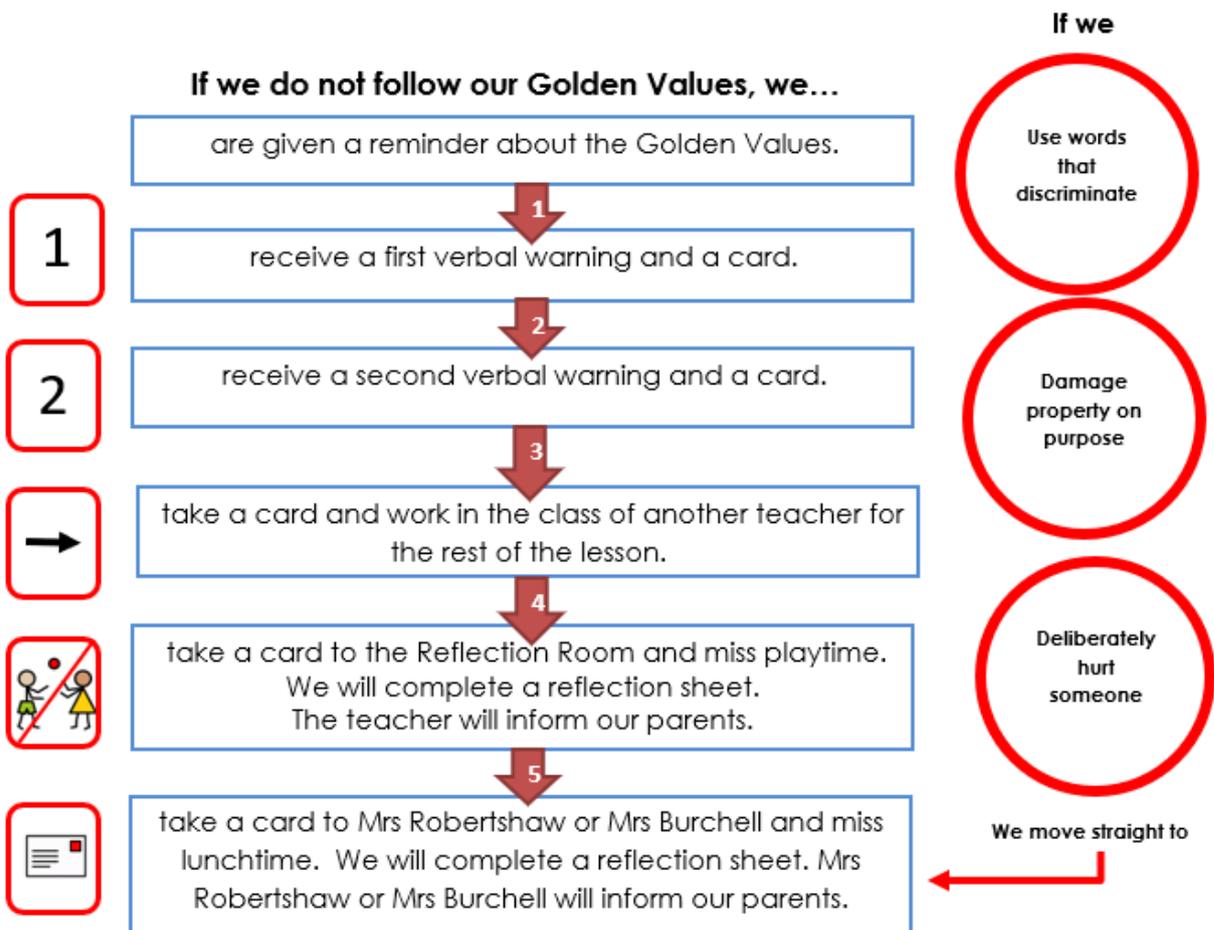
Pupils are allocated to a 'House' when they start at Notre Dame. There are four Houses: St Joan, St Sebastian, St Bernadette and St Patrick. Children's Dojo points are totalled and they receive token points for their House according to the number of Dojo points they achieve. A shield for Dojos and attitude and a cup for sports are presented to the winning house at the end of the year.

## REWARDS AND SANCTIONS

If we follow the Golden Values, we celebrate!



# Behaviour Policy Steps



We are 'STARS' in the class, 'Shine in the Line' and always do 'Fantastic Walking'

**Remember, there is a fresh start every day.**

**"Seventy times seven"**

Matthew 18:22

Please note that these sanctions are based on the teacher's' knowledge of each and every child and the age and stage of a child. The recognition of trauma experienced by any child in the class means that sometimes sanctions are supportive rather than merely punitive.

## PSHE and RHE

All classes use the Guernsey PSHE Scheme and the RHE scheme, living Life to the Full as a tool for promoting positive behaviour

## Team Teach

Some of the teachers and learning support assistants are trained for Team Teach at Notre Dame du Rosaire. Team Teach's aim is to enhance quality teaching, effective learning and personalised caring, by increasing staff confidence and competence, whilst

promoting and protecting positive relationships. Team Teach's method is to provide training for child and adult services in positive behavioural strategies, designed to reduce anxiety, risk and restraint. Team Teach restraint techniques will only be used as a last resort when all other strategies such as distraction or diversion techniques have failed.

**Exclusion from school:** A pupil whose behaviour is a danger to others or who severely disrupts the education of other pupils may be excluded from school for a fixed or indefinite period. The Education Department's policy on exclusion must be followed. Exclusion is a last resort and would only take place either when all the above strategies had failed or the behaviour is so extreme as to make exclusion unavoidable.

Exclusions from lunchtime will be considered if a child repeatedly violates the Behaviour Policy during this time.

In all dealings with disruptive pupils the principles and values of the school must be kept uppermost. We must make it clear that we do not tolerate poor behaviour choices but at the same time uphold the dignity and self-esteem of the disruptive child. The school aims to be a place of genuine forgiveness and there must be 'seventy times seven' opportunities for reconciliation. That is the challenge of upholding the values of the Gospel.

### **School Trips and Residentials**

The school reserves the right to withdraw any child from an educational visit if the child repeatedly displays poor standards of behaviour in school and it is considered that this behaviour would pose a serious health and safety risk. Reasonable adjustments will be made for children with challenging behaviour, such as one-to-one support. However, if the safety of a child (or others) cannot be guaranteed because of their inclusion in the visit, then that child will not be included. Risk Assessments will always determine decisions on inclusion in all school trips.

## **ADULT BEHAVIOUR**

We also believe staff and parents are entitled to enter and work within a safe, protective and respectful environment. All staff should model the highest standards of behaviour and professionalism in the workplace and speak to each other with courtesy and respect and the same goes for parents in the playground and communal areas.

All adults (staff and parents) set a good example to children at all times, showing them how to get along with all members of the school and the wider community. See States of Guernsey Behaviour Policy for more information <https://www.gov.gg/behaviourpolicy>

Types of behaviour that are considered serious and unacceptable will not be tolerated towards any member of the school community are listed below. This is not an exhaustive list but seeks to provide illustrations of such behaviour: See States of Guernsey Managing Abusive and Aggressive Visitors Policy

- Shouting, either in person or over the telephone
- Inappropriate posting on social networking sites which could bring the school into disrepute or be deemed as bullying
- Speaking in an aggressive/threatening tone
- Physically intimidating, e.g. standing very close
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person

- Swearing
- Pushing or any form of physical contact
- Spitting
- Racist or sexist comments including sexual innuendo

### **Social Media**

Staff follow the schools 'Personal Technology' policy.

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases, other parents/pupils. Notre Dame du Rosaire Catholic Primary School considers the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have **must** be made through the appropriate channels by speaking to the class teacher, the Headteacher or by making contact with Education Services, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer of a child/ren being educated at Notre Dame is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site and to Education Services. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately. In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites.

Additionally, and perhaps more importantly is the issue of cyberbullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare.

Unacceptable behaviour may result in the Police being informed.

The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse.

### **Other types of inappropriate behaviour include**

An adult approaching another child in an aggressive or inappropriate way- The adult will be spoken to immediately and the issue investigated by a staff member. This will be reported to the Headteacher and recorded. The adult will receive a warning letter.

A parent approaches another parent in an aggressive way - The parent should report this to a member of staff or Headteacher. The offending parent/s will be spoken to as soon as possible after the incident and reminded that we have a zero tolerance of inappropriate behaviour.

For 'parent' read for any adult who accompanies children onto the school site.

\*\*Inappropriate behaviour means disrespectful conduct towards people or property within the school site.

This policy is available to parents on the school website. Hard copies may be requested from the School Office.