



# Behaviour Policy

*We learn to love and love to learn with Jesus*

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## BEHAVIOUR POLICY

### 1. Introduction

At Our Lady Catholic Primary School, everyone is a valued member of our school community. We strive to promote all characteristics of human development – intellectual, physical, emotional, spiritual, moral and social. We are a community of faith, based on relationships nurtured by the love of God and our neighbour, underpinned by the teaching of the Catholic Church.

We believe that every person in our school community has the right to expect and receive respect. Developing the ability to forgive and enable a fresh start is at the heart of our therapeutic and relational practice.

Our school uses the Hertfordshire Therapeutic approach which support a relational ethos, early intervention and professional responses to complex, challenging or high risk behaviours. It prioritises the pro-social experiences and feelings of everyone within the dynamic.

This policy is to be read alongside:

- Anti-bullying and Harassment policy;
- Special Educational Needs and Disability policy;
- Child Protection and Safeguarding policy;
- Restraint and Restrictive intervention policy;
- Preventing and dealing with Racist Incidents policy.

### 2. Aims

- To reflect our Catholic tradition and values enabling forgiveness and fresh starts;
- To improve educational outcomes for all pupils by promoting self-regulation, independence and supporting their engagement with education;
- To improve educational outcomes for all pupils by promoting self-regulation, independence and supporting their engagement with education;
- To provide explicit approaches to manage challenging behaviour, resolve conflict and repair harm;
- To keep all children and staff safe;
- To create an environment that expects and promotes positive behaviour as the basis for effective learning;
- To ensure respect for the uniqueness of every individual in our school community.

Everyone in our community is expected to play their part in promoting positive behaviour.

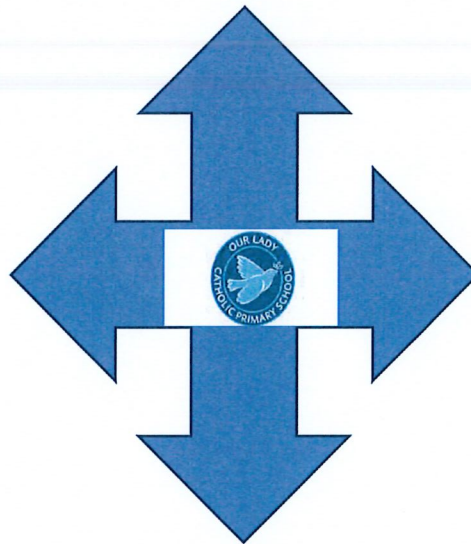
#### **Staff:**

- Consistently apply the relational behaviour policy which is predictable, systematic, consistent and habitual;
- Give opportunities to develop social skills and emotional literacy;

- Create and teach a curriculum that enables pupils to engage;
- Ensure that pupils listen, are listened to and value others;
- Help pupils to gain the ability to make choices about their behaviour;
- Agree a class code of conduct based on the school rules which makes rewards and consequences explicit;
- Help pupils understand their rights and responsibilities as members of a Catholic school community;
- Be a positive role model demonstrating positive behaviour towards members of the school community;
- Inform parents (or in the case of support staff inform the class teacher) about their child's welfare or behaviour and, where required, work alongside parents.

**Parents:**

- With trust and faith, support the school in understanding the children's behaviour;
- Help celebrate positive behaviour in school;
- Be a positive role model demonstrating positive behaviour towards members of the school community;
- Contact the school early with any concerns/worries.;
- Work with the school proactively to find solutions to any difficulties.



**Governors:**

- Offer support and challenge to the school;
- Support the school in understanding the pupils' behaviour;
- Promote the school in the wider community;
- Give support, when necessary, to the headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues;
- Review the effectiveness of the policy.

**Pupils:**

- Follow the class rules and the school's Code of Conduct/Behaviour Contract;
- Make it possible for all pupils to learn in class;
- Value and care for themselves, others and the physical environment;
- Resolve disputes positively developing a sense of fairness;
- Represent the school community positively when outside school;
- Be aware of their own emotions and actions and take responsibility for these;
- Have respect for all regardless of difference, culture, religion, race or gender;
- Develop an appropriate reaction to any incidents of bullying or abuse;
- Report behaviour that concerns, hurts or worries them to an adult;
- Support and forgive each other when things go wrong or they make mistakes and be open to the idea of reconciliation.

### 3. Expectations of Pro-social Behaviour:

At Our Lady Catholic Primary School we have high expectations of prosocial behaviour, which reflects our key principles. We are committed to helping each pupil to develop personal responsibility in school, by respecting self, others and all of God’s creation. It is important that all colleagues in all areas take responsibility for and are proactive in teaching and maintaining high standards. All children are encouraged to be independent in the regulation of their behaviour, making good decisions and responding to their environment appropriately.

Each class formulates a set of class rules at the start of each academic year. They also sign a behaviour contract which is displayed in a prominent position in the classroom. The rules are explored with children as to what they may look like in practice. All staff make reference to these rules to praise children when they see them being followed and to remind children when they see a rule not being followed.

In practice, the three rules are unpacked in an age appropriate fashion and could include the following aspects and examples:

	Be ready	Be respectful	Be safe
<b>Inside the school building</b>	Staying on task; Waiting quietly/listening to music when assembly is starting; Having equipment needed e.g. pencil to write; Wearing PE kit on the right day.	Knowing when it is appropriate to talk or to be quiet; Respect for others’ space and right to work; Listening to each other and adults – no calling out; Putting equipment away in the right place; Opening doors for others or waiting for someone to pass through; Waiting for an adult to stop speaking (e.g. to another adult or child); Tell the truth.	Washing hands before entering and leaving the classroom; Walking in the classroom and corridor; Waiting at doors when directed; Follow the rules when using the internet and electronic equipment - both in and out of school; Report any problems to an adult.
<b>Outside the school building</b>	Coming in for lunch when called; Stop playing when the bell rings.	Using bins for litter; Use equipment properly.	Walking from playground to the classroom; Remaining in their play area.

#### 4. Planned Response to Pro-Social Behaviour

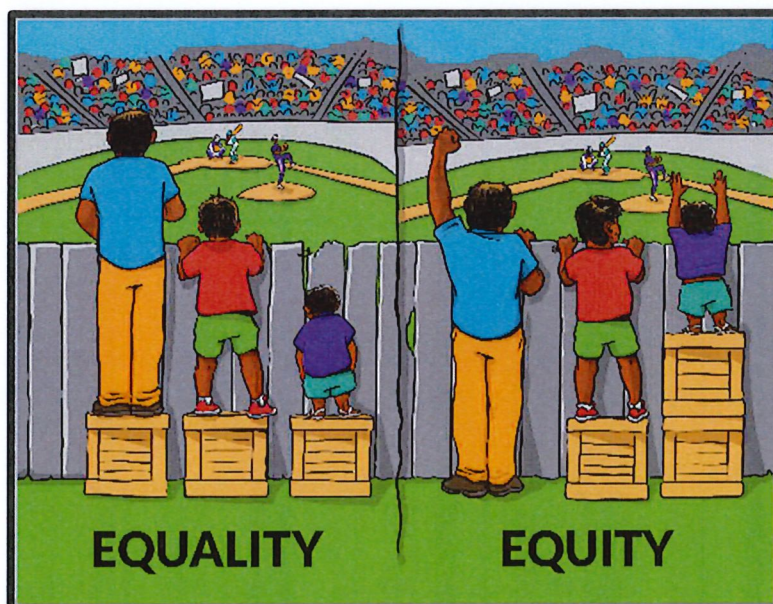
We teach behaviour as we teach other areas of the curriculum through modelling or and praise for good practice. Pupils are taught about their feelings and emotions during every day teach opportunities, PHSE lessons and the Zones of Regulation curriculum.

A calm, engaging, well ordered learning environment with opportunities to grow withing a positive structure is conducive to good behaviour as it is to good learning. Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others from their community. However, we believe in 'catching the children getting it right' and use a variety of external regards to help make this explicit to children e.g.

- Verbal praise from adults and peers (being mindful of individual needs and responses to praise);
- Inform class teacher if another member of staff has noted the behaviour;
- A nod, smile, thumbs up;
- Class reward system e.g. stickers, certificates, table points (these must be communicated to all adults working in the class);
- Parents and carers informed verbally;
- Showing learning to other classes;
- Visit members of the Senior Leadership Team;
- Learning and achievements displayed around the school/online.
- 'Good Shepherd' certificates shared in assembly and sent home for going above and beyond the school rules
- Individual systems (e.g. reward charts, etc);
- Communication with parents/carers.

#### 5. Inclusive Approach

We are an inclusive school and adapt our behaviour management strategies to meet the needs of the child. We seek to understand the reasons behind behaviours, working with children's experiences and feelings to create an internal discipline which results in long term change. All children should be treated sensitively; criticism should never damage self-esteem, focusing on the behaviour rather than the individual child. A distinction has to be made



between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with Special Educational Needs (SEN), who have specific needs that impact on their behaviour may find it continually difficult to follow the school and class rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with rewards and consequences and the use of outside agencies. Risk management plans will be shared and should be followed by all staff when interacting with the relevant child. All staff accept equity of support. Equity is giving everyone what they need, at that time, to be successful.

## 6. Planned Responses to Detrimental Behaviour

### Detrimental Behaviour

#### Detrimental behaviour

- Behaviour that hurts or hinders an individual, the community or the environment.
- Creates unhelpful feelings in self and others. Behaviour that is likely to cause upset, injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.

#### Dangerous detrimental behaviour

- Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Staff focus on planned responses, preventative strategies and de-escalation rather than focusing solely on reactive strategies.

Level	Examples of detrimental behaviour (not limited to)	Staff	Management strategies	Consequences
1	Low level behaviour; Anti-social behaviour; Disrupting another child in class; Talking in class while the teacher is talking; Not listening; Calling out inappropriately; Inappropriate noises; Wandering around the classroom; Shouting in the dining hall at lunchtime; Not lining up/walking quietly to class from	Staff member who witnesses the behaviour – if not the class teacher than they must also be informed	Positive statement e.g. <b>‘Thank you for putting your hand up to answer’</b> ; Praise those who are following rules; Distract to refocus; Giving limited choice; Disempowering the behaviour; Check level/ accessibility of	A look; Reminder of class rules delivered; Warning/caution delivered privately; Last chance – use Microscript (see Section 7); Class consequence (see Section 8). Complete missed work at playtime or take work home;

	break time.		task; adapt task; Whole class reminder.	Reflection time, (with a visual timer) given during any part of the day, for children to reflect on choices that have been made.
<b>2</b>	<p>Persistent level 1 behaviours (on a daily basis);                      Minor vandalism;                      Stealing;                      Unkind behaviour towards others e.g. name calling;                      Excluding others;                      Deliberately not doing/completing tasks;                      Repeated ignoring adults' instructions;                      Poor attitude to learning;                      Spitting;                      Swearing with words and actions;                      Throwing food;                      Low level physical misbehaviour e.g. pushing, shoving, nudging;                      Leaving the classroom/ playground.</p>	<p>Class teacher with SLT support:                      Assistant Head/                      Phase Leader(s)</p>	<p>As level 1;                      Individual strategies e.g. reward chart, individual targets.                      Individual social, emotional intervention.</p>	<p>As level 1;                      Record Level 2 behaviour on CPOMs;                      Reflection time may now take place in another classroom;                      If low level physical behaviour takes place during lunchtime, child may have to miss part of their lunchtime to keep others safe;                      Speak to a parent in private and arrange further meetings as required;                      Member of SLT may attend future meetings;                      Keep a record of the meeting on CPOMs;                      Analysis of behaviour using a variety of tools e.g. Therapeutic Thinking/Steps toolkit;                      A more detailed plan to help the child may follow.                      Internal suspension</p>

				<p>- this is when a pupil may be excluded from the rest of the school and must work away from their class for a fixed amount of time. This could be in a different classroom or with a different class. Parents will be informed of this decision and why it took place; Complete reflection activity e.g. tidy up, letter of apology etc.</p>
<p><b>If a child is putting themselves or others at risk of <u>significant</u> harm stage 3 must be implemented immediately.</b></p>				
3	<p>Serious/persistent level 2 behaviours;                      Dangerous and difficult behaviours;                      Vandalism of building or property;                      Unprovoked aggression towards others;                      Aggressive/violent behaviour causing deliberate injury;                      Abuse/threatening behaviour towards other children/staff/parents;                      Dangerous/deliberate refusal to follow instructions;                      Racism, sexism or homophobia;                      Bullying (physical, verbal, cyber);                      Bringing items in which could lead to harm;                      Leaving school grounds.</p>	<p>Class teacher;                      Assistant Head                      Headteacher</p>	<p>As level 1 &amp; 2;                      De-escalation approach***;                      If the child refuses to leave the room/playground, the other children will be removed and a member of SLT will remain with the child;                      Positive handling (see positive handling policy);                      Individual risk management plan strategies.</p>	<p>Missing playtime/lunchtime for a set number of days to keep others safe;                      Missed work completed at home;                      Inform a member of SLT via phone/walkie talkie;                      Time out of class with a member of SLT– this may be during lesson time and/or may involve loss of playtime or lunchtime for 1 or more period(s);                      Formal chat with Headteacher;                      Risk Reduction Plan/Risk assessment;                      Protective consequences e.g. not permitted to take part in school</p>

				trips if behaviour is potentially unsafe; HCC Online Accident Form (RIDDOR) completed for adult injury; Regular follow up with the parent and a member of SLT to discuss progress made on behaviour plan; Suspension – internally or externally (with letter provided at the point of collection) at the discretion of SLT team; Permanent Exclusion.
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### 7. Microscript

We use a Microscript privately and consistently as part of our stepped approach to consequences:

- 1) Reminder of rule: **“Name → Expectation.”**  
3-5 minutes take up time.
- 2) Warning: **“Name, If you choose not to....→ Expectation → You are choosing to... consequence...”**  
3-5minutes take up time.
- 3) Last chance: **“I’ve noticed that.... You know the school rules are ready, respect, safe. Can you remember when I phoned home when you....and how that made you feel? I expect you to... Thank you for listening.”**  
3-5 minutes take up time; walk away as finished and praise pupils who are getting it right.
- 4) Consequence

### 8. Consequences

When school rules are being discussed (e.g. at the beginning of the year) consequences are made explicit to children.

A **protective consequence** may be needed immediately in order to manage harm. Examples of protective consequences include: moving the child from an area e.g. table, classroom, playground, etc. Class teachers are responsible for implementing consequences

in class with the following options:

1. **Catch up** – short conversation after the lesson, acknowledging that the previous lesson was not good for anyone and the next lesson is a fresh start.
2. **Restorative conversation** – takes place whilst doing something else e.g. clearing tables. This is a coaching conversation using these 5 prompts:
  - What happened?
  - What were you thinking at the time?
  - Who has been affected?
  - What should we do to put things right?
  - How can we do things differently in the future?
3. **Imposition** – work that was not done in the lesson may be completed at playtime/lunchtime (with short breaktime given) or sent home to be completed and returned the next day.
4. **Missed breaktime/lunchtime** – 5 minutes at breaktime or 10 minutes at lunch as soon as possible after the event, short and focused designed to deter and also to agree future behaviour and agree existing boundaries. A reflection sheet is completed independently or with an adult and uploaded onto CPOMs.
5. **Natural consequences** – cleaning up the mess, repairing the display, reorganising the classroom, making up with peers.

The consequences are also implemented by SLT when supporting level 2/3 behaviour in the first instance.

## 9. De-escalation

De-escalation is used at times of crisis or when there is difficult and/or dangerous behaviour. The aim is to ensure the safety of the child and those around them.

A script is used to support this approach. This is an example, but it may be tailored to the individual. If a child has a risk management plan, their personal de-escalation script will be used by all adults.

- **“Child’s name”**
- Acknowledge their right to their feelings. Tell them why you are there: **“I can see something has happened. I am here to help.”**
- Offer help: **“Talk and I will listen.”**
- Offer a get out: **“Come with me and...”**

Emotional recovery – different children will need varying lengths of ‘cool down’ time. Cool down times can take place in a variety of locations and personalized according to need.

## 10. Unforeseeable Behaviours

Unforeseeable behaviours are behaviours not covered by policy, never previously experienced, or so historic we believed they would not reoccur. In such cases, the key priority is to ensure the safety of pupils and staff and to de-escalate the situation. In the first instance the member of staff in charge of the class is responsible for this and for seeking support from SLT (via phone or walkie talkie). From that point, the SLT member will take responsibility.

Following the incident, SLT will carry out a debrief with staff and pupils concerned; the behaviour will be recorded on CPOMs and a risk assessment will take place to prevent this behaviour or determine a response if it is likely to occur again.

### **11. Physical Intervention**

There are occasions when staff will have cause to have positive physical contact with individual children for a variety of reasons, e.g.

- First Aid (e.g. cleaning wounds), applying plaster;
- Personal hygiene (e.g. changing soiled clothing);
- Getting changed for PE e.g. dressing, undressing, tying hair back, putting swimming hats on;
- During lessons (e.g. support in PE, showing how to hold pencil, scissors);
- Responding to their initiated contact (e.g. returning a hug, holding hands);
- Reassuring and comforting children (e.g. when they are upset or worried or in need of guidance, a child may be allowed to sit on an adult's lap in the classroom [EYFS age children] or offered a hug as appropriate);
- Praise (e.g. reaffirming 'well done' with a gentle pat on the shoulder);
- Safety (e.g. crossing the road, preventing children from hurting themselves).

Occasionally, incidents may occur when reasonable force is required to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline. Training on appropriate physical intervention is delivered as part of staff development.

For staff who have not received the training, there may be occasions where they need to use physical intervention, e.g. to stop a child from running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgement and ensure that all actions are reasonable, proportionate and necessary. When making this judgement, all staff must be aware of the following which are wrong components in physical intervention: negative impact on the process of breathing; pain as a direct result of the technique; sense of violation.

Following an incident such as this, a risk assessment needs to be carried out and further training given (see Restraint and Restrictive Intervention Policy).

The Headteacher has the right to take immediate action in the case of any serious incident.

### **Specific Behaviour Issues:**

#### **12. Bullying**

The behaviour policy is designed to promote self-discipline and a proper regard for authority among pupils. Bullying of any kind will not be tolerated. Every child and adult in our school has the right to feel safe. Bullying and hurtful behaviour infringes that right and will not be tolerated. The Anti-Bullying Policy requires that any incidents of perceived bullying are directed to the Headteacher. (Please refer to the Anti-Bullying Policy).

#### **13. Racism, Sexism, Disablism/Ableism and Homophobia**

We aim to educate, develop and prepare all of our pupils, whatever their colour, culture, disability, origin or gender to lead positive lives. Pupils and staff therefore will endeavour to further these objectives by personally contributing towards a happy and caring environment

and by showing respect for each other's racial and cultural backgrounds and treating each other with dignity. The school acknowledges the complexity of British society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society. We are committed to emphasising the common elements and values of our multiple culture whilst appreciating the differences.

A racist, sexist, ableist/disablist or homophobic incident is one perceived as such by the victim or any other person. These will be investigated by a member of the SLT and will be recorded on CPOMs. Racist incidents are reported to the local authority each term.

#### **14. Child on child sexual violence and sexual harassment**

Following any report of child-on-child sexual violence or sexual harassment offline or online, we follow the general safeguarding principles set out in 'Keeping Children Safe in Education'. The Designated Safeguarding Lead or Person is the most appropriate person to advise on the school's initial response. Each incident is considered on a case-by-case basis. (Please refer to the Child Protection and Safeguarding policy).

#### **15. Behaviour incidents online**

Inappropriate online behaviour, including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed with the same principles as offline behaviour. Please refer to Child Protection and Online Safety policies.

#### **16. Exclusion**

Incidents which may lead to exclusion include acts of violence and threats against other children and adults, carrying or a weapon or persistent refusal to co-operate with staff requests, in particular, where this would endanger the health and safety or cause detrimental effect to the wellbeing of others.

Exclusion may only be initiated by the Headteacher or designated teacher in their absence and must be recorded formally according to LA procedures.

For an internal exclusion, parents will be informed by phone and reintegration meeting arranged. For external exclusions, parents will be informed formally by phone and letter and reintegration meeting arranged. This will be reported to the Local Authority. SLT and class teacher to agree strategies to support the child upon their return to school. These will be shared with parents at a reintegration meeting.

Where a pupil is at serious risk of permanent exclusion, a risk reduction plan must be set up as soon as the risk is identified.

The Hertfordshire Guidelines on Pupil Exclusion (including lunchtime exclusions must be followed.

#### **17. Recording within school**

All staff record behaviour incidents on the school electronic system, CPOMs as soon as possible after an incident occurs (maximum of 24 hours). This notes the details of the child, the incident, other children who may have been involved and any follow up actions/conversations. SLT receive all behaviour alerts on CPOMs and can use this system to analyse behaviour patterns across the school and for individual children.

### 18. Communication with Parents and Carers

In the first instance, the class teacher will communicate with parents/carers about behaviour (positive and negative). If an incident has taken place, the parents of children involved must be informed on the same day in person or via telephone. If this has not been possible, a message is left to indicate that a conversation needs to take place. The class teacher and parent/carer will decide on whether or not a pupil needs to be present during this communication. If a serious incident takes place, a member of SLT will phone the parent/carer.

If the behaviour needs are escalating, SLT will be involved in meetings with parents and carers.


Records of all meetings which take place/emails about behaviour are recorded on CPOMs.

### 19. Training

There are two members of staff who are Step On/Therapeutic Thinking trainers. Their training is renewed annually. All staff receive full 6 hour training every 3 years with an annual 3-hour refresher. There is also behaviour-related training from outside agencies (e.g. Family Support Worker, Herts CPD, behavioural specialists) which staff may attend. Reference is made to the behaviour as required as part of the safeguarding standing item on the agenda.

### 20. Review of Policy:

This policy is monitored and reviewed by the Headteacher and Governors of the school and will be updated annually. This policy will be reviewed in Spring 2027.

Signed by Headteacher: 

Date: 24.02.26

Signed by Chair of Governors 

Date: 24<sup>th</sup> February 2026

<b>Policy Originator</b>	<b>Richard Curry</b>
<b>Governor Responsible</b>	<b>Kelly Donkor</b>
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<b>Last reviewed</b>	<b>23<sup>rd</sup> September 2025</b>
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