

OUR LADY'S CATHOLIC PRIMARY SCHOOL



We ASPIRE that through the love of Jesus everyone should
"have life and have it to the full".

John 10:10

BEHAVIOUR POLICY

Reviewed by: <i>Headteacher</i>	Approved by: <i>Governing Body</i>
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1. Ethos and Catholic Vision

At Our Lady's Catholic Primary School, we are committed to providing a safe, inclusive and nurturing environment in which every member of our community is known, valued and loved. Inspired by the teachings of Jesus Christ and guided by our mission that all may "have life and have it to the full" (John 10:10), we seek to create a school culture where each child can flourish academically, socially, emotionally and spiritually.

Our behaviour culture is rooted firmly in Gospel values. We believe that every child is created in the image and likeness of God and is therefore deserving of dignity, compassion and respect. The way we respond to behaviour reflects this belief.

The principles of love, forgiveness, service and reconciliation underpin every aspect of school life, including the curriculum, relationships, pastoral care and behaviour systems. Our shared expectations — **Ready, Respectful, Safe** — are not merely rules, but expressions of our Catholic commitment to living well together in community.

We recognise that children are still learning how to manage emotions, relationships and responsibilities. Therefore, behaviour at Our Lady's is taught, modelled and strengthened through:

- Positive adult role modelling
- Explicit teaching of emotional regulation
- Restorative practice
- Compassionate but clear boundaries
- Consistent and fair responses

Forgiveness is central to our approach. When a child makes an error of judgement, there will be an appropriate and proportionate consequence. However, that consequence does not define the child. Each day is a new beginning. Pupils are supported to reflect, repair and move forward without stigma. A child who has struggled earlier in the day may still receive praise, leadership opportunities and recognition later that same day.

We believe:

- Behaviour is communication.
- All feelings are valid; not all behaviours are acceptable.
- Regulation must come before reasoning.
- Relationships repair — they do not reject.
- Justice must always be balanced with mercy.

In this way, we seek not simply compliance, but formation — helping children grow in virtue, responsibility and service to others.

2. Aims

The happiness and wellbeing of our children underpins everything we do. When children feel safe, heard and respected, they blossom into confident, creative learners who are able to reach their full potential. At Our Lady's Catholic Primary School, we recognise that emotional security and strong relationships are the foundation for both academic success and spiritual growth.



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Together — staff, parents, carers and pupils — we create a vibrant community of shared responsibility, where everyone strives for excellence, embraces challenge and flourishes through collaboration, mutual respect and service to others.

Rooted in our Catholic mission that all may “have life and have it to the full” (John 10:10), this policy aims to:

Culture and Environment

- Create a calm, safe and inclusive learning environment where every child feels valued and secure.
- Establish a positive culture that promotes excellent behaviour and enables all pupils to learn without disruption.
- Ensure that high expectations are consistently upheld across the whole school community.

Teaching Behaviour

- Explicitly teach positive behaviour, emotional regulation, self-discipline and personal responsibility.
- Develop pupils' ability to self-regulate and make wise choices.
- Support children in developing the skills to resolve conflict, repair relationships and demonstrate forgiveness.
- Promote personal development in line with Gospel values and the virtues of compassion, dignity and service.

Clarity and Consistency

- Establish clear and consistent expectations through our shared language of **Ready, Respectful, Safe**.
- Clearly outline behavioural expectations and proportionate consequences.
- Provide a transparent graduated response system that is applied fairly and consistently.
- Ensure that all adults model the standards we expect from pupils.

Equity and Inclusion

- Treat everyone fairly and apply this policy equitably and without discrimination.
- Prevent bullying, harassment and discriminatory behaviour in all forms.
- Monitor behaviour data to ensure no group is disproportionately affected.
- Recognise that some pupils will require personalised behaviour support strategies.

Support and Safeguarding

- Embed restorative practice and emotion coaching within everyday interactions.
- Provide additional support for pupils with SEND, SEMH needs or vulnerability.
- Ensure behaviour systems operate in harmony with safeguarding responsibilities.
- Safeguard the dignity and wellbeing of every child.



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Forgiveness and Fresh Starts

In keeping with our Christian commitment to forgiveness and reconciliation, we affirm that mistakes are opportunities for growth. While inappropriate behaviour will have consequences, those consequences do not define the child. Each day is treated as a fresh start. Pupils are supported to reflect, repair and move forward with renewed confidence and belonging.

3. Legislation, statutory requirements and statutory guidance

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

- *DfE Behaviour in Schools (2024)*
- [DfE Suspension and Permanent Exclusion \(2023\)](#)
- [DfE Searching, Screening and Confiscation \(2022\)](#)
- [Keeping Children Safe in Education](#)
- [Equality Act 2010](#)
- [SEND Code of Practice](#)
- [Children and Families Act 2014](#)

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 give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

The policy operates alongside safeguarding duties.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting



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- 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
- Vandalism
- Theft
- Fighting
- Smoking, vaping
- Possession, use, or being under the influence of alcohol or illegal drugs.
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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)

5. Behaviour Expectations

At Our Lady's Catholic Primary School, our behaviour expectations are rooted in Gospel values and expressed through our shared language:

Ready Respectful Safe

These expectations apply at all times, to all members of the school community, and in all contexts connected to school life.

Behaviour expectations are explicitly taught, modelled by adults and revisited regularly through assemblies, PSHE, collective worship and classroom reflection.

5.1 Ready

Being **Ready** means being prepared physically, emotionally and mentally for learning and participation in school life.

Pupils demonstrate being Ready when they:

- Arrive at school on time.
- Enter the classroom calmly and purposefully.
- Have the correct uniform and appropriate equipment.



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- Follow morning and end-of-day routines independently.
- Listen carefully when others are speaking.
- Focus on tasks and avoid distracting others.
- Attempt work with perseverance and resilience.
- Respond promptly to instructions the first time they are given.
- Transition between activities calmly and efficiently.
- Demonstrate a positive attitude towards challenge and learning.
- Take responsibility for organising their own belongings.

Being Ready also includes emotional readiness. Pupils are supported to recognise when they may not feel ready and to use regulation strategies appropriately.

5.2 Respectful

Being **Respectful** reflects our Catholic belief in the dignity of every person.

Pupils demonstrate being Respectful when they:

- Use polite, kind and appropriate language.
- Speak to adults and peers with courtesy.
- Listen without interrupting.
- Show empathy and compassion.
- Value and celebrate differences in culture, faith, ability and identity.
- Follow adult instructions without arguing.
- Accept correction without rudeness.
- Care for school property and the environment.
- Treat books, equipment and resources carefully.
- Respect personal space and boundaries.
- Include others in games and activities.
- Resolve disagreements calmly and honestly.
- Show gratitude and good manners.

Respect extends beyond the classroom and includes behaviour towards visitors, supply staff and members of the wider community.

5.3 Safe

Being **Safe** means acting in ways that protect physical and emotional wellbeing.

Pupils demonstrate being Safe when they:

- Keep hands, feet and objects to themselves.
- Move calmly and sensibly around the school building.



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- Follow playground rules.
- Use equipment appropriately.
- Report unsafe behaviour to an adult.
- Seek help when feeling overwhelmed or upset.
- Use technology responsibly.
- Follow online safety guidance.
- Respect boundaries and personal space.
- Refrain from using discriminatory or harmful language.
- Support others who may feel unsafe.

Safety includes emotional safety. Pupils must not engage in behaviour that humiliates, excludes or intimidates others.

5.4 Contexts in Which Expectations Apply

Our expectations apply consistently in all aspects of school life, including:

In Class

- During lessons
- During group work
- During independent tasks
- When supply teachers are present

During Transitions

- Moving between lessons
- Entering and leaving the building
- Lining up
- Assembly movement

At Break and Lunchtime

- Playground conduct
- Use of sports equipment
- Dining hall behaviour
- Playground conflict resolution

On Educational Visits and Trips

- Representing the school positively
- Following adult supervision
- Considering other people and respecting public spaces



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Online

- Use of school devices
- Remote learning platforms
- Communication with peers
- Social media conduct where identifiable as a pupil of the school

When Representing the School

- Arts and sporting events
- Community events
- Church events
- Competitions
- Travelling to and from school in uniform

5.5 Adult Expectations

Adults in school are expected to model Ready, Respectful and Safe behaviour at all times. This includes:

- Speaking calmly and respectfully.
- Modelling emotional regulation.
- Being punctual and prepared.
- Upholding boundaries consistently.
- Treating all pupils fairly and without discrimination.

Adults set the tone for behaviour culture.

5.6 Pupil Role Modelling

Older pupils are encouraged to model Ready, Respectful and Safe behaviour for younger pupils.

Pupils who hold positions of responsibility, such as captains, buddies or school council members, are expected to demonstrate:

- Positive leadership
- Kindness and inclusion
- Responsible conduct
- Support for younger or more vulnerable pupils

Pupil role modelling strengthens our culture of shared responsibility and community.

5.7 Reasonable Adjustments

Where appropriate and in line with the Equality Act 2010, reasonable adjustments will be made to ensure pupils with SEND, SEMH needs or disability can meet behavioural expectations.

Expectations remain high for all pupils; however, support may be personalised.



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6. Behaviour Curriculum

Behaviour is explicitly taught through:

- PSHE
- Collective worship
- Reflection circles
- Emotion Coaching
- Zones of Regulation
- Restorative conversations
- Staff modelling

We explicitly teach:

- Emotional literacy
- Conflict resolution
- Empathy
- Responsibility
- Repair and forgiveness
- Self-regulation strategies

7. Roles and Responsibilities

Effective behaviour culture depends upon clarity of responsibility and shared accountability across the school community.

7.1 The Governing Body

The Governing Body is responsible for:

- Reviewing and approving the written Statement of Behaviour Principles (Appendix 1).
- Reviewing and approving this Behaviour Policy annually, or sooner if required.
- Ensuring the policy complies with statutory requirements.
- Monitoring the implementation and impact of the policy.
- Scrutinising behaviour data, including patterns relating to:
 - SEND
 - Pupil Premium
 - Gender
 - Protected characteristics
- Holding the Headteacher and SLT to account for the effectiveness, consistency and equity of the behaviour culture.



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- Ensuring that suspension and exclusion procedures are lawfully applied.
- Ensuring the policy reflects the Catholic ethos and values of the school.

The Governing Body recognises its duty under the Equality Act 2010 to ensure behaviour systems do not discriminate against any group of pupils.

7.2 The Headteacher

The Headteacher is responsible for:

- Leading and modelling the school's behaviour culture.
- Ensuring that the school environment promotes Ready, Respectful and Safe behaviour.
- Implementing and reviewing this policy in conjunction with the Governing Body.
- Ensuring consistency in the application of expectations and consequences.
- Monitoring behaviour data regularly to identify trends or disproportionality.
- Ensuring staff understand and are supported in applying the graduated response system.
- Providing induction for new staff into the school's behaviour culture.
- Ensuring staff receive appropriate training in:
 - Behaviour management
 - Restorative practice
 - Emotion Coaching
 - SEND and mental health awareness
 - Trauma-informed practice
- Ensuring that behaviour systems operate in harmony with safeguarding procedures.
- Making decisions regarding suspension and permanent exclusion in line with statutory guidance.
- Ensuring that reasonable adjustments are made for pupils with SEND where appropriate.
- Ensuring all serious incidents are recorded accurately on CPOMS.
- Supporting staff in managing serious or complex behaviour incidents.

The Headteacher has overall responsibility for ensuring behaviour systems are fair, proportionate and consistent.

7.3 Senior Leadership Team (SLT)

The Senior Leadership Team will:

- Support staff in managing behaviour incidents.
- Lead restorative conversations where required.
- Oversee pastoral interventions.
- Monitor patterns of behaviour across the school.
- Implement behaviour support plans where necessary.



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- Liaise with external agencies where appropriate.
- Ensure appropriate reintegration following suspension or removal.

7.4 Teachers and Support Staff

All staff are responsible for:

- Creating and maintaining a calm, safe and purposeful learning environment.
- Establishing and maintaining clear boundaries of acceptable behaviour.
- Teaching and reinforcing Ready, Respectful, Safe expectations.
- Applying the behaviour policy consistently and fairly.
- Modelling respectful, regulated and professional conduct.
- Demonstrating forgiveness and restoration in relationships.
- Using Emotion Coaching and restorative approaches where appropriate.
- Recognising behaviour as communication.
- Providing personalised support where required.
- Anticipating triggers and making reasonable adjustments for pupils with SEND.
- Recording behaviour incidents promptly and accurately on CPOMS (Child Protection Online Management System), the school's secure electronic safeguarding and behaviour recording system.
- Challenging inappropriate behaviour calmly and confidently.
- Reflecting on their own practice and impact on behaviour culture.
- Prioritising co-regulation before correction when pupils are dysregulated.

Staff must never use humiliation, sarcasm, public shaming or disproportionate sanctions.

All adults are role models and set the tone for behaviour expectations.

7.5 Parents and Carers

Parents and carers are key partners in maintaining high standards of behaviour.

Parents are expected to:

- Familiarise themselves with this Behaviour Policy.
- Reinforce Ready, Respectful, Safe expectations at home.
- Ensure their child attends school punctually and in correct uniform.
- Inform the school of any circumstances that may affect their child's behaviour.
- Engage constructively in meetings regarding behaviour.
- Support restorative processes where appropriate.
- Raise concerns respectfully and through appropriate channels.

The school will:

- Communicate behaviour expectations clearly.



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- Inform parents of significant incidents.
- Work collaboratively with families to support improvement.
- Provide pastoral guidance where needed.

Partnership and open communication are essential to positive outcomes.

7.6 Pupils

Pupils are responsible for:

- Demonstrating Ready, Respectful and Safe behaviour.
- Following instructions the first time they are given.
- Speaking and acting with kindness.
- Taking responsibility for their actions.
- Engaging in restorative conversations when required.
- Wearing the correct uniform.
- Respecting people, property and the environment.
- Cooperating with peers and adults.
- Seeking help when needed.
- Representing the school positively at all times, including outside school and online.

Pupils are encouraged to develop increasing independence in self-regulation and conflict resolution.

As a result of fulfilling these responsibilities, pupils will:

- Build strong and trusting relationships.
- Experience belonging within a compassionate community.
- Learn strategies to regulate emotions.
- Develop resilience and accountability.
- Contribute to a calm and purposeful learning environment.
- Grow in virtue and responsibility.

7.7 Reasonable Adjustments

Where appropriate and in accordance with the Equality Act 2010, reasonable adjustments may be made to routines or consequences to ensure pupils with SEND or identified needs can meet behavioural expectations.

High expectations remain in place for all pupils; support may be differentiated.

8. Responding to behaviour

Our approach to behaviour is relational, restorative and consistent. Staff aim to maintain a calm, purposeful environment where learning can take place without disruption and where pupils feel safe and respected.



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It cannot be assumed that children automatically possess the social, emotional and behavioural skills required to meet expectations. These skills are explicitly taught, modelled and practised.

Adults are expected to remain calm, regulated and consistent. The way adults respond to behaviour directly influences pupil choices. Emotional regulation in adults is essential to maintaining a safe learning environment.

Safeguarding considerations will always take precedence over disciplinary measures where there is a concern that a pupil may be at risk of harm.

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour.

Effective classroom management includes:

Environment and Organisation

- Creating a stimulating, well-organised learning space.
- Displaying the school mission, values and Ready, Respectful, Safe expectations.
- Maintaining a clear and up-to-date visual timetable.
- Ensuring classroom routines are explicit and consistently applied.
- Planning adaptive lessons to ensure all pupils experience success and challenge.
- Preparing resources in advance to avoid unnecessary disruption.

Relationships and Routines

Staff will:

- Greet pupils warmly at the classroom door.
- Establish calm entry and exit routines.
- Teach and rehearse transitions.
- Give first attention to pupils demonstrating expected behaviour.
- Praise in public and correct in private where possible.
- Use non-verbal signals to reinforce expectations.
- Reset expectations clearly and calmly.
- Conclude each day positively and begin each new day afresh.
- Maintain high expectations consistently and fairly.

Consistency provides security. Clear boundaries help pupils feel safe.

8.2 Mobile Phones

Where permitted, mobile phones must be handed to a designated adult on arrival and stored securely until the end of the school day.

Pupils must not access mobile phones during the school day unless explicitly authorised.

Misuse of a mobile phone may result in confiscation and parental contact.



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The school accepts no responsibility for loss or damage where procedures are not followed.

8.3 Safeguarding and Behaviour

Changes in behaviour may indicate that a pupil is in need of help or protection.

Where behaviour raises safeguarding concerns:

- The Designated Safeguarding Lead (DSL) will be informed immediately.
- The incident will be recorded on CPOMS.
- A risk assessment may be completed.
- Early Help or referral to Children's Social Care may be considered.

Behaviour responses will not override safeguarding responsibilities.

8.4 Responding to Good Behaviour

Positive behaviour is actively recognised and reinforced.

Recognition:

- Reinforces Ready, Respectful, Safe.
- Is specific and meaningful.
- Promotes intrinsic motivation.
- Avoids comparison or humiliation.

Rewards may include:

- Verbal praise
- House points
- Stickers
- Praise postcards or communication home
- Celebration assembly awards
- Positions of responsibility
- Class rewards
- Leadership opportunities

Rewards are applied fairly and inclusively.

8.5 Responding to Behaviour Falling Below Expectations

When behaviour falls below expectations, staff will:

- Respond promptly.
- Remain calm and regulated.
- Use Emotion Coaching where appropriate.
- Apply the graduated response system.



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- Restore the learning environment.
- Prevent recurrence through reflection and repair.

Staff will use de-escalation techniques, including:

- Scripted reminders
- Non-verbal cues
- Proximity
- Time to regulate
- Calm tone and body language

All responses must be proportionate and applied consistently and fairly.

Personal circumstances, age, SEND and context will be considered before deciding on consequences.

Graduated Consequences May Include:

- Verbal reminder of expectations
- In-class reflection time
- Restorative conversation
- Completion of missed learning
- Loss of privileges
- Parental communication
- Referral to senior leader
- Removal from classroom (short-term, supervised)
- Internal suspension
- Suspension
- Permanent exclusion (last resort)

Consequences are intended to:

- Restore order
- Repair harm
- Support learning
- Reinforce expectations

They are never intended to shame or humiliate.

8.6 Removal from the Classroom

Removal is used when necessary to:

- Restore safety
- Prevent disruption to learning



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- Allow regulation

Removal must be:

- Time-limited
- Supervised
- Recorded on CPOMS
- Followed by restorative reintegration

Parents will be informed where removal is significant.

8.7 Reasonable Force

Reasonable force may be used to prevent:

- Injury to self or others
- Serious damage to property
- Serious disruption
- Commission of an offence

Reasonable force must:

- Be proportionate
- Be the minimum required
- Be used as a last resort
- Never be used as punishment
- Be recorded on CPOMS
- Be reported to parents

Staff must consider vulnerabilities including SEND or medical conditions.

8.8 Searching, Screening and Confiscation

Searching and confiscation are conducted in line with DfE guidance.

Searches will:

- Be authorised by the Headteacher (or delegated staff).
- Be conducted respectfully.
- Be recorded.
- Involve a witness where appropriate.
- Inform parents where required.

Strip searches may only be conducted by police.

8.9 Off-Site Behaviour

Sanctions may be applied where behaviour off-site:



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- Poses a threat to another pupil.
- Impacts school safety.
- Damages the school's reputation.
- Occurs during school representation.

This includes travel to and from school in uniform.

8.10 Online Behaviour

The school may apply sanctions for online behaviour where:

- A pupil is identifiable as a member of the school.
- It causes harm or distress.
- It impacts the school environment.
- It breaches safeguarding expectations.

This includes:

- Social media misuse
- Cyberbullying
- Sharing inappropriate content
- AI-generated harmful material

8.11 Suspected Criminal Behaviour

Where criminal behaviour is suspected:

- The Headteacher will assess whether to involve the police.
- Evidence will be preserved.
- The DSL will be informed.
- A referral to Children's Social Care may be made where appropriate.

School sanctions may proceed provided they do not interfere with police investigations.

8.12 Sexual Harassment and Sexual Violence

The school adopts a zero-tolerance approach.

Incidents will:

- Never be dismissed as "banter."
- Be taken seriously.
- Be investigated promptly.
- Be risk assessed.
- Be managed proportionately.
- Be recorded on CPOMS.



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The school will determine whether to:

- Manage internally
- Refer to Early Help
- Refer to Children's Social Care
- Report to the police

Support will be provided to all parties involved.

8.13 Malicious Allegations

Where an allegation made by a pupil is proven, following investigation, to be deliberately false or malicious, the school may apply sanctions in accordance with this Behaviour Policy.

Where an allegation is determined to be unsubstantiated, unfounded or malicious, the school will consider:

- Whether the pupil requires additional support.
- Whether safeguarding intervention is required.
- The pastoral needs of the individual(s) against whom the allegation was made.

All allegations against staff will be managed in accordance with the school's safeguarding procedures and, where appropriate, in consultation with the Local Authority Designated Officer (LADO).

Where a parent or carer makes an allegation against a member of staff that is found, following investigation, to be deliberately false or malicious, the school will consider appropriate action in line with its safeguarding procedures and relevant school policies. This may include formal written communication, restriction of access to staff or school premises, or referral to the Local Authority or other appropriate authority where necessary.

The school is committed to addressing all concerns seriously, sensitively and fairly. However, knowingly false allegations may themselves raise safeguarding concerns and will be addressed proportionately.

9. Serious sanctions

Serious sanctions are used only where necessary to maintain safety, protect learning and uphold the standards of the school community.

All serious sanctions are:

- Proportionate
- Lawful
- Time-limited
- Recorded on CPOMS
- Followed by reintegration support

Personal circumstances, age, SEND, safeguarding considerations and vulnerability will always be taken into account.

8.1 Removal from the Classroom

Removal from the classroom is a serious response and is not a punishment in itself. It is a short-term intervention used to:



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- Restore safety
- Protect the learning of others
- Prevent further disruption
- Allow a pupil time to regulate
- Maintain high behavioural expectations

Removal may be used in response to:

- Serious disruption
- Persistent refusal to follow instructions
- Behaviour that compromises safety
- Escalated emotional dysregulation

Removal will normally only occur after earlier stages of the graduated response have been applied, unless behaviour is sufficiently serious to warrant immediate removal.

Conditions of Removal

- Removal must be supervised by an appropriate adult.
- Pupils will continue to receive meaningful education.
- Work provided may differ from the mainstream lesson but will remain purposeful.
- Removal will normally not exceed 30 minutes.
- Any removal exceeding this time must be authorised by a senior leader.
- Prolonged or repeated removal requires Headteacher oversight.

Removal must never be used:

- As a long-term strategy.
- As an informal exclusion.
- In a discriminatory manner.

Recording and Communication

All removals will:

- Be recorded on CPOMS.
- Include details of the incident.
- Include consideration of SEND or protected characteristics.
- Be reviewed for patterns.

Parents will be informed on the same day where removal is significant or repeated.

Reintegration

Following removal:

- A restorative conversation will take place.



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- Expectations will be reset.
- The pupil will be reintegrated as soon as safe and appropriate.
- Support needs will be considered.

Where removal becomes frequent, the school will implement additional support strategies, which may include:

- Pastoral lead involvement
- Individual Behaviour Support Plan (IBSP)
- Increased adult support
- Adjusted timetable
- Multi-agency assessment
- SEND review
- Early Help referral
- Managed move (where appropriate)

Repeated removal is not considered a long-term solution.

8.2 Internal Suspension (Where Applicable)

In certain circumstances, a pupil may be educated separately within school for a fixed period.

This will:

- Be authorised by the Headteacher.
- Be time-limited.
- Be supervised.
- Provide meaningful learning.
- Be recorded.
- Include parental communication.
- Be followed by reintegration support.

Internal suspension is not recorded as an external suspension but is treated as a serious intervention.

8.3 Suspension

Suspension (formerly fixed-term exclusion) may be used in response to:

- Serious one-off incidents
- Persistent breaches despite intervention
- Behaviour that threatens safety

Suspension is a last resort after appropriate in-school interventions have been considered, unless immediate removal is necessary for safety.

The Headteacher will:



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- Make the decision in line with statutory guidance.
- Inform parents without delay.
- Confirm the decision in writing.
- Inform the Governing Body.
- Arrange suitable education from day 6 where applicable.
- Offer a reintegration meeting upon return.

Suspension decisions will consider:

- Proportionality
- Equality Act duties
- SEND status
- Safeguarding concerns
- Context and intent

The school will take reasonable steps to avoid suspending a pupil with an EHC Plan without considering whether the behaviour was linked to unmet needs.

8.4 Permanent Exclusion

Permanent exclusion is used only:

- For the most serious breaches of behaviour standards.
- Where allowing the pupil to remain would seriously harm the education or welfare of others.
- After other strategies have been exhausted, unless the incident is exceptionally serious.

The Headteacher will:

- Follow statutory procedures.
- Notify parents and governors immediately.
- Inform the Local Authority.
- Provide information about appeal rights.

Permanent exclusion is always a last resort after all reasonable steps have been taken, unless the behaviour is exceptionally serious.

8.5 Equality and SEND Considerations

Before issuing a serious sanction, the school will consider:

- Whether the behaviour was linked to SEND.
- Whether reasonable adjustments were in place.
- Whether safeguarding factors contributed.
- Whether the sanction is proportionate.

The school will comply fully with the Equality Act 2010.



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8.6 Reintegration Following Suspension

Following suspension:

- A reintegration meeting will be held.
- Expectations will be clearly re-established.
- Support measures will be agreed.
- A behaviour plan may be implemented.
- Monitoring arrangements will be put in place.

The aim is successful reintegration and restoration of belonging.

10. Responding to misbehaviour from pupils with SEND

At Our Lady's Catholic Primary School, we recognise that behaviour may be influenced by a pupil's special educational needs or disability (SEND). We are committed to ensuring that pupils with SEND are supported appropriately, whilst maintaining high expectations for behaviour for all pupils.

We believe that inclusion and high standards are not mutually exclusive.

9.1 Recognising the Impact of SEND on Behaviour

The school acknowledges that behaviour can be a form of communication and may reflect:

- Communication difficulties
- Sensory sensitivities
- Anxiety or trauma
- Social interaction challenges
- Executive functioning difficulties
- Emotional regulation needs
- Medical or neurodevelopmental conditions

When incidents of misbehaviour arise, staff will consider whether:

- The behaviour was directly linked to a pupil's identified SEND.
- The pupil understood the rule or instruction.
- The pupil was able to regulate at the time.
- The environment contributed to dysregulation.
- Reasonable adjustments were in place.

Each case will be considered individually.

Not every instance of misbehaviour by a pupil with SEND will be directly related to their needs. However, SEND will always be considered as part of decision-making.

9.2 Legal Duties



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When responding to behaviour from pupils with SEND, the school will comply with its legal obligations under:

Equality Act 2010

- The school will take reasonable steps to avoid placing a disabled pupil at a substantial disadvantage in accordance with the Equality Act 2010.
- Behaviour systems will not discriminate against pupils on the basis of protected characteristics.
- Reasonable adjustments will be made where appropriate.

Children and Families Act 2014

- Using best endeavours to meet identified needs.

SEND Code of Practice

- Securing provision outlined in EHC Plans.
- Cooperating with the Local Authority and relevant professionals.

Failure to consider SEND appropriately may constitute unlawful discrimination.

9.3 Preventative and Proactive Support

The school will anticipate potential triggers and implement preventative strategies wherever possible.

Preventative measures may include:

- Clear visual timetables.
- Predictable routines.
- Pre-teaching of expectations.
- Short, planned movement breaks.
- Alternative seating arrangements.
- Reduced sensory stimuli.
- Quiet regulation spaces.
- Adjusted uniform requirements for sensory needs.
- Social stories.
- Use of visual prompts.
- Check-in/check-out systems.
- Access to safe spaces or nurture provision.
- Additional adult support.
- Adjusted transition arrangements.

Staff receive training in understanding neurodiversity, including autism, ADHD and SEMH needs.

9.4 Adapting Consequences

When considering consequences for a pupil with SEND, staff will consider:



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- Did the pupil understand the expectation?
- Was the pupil dysregulated?
- Was the pupil capable of making a different choice at that moment?
- Were reasonable adjustments already in place?
- Is the consequence proportionate?

If a pupil was unable to understand or control their behaviour due to their SEND, applying a standard sanction without adjustment may be inappropriate or unlawful.

However, having SEND does not exempt a pupil from behavioural expectations. Instead, it may require adaptation.

Adjustments may include:

- Alternative reflection formats.
- Shorter removal periods.
- Supported restorative conversations.
- Modified behaviour targets.
- Alternative consequences.
- Increased adult guidance during reflection.

The aim is to teach and support, not excuse harmful behaviour.

9.5 Behaviour Support Plans

Where behaviour is persistent or significantly impacted by SEND, the school may implement:

- An Individual Behaviour Support Plan (IBSP)
- Personalised regulation strategies
- Daily monitoring or check-ins
- Targeted pastoral intervention
- Referral to external services

Plans will:

- Be developed collaboratively with parents.
- Include clear targets.
- Identify triggers and preventative strategies.
- Be reviewed regularly.

Behaviour Support Plans are preventative and supportive in nature and do not replace appropriate sanctions where serious harm has occurred.

9.6 Identifying Undiagnosed SEND

If a pupil repeatedly displays challenging behaviour, the school will consider whether:



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- There may be unidentified SEND.
- Needs are unmet.
- Further assessment is required.

The SENDCO may:

- Conduct observations and assessments.
- Liaise with parents.
- Seek advice from external specialists.
- Initiate referral to educational psychology or health services.

Behaviour may trigger assessment — it will not simply result in escalating sanctions.

9.7 Pupils with an Education, Health and Care (EHC) Plan

Where a pupil has an EHC Plan:

- The provision outlined in the plan must be delivered.
- Staff must be aware of relevant needs and strategies.
- Behaviour support must align with the EHC plan.

If behaviour significantly deteriorates:

- The school may contact the Local Authority.
- An emergency review of the EHC plan may be requested.
- Additional provision may be explored.

Suspension of a pupil with an EHC plan will only occur after careful consideration of:

- Whether the behaviour arose from unmet needs.
- Whether further reasonable adjustments could be made.

9.8 Safeguarding Considerations

Where behaviour from a pupil with SEND suggests:

- Emotional distress
- Trauma response
- Mental health difficulty
- Exploitation
- Abuse

The Designated Safeguarding Lead will be informed.

Safeguarding procedures take precedence over sanction.

9.9 Maintaining High Expectations

The school maintains high expectations for all pupils, including those with SEND.



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Support and adjustments are designed to:

- Enable success.
- Promote independence.
- Strengthen regulation.
- Encourage accountability.

Inclusion does not mean the absence of boundaries; it means boundaries delivered with understanding and equity.

11. Supporting pupils following a sanction

At Our Lady's Catholic Primary School, sanctions are not an endpoint. They are part of a restorative process designed to support growth, accountability and improved choices.

Following any significant consequence, the school will take steps to ensure that the pupil:

- Understands what happened.
- Recognises the impact of their behaviour.
- Has the opportunity to repair harm where appropriate.
- Is supported to meet expectations moving forward.
- Feels reintegrated into the school community.

Our approach reflects our Catholic commitment to forgiveness, reconciliation and fresh starts.

10.1 Restorative Reintegration

Following a sanction, staff will engage the pupil in a restorative process, which may include:

- A structured restorative conversation.
- Reflection on the Ready, Respectful, Safe expectations.
- Identifying what could be done differently next time.
- Agreeing clear next steps.
- Resetting expectations positively.

Reintegration is essential. No pupil should feel labelled or defined by previous behaviour.

10.2 Support Strategies Following a Sanction

Support may include, but is not limited to:

- A direct conversation between the class teacher and pupil.
- A meeting involving parents/carers.
- Daily or weekly check-ins with a pastoral lead.
- Implementation or review of an Individual Behaviour Support Plan (IBSP).
- Temporary behaviour report card.
- Adjusted seating or classroom arrangements.



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- Additional adult mentoring.
- Referral to SENDCO.
- Emotional regulation support.
- Peer mediation where appropriate.
- Early Help referral if wider needs are identified.

Support is personalised according to need.

10.3 Parental Involvement

Parents/carers may be invited to:

- Attend a restorative meeting.
- Review behaviour targets.
- Contribute to a support plan.
- Agree home–school communication strategies.

The school values partnership and aims to work constructively with families.

10.4 Safeguarding Considerations

Where behaviour indicates potential safeguarding concerns, additional support may include:

- DSL involvement.
- Risk assessment.
- External agency referral.
- Mental health support.

Sanctions do not replace safeguarding intervention.

10.5 Monitoring and Review

Where sanctions become frequent, the school will:

- Review patterns of behaviour.
- Consider underlying causes.
- Evaluate whether additional SEND assessment is required.
- Escalate support appropriately.

The aim is prevention of recurrence and long-term success.

12. Pupil transition

Transitions are recognised as key moments that can significantly impact behaviour and wellbeing. The school takes proactive steps to ensure smooth transitions at all stages.

11.1 Inducting Incoming Pupils

To support new pupils in meeting behaviour expectations, the school will:



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- Provide a structured induction process.
- Clearly explain Ready, Respectful, Safe expectations.
- Introduce key routines and adults.
- Assign a peer buddy where appropriate.
- Communicate with parents/carers regarding expectations.
- Gather relevant behavioural and pastoral information from previous settings.

Where pupils transfer mid-year, additional support may be provided to ensure successful integration.

11.2 Preparing Pupils for Transition Between Year Groups

To ensure continuity and consistency:

- Pupils participate in transition sessions with their new teacher(s).
- Staff hold detailed transition meetings.
- Behaviour information is shared professionally and sensitively.
- Existing support plans are reviewed and transferred.
- SEND and safeguarding information is communicated appropriately.
- Vulnerable pupils may receive enhanced transition support.

11.3 Transition to Secondary School

Where appropriate, the school will:

- Share relevant behavioural and SEND information with receiving schools.
- Support additional visits for vulnerable pupils.
- Liaise with secondary pastoral teams.
- Provide behaviour summaries where necessary.

Information sharing complies with data protection legislation and safeguarding duties.

11.4 Fresh Starts

In keeping with our ethos, transitions are treated as opportunities for renewal. Pupils are supported to begin new classes or phases without stigma attached to previous behaviour, while ensuring appropriate support remains in place.

13. Training

At Our Lady's Catholic Primary School, we recognise that a consistent and effective behaviour culture depends upon well-trained, reflective and confident staff.

Behaviour management is not left to individual interpretation; it is explicitly taught, rehearsed and reviewed through induction and continuing professional development.

12.1 Induction for New Staff

All new staff, including temporary and supply staff, receive induction into the school's behaviour culture. This includes:



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- The Catholic ethos and values underpinning behaviour.
- The Ready, Respectful, Safe expectations.
- The graduated response system.
- Use of Emotion Coaching and restorative conversations.
- Procedures for recording incidents on CPOMS.
- Safeguarding and behaviour links.
- SEND considerations and reasonable adjustments.
- Expectations around professional conduct and modelling behaviour.

Induction ensures that all adults apply expectations consistently from the outset.

12.2 Core Behaviour Training

Staff receive regular training in:

- Positive behaviour management strategies
- De-escalation techniques
- Restorative practice
- Emotion Coaching
- Trauma-informed approaches
- Understanding behaviour as communication
- Supporting pupils with SEMH needs
- Supporting pupils with neurodiverse conditions (including autism and ADHD)
- Equality Act duties and reasonable adjustments
- Cultural awareness and anti-discriminatory practice

Training ensures staff are equipped to respond proportionately, calmly and consistently.

12.3 Positive Handling and Reasonable Force

Appropriate staff receive training in:

- Positive handling.
- Safe and proportionate physical intervention.
- Legal frameworks relating to reasonable force.
- Risk assessment and recording procedures.

Refresher training is provided as required to maintain competence.

12.4 SEND and Mental Health Awareness

Given the recognised link between SEND, mental health and behaviour, staff training includes:

- The impact of trauma on regulation.



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- Sensory processing differences.
- Anxiety and emotional dysregulation.
- Attachment-aware practice.
- Strategies for supporting regulation.

The SENDCO and Senior Leadership Team support staff in implementing strategies consistently.

12.5 Safeguarding and Behaviour

Behaviour and safeguarding are closely linked.

All staff receive annual safeguarding training, which includes:

- Recognising when behaviour may indicate harm or vulnerability.
- Reporting procedures.
- Sexual harassment and sexual violence response.
- Peer-on-peer abuse.
- Online safety.

Behaviour management must operate in alignment with safeguarding procedures at all times.

12.6 Ongoing Professional Development

Behaviour management forms part of ongoing professional development through:

- Staff meetings
- INSET days.
- Coaching and mentoring.
- Behaviour data review.
- Case study discussion.
- Reflective practice sessions.

Where behaviour data indicates trends or inconsistencies, additional training will be provided.

12.7 Leadership and Governor Oversight

The Headteacher and Senior Leadership Team:

- Monitor behaviour practice across the school.
- Identify training needs.
- Ensure training remains current and compliant with DfE guidance.

The Governing Body is assured that appropriate training is in place to support effective implementation of this policy.

14. Monitoring and Evaluation

The implementation and impact of this Behaviour Policy will be monitored regularly to ensure that it is:



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- Consistently applied
- Fair and proportionate
- Inclusive and non-discriminatory
- Effective in promoting a calm and purposeful environment
- Reducing serious incidents and suspensions over time

Behaviour culture is a leadership priority and subject to ongoing review.

13.1 Behaviour Data Monitoring

Behaviour incidents are recorded on CPOMS and analysed systematically.

Senior leaders will review behaviour data at least termly, including:

- Frequency of behaviour incidents
- Types of behaviour
- Location and time patterns
- Use of removal from classroom
- Use of internal suspension
- Suspension rates
- Repeat incidents
- Effectiveness of Behaviour Support Plans

Data analysis will identify patterns and trends in order to inform preventative action.

13.2 Monitoring for Disproportionality

In line with the Equality Act 2010, the school will monitor behaviour data to identify whether any group of pupils is disproportionately affected by sanctions.

Data will be analysed by:

- Year group
- Gender
- SEND status
- Pupil Premium
- Looked After Children
- Ethnicity
- Other protected characteristics where relevant

Where disproportionality is identified, leaders will:

- Review practice.
- Evaluate whether reasonable adjustments were made.
- Consider additional staff training.



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- Adjust procedures if necessary.

The aim is equity, not identical treatment.

13.3 Suspension and Removal Oversight

The Headteacher will:

- Review all suspensions for proportionality.
- Ensure alternatives were considered.
- Review reintegration arrangements.
- Monitor repeat suspensions.

The Governing Body will receive regular reports including:

- Number and length of suspensions.
- Reasons for suspension.
- Patterns relating to vulnerable groups.
- Comparison with previous terms/years.

Where suspension rates increase, leaders will implement preventative strategies.

13.4 Pupil Voice and Parent Feedback

The school values feedback in evaluating behaviour culture.

Monitoring may include:

- Pupil surveys.
- Parent surveys.
- School council discussions.
- Informal feedback.
- Governor visits.

Feedback informs refinement of practice.

13.5 Staff Monitoring and Consistency

Leaders will monitor consistency through:

- Learning walks.
- Behaviour observations.
- Book scrutiny.
- Discussion with staff.
- Review of incident recording.

Where inconsistency is identified, coaching and training will be provided.

13.6 Policy Review



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This policy will be:

- Reviewed annually by the Governing Body.
- Updated in line with statutory guidance.
- Amended earlier if required due to legislative change or identified need.

13.7 Continuous Improvement

The school is committed to continuous development of its behaviour culture. Improvements may include:

- Additional staff training.
- Curriculum adaptation.
- Environmental adjustments.
- Pastoral intervention development.
- External partnership work.

Behaviour is viewed as a whole-school responsibility requiring ongoing reflection and refinement.



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APPENDIX 1

Statement of Behaviour Principles (Governing Body)

The Governing Body of Our Lady's Catholic Primary School believes that:

1. Every child is created in the image and likeness of God and must be treated with dignity and respect.
2. Behaviour must be taught, modelled and strengthened through positive relationships.
3. A calm, safe and purposeful environment is essential for learning.
4. High expectations apply to all pupils.
5. Sanctions must be proportionate, lawful and restorative.
6. Permanent exclusion is a last resort.
7. Behaviour systems must not discriminate against any group.
8. Reasonable adjustments must be made for pupils with SEND.
9. Safeguarding considerations override sanction where appropriate.
10. Forgiveness and fresh starts are central to our ethos.

APPENDIX 2

Behaviour Ladder (Ready, Respectful, Safe)

LEVEL	BEHAVIOUR EXAMPLE	RESPONSE
1	Minor disruption	Reminder
2	Repeated disruption	In-class reflection
3	Refusal / unsafe behaviour	Time Away
4	Serious incident	SLT involvement
5	Significant harm	Suspension review

This ladder supports consistency and clarity.



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APPENDIX 3

Behaviour Graduated Response Flowchart

Stage 1 - Re-direction

- Non-verbal cue
- Gentle reminder
- Reference to Ready, Respectful, Safe



Stage 2 - Reminder

- Private reminder
- Clear expectation
- Opportunity to correct



Stage 3 - In-Class Reflection

- Short reflection time
- Reset opportunity
- Restorative follow-up



Stage 4 - Time Away

- Supervised removal
- Recorded on CPOMS
- Parents informed (where appropriate)



Stage 5 - Senior Leader Involvement

- Pastoral conversation
- Behaviour Support Plan considered
- Parental meeting



Stage 6 - Serious Sanction

- Internal suspension
- Suspension
- Permanent exclusion (last resort)



All stages include restorative reintegration.

APPENDIX 4

Emotion Coaching Script

EMOTION COACHING

scripts

helping children understand their feelings and manage their emotions by co-regulation

1 **Recognise and Emphasise**

Emotional first-aid is needed to create a safe haven, a place of trust and acceptance. Recognising that all emotions are natural and normal

Connect before Correct

2 **Validate and Label**

Helping the child to label the emotion, encourages the regulatory process to engage and reconnect the thinking brain with the limbic system

Name it to Tame it!

3 **Limit Setting**

Setting the boundaries of acceptable behaviour ensures the safety of the child and those around them. It's important not to make the child feel shame. Be mindful of retaining the child's self-dignity

PIP and RIP

4 **Problem solve**

Helping the child to believe they can overcome difficulties and manage feelings and behaviour is empowering

Restore and repair

This first step does not require physical action, but it's the process of 'tuning in' to the situation, looking for physical and verbal signs of the emotion being felt. Bear witness to what is happening, gather your evidence. What is the child feeling and why?

You seem angry as you're clenching your fists and shouting

I can see that something's not quite right - can you tell me about it?

I'm sorry that happened to you, you must feel very

It's normal to feel angry about that, I would feel that way too

I can see that you get frustrated when that happens

I can see that you're frowning and you're kicking the wall and expressing a lot of energy. I would be feeling like that too if I didn't want to do something

... it's not OK to behave like that

... the rules are that we do not...

... these are the rules that we all have to follow

We don't deal with our emotions by hurting others

We don't throw things, it's not safe

... it's OK to feel like that but it's not OK to behave like that

EXPLORING

How were you feeling when that happened?

What were you trying to achieve by ...

Have you felt that way before?

PROBLEMATISING

Let's think of what you could do instead

Can you think of a different way to deal with your feelings?

I can help you think of a different way to cope

SOLUTIONS

Do you think that... would be more helpful?

Try and do this next time you feel like this

Let's decide what you will do next time you feel like this

Step 1 – Recognise and validate emotion
 “I can see that you’re feeling frustrated.”

Step 2 – Name the emotion
 “It looks like you might be feeling angry.”

Step 3 – Set the limit
 “It’s okay to feel angry, but it’s not okay to throw chairs.”

Step 4 – Problem-solve and repair
 “What could you do next time when you feel this way?”



APPENDIX 5

Removal from Classroom Record Requirements

All removals must include:

- Date and time
- Location
- Reason for removal
- Duration
- Staff member supervising
- Follow-up action
- Reintegration conversation completed
- SEND considerations noted
- Parent informed (if required)

Recorded on CPOMS.

APPENDIX 6

Suspension Checklist (Headteacher Use)

Before suspension:

- Have earlier interventions been attempted?
- Is the response proportionate?
- Has SEND been considered?
- Were reasonable adjustments in place?
- Is safeguarding a factor?
- Has evidence been recorded?
- Have parents been informed?
- Have governors been notified (where required)?

APPENDIX 7

Reintegration Meeting Framework

1. Welcome and reassurance.
2. Review of incident.
3. Reflection and responsibility.
4. Agreement of expectations.
5. Support strategies.
6. Monitoring arrangements.
7. Clear fresh start message.



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APPENDIX 8

Behaviour Data Monitoring Framework

Leaders will monitor:

- Total incidents
- Repeat incidents
- Removal frequency
- Suspension rates
- Disproportionality indicators
- SEND link
- Location/time trends

Reviewed termly by SLT and Governing Body.

APPENDIX 9

Parent Summary of Ready, Respectful, Safe

Ready – Prepared, punctual, focused

Respectful – Kind, polite, considerate

Safe – Responsible, careful, supportive

Parents are encouraged to reinforce these expectations at home.

This policy is available on the school website:

[Our Lady's Catholic Primary School and Nursery](#)

Paper copies are available on request from the School Office