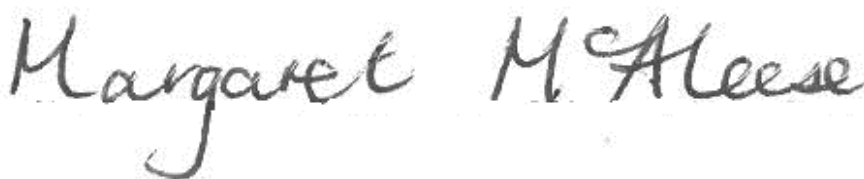




Our Lady's Catholic Primary School

Pupil Positive Behaviour Policy

Date reviewed	Next review
September 2026	September 2027
Signed (Chair of Governors)	
	

Our Lady's School is founded on faith in Jesus Christ and the life of the school community is centred on His presence.

Rationale

This policy document provides a framework for the creation of a happy, secure and orderly environment in which children at Our Lady's can learn and develop as caring and responsible people, as outlined in the School's Mission Statement and School Values. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

The Governors of Our Lady's Catholic Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables:

- all the pupils to make the best possible progress in all aspects of their school life and work;
- all staff to be able to teach and promote good learning without undue interruption or harassment.

All pupils, staff, visitors and other members of the school community have the right to feel safe at all times. There should be mutual respect between staff and pupils and between pupils. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.

Our Lady's Catholic Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). The school has a clear and comprehensive Behaviour and Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness.

Aims

This policy is designed to support the way in which all members of our school can live and work together to achieve our mission and ensure the well-being and happiness of all children. At Our Lady's, we recognise that mistakes happen and together with our behaviour and learning approaches, we endeavour to support, nurture and educate children on how to change behaviours so that all children take responsibility for the choices they make.

This policy aims to:

- provide a consistent approach to behaviour management;
- define what we consider to be unacceptable behaviour, including bullying;
- outline how pupils are expected to behave;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- outline our system of rewards and sanctions.

Legislation and Statutory Requirements

The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and Disabilities, and all vulnerable pupils, is set out in the Behaviour Policy and known to all staff. Parents and carers should be encouraged and helped to support their children's education, just as the pupils are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of pupils, parents and carers and school staff with respect to pupils' behaviour are outlined in the Home School Agreement which pupils, parents, and carers are asked to sign when a pupil joins the school.

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

- Behaviour in schools: advice for headteacher and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

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 88-94 of the Education and Inspections Act 2006, which require 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 should publish their behaviour policy online.

Definitions

Inappropriate Behaviour

At Our Lady's School we aim to promote positive approaches to behaviour but we recognise that disciplinary difficulties cannot be eliminated entirely.

Serious Unacceptable Behaviour is defined as:

- continuation of inappropriate/ disruptive behaviour;
- serious disruption to learning for themselves and for others;
- non-completion of classwork;
- fighting, injuring another pupil, physical aggression toward staff;
- verbal/threatening abuse toward an adult/peers;
- abusive language;
- racist, sexist or discriminatory behaviour;
- non-compliance/complete refusal to cooperate;
- deliberately damaging school property or stealing;
- behaviour likely to endanger themselves or others;

- possession of 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);
- any form of bullying.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- deliberately hurtful;
- repeated, often over a period of time;
- difficult to defend against.

Types of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting an individual
Physical	Hitting, kicking, pushing, taking another's belongings, violence
Prejudice based and discriminatory including racial, faith based, gendered, homophobic/biphobic, transphobic or disability based.	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g, gender, race, sexuality) Cyber-bullying
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Direct or indirect verbal Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social network

What Bullying Is Not

When talking about bullying, it is very important for pupils, teachers, and parents to understand what bullying is not. Many times, a single act or behaviour is hurtful, but it is not considered bullying. It is very important for the victim to know what bullying is not to make sure that when things seem hurtful, they will not fall immediately into the category of bullying, because the way to overcome bullying is different from the way to overcome other hurtful acts.

Examples include:

Not liking someone	It is very natural that people do not like everyone around them and, as unpleasant as it may be to know someone does not like you, verbal and non-verbal messages of "I don't like you" are unkind, but not acts of bullying.
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Being excluded	Again, it is very natural for people to gather around a group of friends and we cannot be friends with everyone, so it sometimes happens that when children play, they will include their friends and exclude others, and this is not an act of bullying.
Accidentally bumping into someone	When people bump into others, the reaction sometimes depends on the bumped person's mind-set. If they have had a bad day, they may think it was an act of aggressive behaviour, but if they are in the good mood, they may be more understanding. It is important for teachers and parents to explain that some accidents happen without any bad intention.
Making other children play things in a certain way.	Again, this is very natural behaviour. Wanting things to be done our way is normal and is not an act of bullying. To make sure children do not fall into considering it as an aggressive or "bossy" behaviour, we need to teach them assertiveness. Again, although it is not fun or pleasant, this is not bullying.
A single act of telling a joke about someone	The difference between having a sense of humour and making fun of someone is very fine. It is important to teach children that things they say, as jokes should also be amusing for the others. If not, they should stop. Unless it happens repeatedly and done deliberately to hurt someone, telling jokes about people is not bullying.
Arguments	Arguments are heated disagreements between two (or more) people (or groups). It is natural that people have different interests and disagree on many things. The argument itself is not a form of bullying. It is very important to distinguish between natural disagreements and bullying during an argument.
Expression of unpleasant thoughts or feelings	Communication requires at least two players. Although it may be unpleasant to hear what someone thinks about you, it is not a form of bullying but a very natural thing. In every communication, there are disagreements and some form of judgment about each other's attitude and behaviour. If someone says to you, "I think this was not a nice gesture" or 'You insulted me when you said this', this is not bullying but an expression of thoughts and feelings.
Isolated acts of harassment, aggressive behaviour, intimidation or meanness.	The definition of bullying states that there is a repetition in the behaviour. Bullying is a conscious, repeated, hostile, aggressive behaviour of an individual or a group abusing their position with the intention to harm others or gain real or perceived power. Therefore, anything that happens once is not an act of bullying.

Roles and Responsibilities

To ensure our children and staff work in a clear, safe and consistent way we outline the expected conduct of all stakeholders and pupils in our school.

The Home/School Partnership

At Our Lady's, we commit to providing an environment where positive wellbeing and mental health ensures everyone feels safe, happy and loved as children of God. To achieve this, we encourage parents/carers, the first educators of their children, to work in partnership with us in all areas of schooling,

including managing behaviour. A successful home/school partnership is vital in the aim to resolve behavioural issues swiftly and effectively.

At Our Lady's, we promote positive behaviour by:

- consistent respect from the adults: building positive relationships between staff and pupils;
- consistent language: in all dealings with behaviour, referring back to the rules of being kind, respectful and polite, and our core values;
- consistent modelling of positive behaviour: promoting the wellbeing of all and encouraging children to take responsibility for their own actions;
- consistent expectations: being clear, ensuring certainty both in and outside the classroom;
- consistent rules: defined, agreed and understood by all members of staff and all children;
- consistent positive reinforcement: encouraging and celebrating appropriate behaviour.

The Governing Board will:

- be responsible for reviewing and approving the written statement of behaviour principles (appendix 1);
- provide clear advice and guidance to the head teacher, on which the behaviour policy can be based, and will monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher will:

- be responsible for reviewing this behaviour policy in conjunction with staff, giving due consideration to the governor's statement of behaviour principles. The head teacher will also approve this policy;
- model positive behaviour;
- ensure behaviour expectations are clearly shared with new staff members during induction;
- provide or organise any necessary training to support the duties and functions expected in the behaviour policy;
- ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff will:

- model positive behaviour;
- establish a fair and consistent approach towards learning and behaviour (through the use of the behaviour steps in Years 4-6);
- ensure a consistent use of 'language' is used by all adults;
- ensure the atmosphere of the room is safe, calm and positive, thus enabling all children to participate, learn and make progress;
- provide a safe and familiar environment where children feel pastorally supported;
- demonstrate the school values as part of everyday practice and remind children of their responsibility to do the same;
- treat each child as an individual and with respect and encourage each child to treat others kindly;
- work closely with parents and listen to them and discuss their child's needs with them;
- work with colleagues from other agencies to ensure children are safe;

- enable restorative conversations, helping children to understand their thoughts and feelings and how they can have an impact;
- acknowledge children's difficult feelings and work with them.

Pupils should:

- be aware that they are in charge of their own behaviour choices;
- follow the school's behaviour blueprint;
- help peers to become responsible and accountable for their behaviour choices;
- understand and embody the school values;
- recognise the importance of co-operation, friendship and forgiveness;
- engage in their learning tasks and not disturb the learning of others;
- engage in restorative practice conversations to reduce the risk of the behaviour repeating;
- refrain from behaving in a way that brings the school into disrepute, including when outside school;
- resolve issues through a considerate approach.

Parents should:

- recognise that they are the first educators of their children;
- understand and support this policy, the behaviour blueprint and school values;
- work together with the school to support the needs of their child;
- seek appropriate advice and support regarding children with SEND;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- engage in behaviour meetings or conversations at the earliest opportunity with the class teacher, phase leader, Assistant Headteachers or Headteacher as necessary, in response to behaviour concerns from the school, to avoid further escalations;
- discuss behaviour log report with their children (KS2 only);
- have a consistent approach between home and school;
- support the children's learning to help them achieve.

Classroom Behaviour Support

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. The school encourages a 'positive discipline' approach with the following aims:

- follow the behaviour blueprint;
- to teach children a value system that will stay with them throughout their lives, including the ability to forgive and take responsibility for mistakes;
- to guide children towards responsible behaviour and self-control rather than forcing them to obey an instruction or request simply because they are afraid of being punished;
- to show children how to use the Zones of Regulation, behaviour blueprint and token system to promote positive behaviour choices;
- to teach about consequences for actions;
- to teach about accountability and taking responsibility for their behaviour;
- to encourage pupils to recognise and respect the rights of others;
- to encourage the child to learn how to manage their feelings and behaviour;
- to promote honesty, fairness and respect for others;
- to enable rational conflict resolution;

- to promote positive behaviour and bring stability and structure to a child's life;
- to ensure that all children play an active part in shaping the school's approaches to behaviour.

School staff will:

- create and maintain a stimulating environment that encourages children to be engaged;
- display the School Values, Token System, Zones of Regulation, Behaviour Blueprint and Behaviour Steps (Years 4-6) in the classroom;
- develop a positive relationship with pupils, which may include:
 - greeting pupils in the morning/at the start of lessons;
 - establishing clear routines and expectations in a positive, non-threatening way;
 - set clear expectations for behaviour and attitudes;
 - communicating expectations of behaviour in ways other than verbally;
 - highlighting and promoting good behaviour
 - concluding the day positively and starting the next day afresh;
 - having a plan for dealing with low-level disruption;
 - using positive reinforcement;
 - be calm and kind, but firm;
 - use behaviour-specific praise using a high ratio of positive vs corrective comments;
 - show empathy and respect to pupils;
 - model appropriate behaviour to reinforce expectations.

Classes will also promote positive discipline using:

Class Mission Statements

Class teachers and pupils will set expectations required of the class at the beginning of the Autumn Term so that all children, staff and adults are aware of the expectations. These expectations are displayed in the form of a Mission Statement in all the classrooms as well as on the class webpage.

Behaviour Blueprint

A behaviour blueprint has been created to ensure consistency of behaviour across the school. This is shared with all classes, staff and parents and is displayed in the classroom alongside the behaviour steps. (See Appendix 2)

Behaviour Steps

In Years 4 – 6, behaviour steps are used to provide a visual reminder of both positive and negative behaviours. Pupils may move up or down the steps dependant on their behaviour and consequently gain rewards or sanctions. In Key Stage 2, outcomes of the behaviour steps are shared with parents on a weekly basis, via email (See Appendix 4 and 5).

Celebrating Behaviour including the Token System

The token system is used in EYFS, KS1 and Year 3 classes to celebrate positive discipline. Children can be rewarded tokens throughout the week and then can spend them in the class shop. Every child must give a number of tokens collected, which goes towards the class prize. Tokens can also be taken away for poor behaviour choices. (See Appendix 3)

Zones of Regulation

The Zones of Regulation is a cognitive behavioural approach that is used to teach self-regulation strategies through categorising all the different ways we feel into four clear and concrete-coloured zones. The framework provides strategies to teach children and young people to become more aware of and be independent in controlling their emotions and impulses, managing their own sensory needs and improving problem-solving abilities. It aims to help children move towards independent regulation. It is a visual and structured programme that teaches children to develop their understanding of emotions in both themselves and in others, to understand how their emotions and behaviours affect everybody around them, and learn what tools they can use to manage these feelings.

What are the goals of the programme?

- To recognise and communicate the different zones.
- To learn tools to stay in or move between zones.
- To develop an individualised set of tools for each pupil.
- For both adults and the pupils, themselves to recognise triggers and when to use tools.
- To recognise others' emotions and how own behaviour impacts others.
- To be able to independently regulate: to control emotions/impulses, manage sensory needs and improve problem-solving skills.

There are four zones within the programme: (See the diagram below for further explanation)

- The Blue Zone is used to describe a low state of alertness and arousal.
- The Green Zone is used to describe a calm state of alertness. This is the zone where optimal learning occurs.
- The Yellow zone is used to describe a heightened state of alertness and elevated emotions; however, the child still has control over their emotions.
- The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A child may not have control over their own emotions and behaviours if they are in the red zone.



The Zones can be compared to traffic signs:

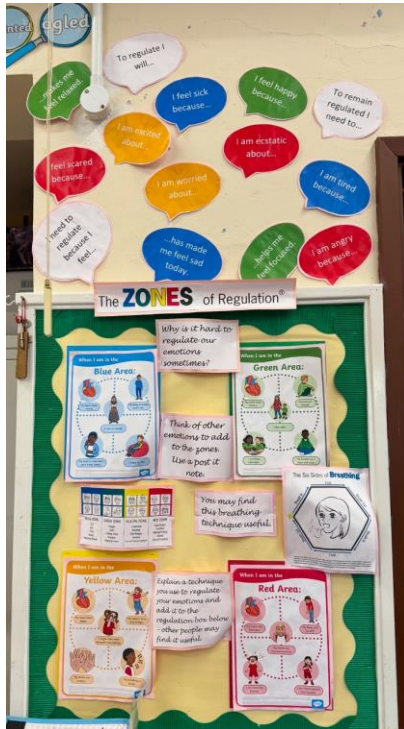
- The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize.
- When given a green light or in the Green Zone, one is “good to go”.
- A yellow sign means be aware or take caution, which applies to the Yellow Zone.
- A red light or stop sign means stop, and when one is the Red Zone this often is the case.



The Zones of Regulation teaches children and young people that all zones are natural to experience and it is okay and acceptable not to be in the green zone. We all experience multiple, (if not all four!) zones every day and can be in more than one zone at the same time. The framework teaches children and young people to manage their emotions based on the environment and its demands, and the people around them at any given time. **It is important to remember that there are NO bad zones.**

So what does the zones of regulation look like in practice?

Children are encouraged to 'check in' to the zone station when they arrive in school in the morning, and throughout the day. This may need to be supported and modelled by adults initially, e.g. "you were feeling happy earlier but I think you look a bit excited now, shall we change you to the yellow zone?" This may need to be simpler at first, e.g. just one emotion per zone.



Children are encouraged to learn about what different emotions look like in other people, their friends, their family and their teaching staff. You Tube is an amazing resource for this element, just type in Zones of Regulation!

Children will have visuals for different 'tools' available from the beginning of the programme and adults are encouraged to model alongside this, e.g. "I think you might be a bit excited, shall we go to the time out corner or use the resources available?"



Once children have developed their understanding of emotions, they can begin to relate this to themselves and discussions can be had around what helps them get back to green zone. Children are encouraged to talk about feelings! When people in their environment are sad, or frustrated or anxious, talking about this will support their understanding and consolidate their learning further, e.g. “I know ___ is feeling sad isn’t he, he’s in the blue zone right now, and what can we do to help them regulate or be ready for learning?”

Brain Breaks

Brain breaks are short, structured pauses (lasting 1 to 5 minutes) that use movement, breathing, or mindfulness to help students reset their focus and reduce mental fatigue.

Why Brain Breaks Matter

- **Improves Focus:** Short pauses prevent cognitive overload, helping pupils return to tasks with renewed attention.
- **Boosts Brain Function:** Movement breaks increase blood flow and oxygen to the brain, which improves memory and learning efficiency.
- **Reduces Stress:** Calming exercises lower anxiety and help pupils regulate their emotions.
- **Aids Memory Consolidation:** During rest, the brain enters a "default mode" to process complex information and solidify new skills.
- **Enhances Behaviour:** Giving pupils an intentional outlet for energy improves classroom climate and on-task behaviour.

Pupil support

The school recognises its legal duty under the Equality Act 2010 and the Children and Families Act 2014, to prevent pupils with a protected characteristic from being at a disadvantage and adapt practice to meet the needs of those pupils with SEND needs including those pupils with Education Health Care Plans. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school’s SENCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Behaviour in this instance may be monitored through the behaviour systems established in the classroom to highlight any key triggers for specific behaviours presenting. The behaviour policy may then be adjusted to cater for the needs of that child, and a behaviour support plan may be put into place. Some illustrative examples of this may include (but are not limited to):

- short, planned movements breaks for a pupil whose SEND needs means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training staff in understanding SEND diagnoses.

Behavioural issues arising for pupils with medical needs relating to behaviour e.g. Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder will be dealt with on an individual basis, appropriate to their specific need.

We may be required to use positive handling to remove any child from that situation if a pupil's behaviour is dangerous; will put themselves, other children or a staff member at risk; causes significant damage to property or continuously disrupts learning, good order or discipline in school. This is a last resort, in all cases, and we prefer to avoid this kind of intervention. If pupils show persistent poor behaviour choices, support from outside agencies will be sought.

Where necessary, extra support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Autism Level Up!

For SEND pupils and other members of the school community who struggle to understand emotional regulation, we also teach about the importance of understanding energy regulation. Autism Level Up provides a learner (and/or their partners) the ability to reflect on their own energy presentation at various levels.

My Energy	What others see, hear & observe	What I feel or experience	Where it feels right for me (creates gruntles*)
 Maxed Out/ Frenzied Often seen as: <i>not available for learning and interaction</i> Often feels like: <i>bursting energy or shut down</i> Where it often feels right: <i>upsetting event, recess</i>			
 Amped Up / Fidgety Often seen as: <i>hyper</i> Often feels like: <i>expanding energy</i> Where it often feels right: <i>PE class, celebration</i>			
 Focused / Purposeful Often seen as: <i>activity oriented and engaged</i> Often feels like: <i>directed flow of energy</i> Where it often feels right: <i>hobby or preferred activity, class, sports</i>			
 Settled / Calm Often seen as: <i>relaxed</i> Often feels like: <i>slow, steady, pulsing energy</i>			

Behaviour Management Support Plan

A behaviour management support plan will be put in place for any child who is consistently struggling with behaviour choices above the use of the behaviour steps and agreed practice for EYFS, KS1 and Year 3 classes. This will include setting clear targets in conjunction with parents and communicating regularly between home and school. The following routines will be used:

- the child and teacher will meet with a member of the SLT to discuss the behaviours of concern and their impact;
- a support programme will be established which will set achievable behaviour targets;
- a meeting will be held with the child's parents to discuss the process and targets;
- these targets will be reviewed on a weekly basis and where improvements are seen, the child will be rewarded and the support stopped. Where improvements are not seen, additional interventions will be considered;
- a timeframe will be given for this plan.

Responding to Behaviour Choices

Responding to Appropriate Behaviour Choices

At Our Lady's School, we aim to provide a system of rewards to encourage and praise greater effort in work and behaviour. The school operates a house system and children are awarded house points at any time during the week for a variety of achievements including good work, greater effort, good behaviour, use of school values, helpfulness and being polite. Individual classes may also have personalised reward and sanction systems of which the pupils are made aware. (See Appendix 3)

- children receive verbal praise throughout the day;
- children are awarded stickers at any time during the week for a variety of achievements including good work, greater effort, good behaviour, helpfulness and being polite;
- children may also receive house points, certificates or postcards home as part of the reward system using the behaviour steps;
- use of token system;
- positive comments are made on children's work;
- behaviour steps are used so pupils have a visual reminder of their behaviour;
- the main reward for good behaviour using the behaviour blueprint, is praise from staff or other children within the school;
- use of Zones of Regulation to support use of emotions;
- individual achievements are recognised and celebrated by the whole school at a weekly rewards assembly;
- certificates for other individual achievements are also awarded and celebrated in whole school assemblies;
- headteacher awards certificates to pupils who are good role models, learning champions or uphold the school's values;
- sashes assembly is held where pupils across the school receive recognition for their achievements. Parents are invited to attend these celebrations.

Managing Inappropriate or Unexpected Behaviour Choices

At Our Lady's School, we aim to promote positive approaches to behaviour but we recognise that disciplinary difficulties cannot be eliminated entirely. When a pupil's behaviour falls below the standard

that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. A bespoke approach will always be explored for pupils with specific or additional needs. All bullying and racist incidents should be recorded on CPOMs. Should the children not conform to the agreed expectations; the following approaches will be applied.

Within the classroom

- Reminder of appropriate behaviour.
- Verbal warning.
- Move to a desk or area away from the other children.
- Sent to another area for time out.
- In EYFS and KS1, class children may lose a period of project learning time.
- Pupils may be sent to the Assistant Headteachers / Headteacher. Parents are informed and may be invited into discuss the situation if deemed necessary.

During playtime and lunch time

- Verbal warnings.
- Move to an area away from the other children.
- Pupils may be sent to the Assistant Headteachers / Headteacher. Parents are informed and may be invited into discuss the situation if deemed necessary.

Procedure for providing children with opportunities to discuss appropriate behaviour

At Our Lady's School, we believe that children should be given the opportunities to discuss appropriate behaviour. This may be achieved through:

- speaking with the class teacher or a senior member of staff;
- assemblies;
- Religious Education lessons - in activities which focus on morality and ethical issues;
- Personal, Social, Health and Economic (PSHE) Education lessons - in activities which focus on relationships and feelings;
- use of Zones of Regulation and circle time - an opportunity for open discussion held in class groups at regular intervals;
- restorative conversations to resolve minor conflicts;
- the agreement of a class mission statement by each class at the beginning of the Autumn Term.

Behaviour Record Keeping

The behaviour lead and senior leadership team closely monitor the behaviour of each child, daily, weekly and termly. Teachers record behaviour incidents in a behaviour record folder for all classes and behaviour logs for Years 4-6. When parents are informed of serious incidents, this will be recorded on CPOMs.

Behaviour Monitoring Escalation Process

To avoid certain poor choices in behaviour continuing over significant lengths of time and to encourage a change in behaviour, a clear escalation process is in place.

Stage	Examples	Consequence	Staff Involved
Stage 1	- Reminders of the expectations of the Behaviour Blueprint - Reminders of expectations of Learning Behaviours - Reminders of behaviour choices during break/lunchtimes	Actions and possible sanctions - Class teacher to investigate - Reminders given around behaviour blueprint expectations - Discussion with parent either through telephone, behaviour logs or contact book - Recorded on behaviour logs for KS2	Class teacher and support staff
Stage 2	Escalation and persistent poor behaviour choices of the Stage 1 examples	Actions and possible sanctions - Assistant Headteacher's investigation - Joint meeting with parent, face to face in school - Targeted behaviour plan put in place and monitored by class teaching team - Recorded on behaviour logs for KS2	Class teacher and support staff Assistant Headteacher
Stage 3	- Behaviour choices are dangerous to themselves and others - Disruptive and disrespectful behaviour choices to all members of the school community	Actions and possible sanctions - Recorded on behaviour logs for KS2 - Headteacher investigation - Joint meeting with parents, face to face in school - Behaviour plan monitored by Senior Leadership Team - Possible suspension (internal or external) - Possible referral to external agencies via the SENCo	Class teacher and support staff Assistant Headteacher Headteacher

In the event of the behaviour continuing beyond stage 3, the school will work with the Local Authority to pursue additional support. This may lead to suspensions, a move to another setting or permanent exclusion. If a child exhibits persistent disruptive or dangerous behaviour that raises concerns about their safety or the safety of others, we reserve the right to exclude them. This decision is made to ensure a safe environment for all participants.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding and Child Protection Policy and Managing Allegations against Staff Policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Positive Handling/Use of Reasonable Force

In school, staff may use reasonable force to control pupils or to restrain them. Reasonable force will be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. For example, the school may use reasonable force to:

- remove disruptive pupils from the classroom or other area where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event, trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil or to stop a fight in the school;
- restrain a pupil at risk of harming themselves through physical outbursts.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will depend on individual circumstances. All members of staff have a legal power to use reasonable force. This applies to any member of staff at the school and also to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Confiscation, Searches and Screening

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item, which is harmful or detrimental to school discipline. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item;
- If they believe that a search has revealed a safeguarding risk;
- All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing Parents/Carers

Parents/Carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened;
- What was found, if anything;
- What has been confiscated, if anything;
- What action the school has taken, including any sanctions that have been applied to their child.

Support after a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the

reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Mobile Phones

Year 6 pupils, who walk to and from school by themselves, with parental agreement, may bring mobile devices into school, but these should be handed to staff on arrival and will be handed back to the pupil at the end of the school day. Pupils may not use their mobile devices during the school day. Any breach of this policy or the acceptable use agreement by a pupil may trigger disciplinary action in line with school policy, which may result in the confiscation of their device.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection policy.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Pupil behaviour and appropriate behaviour management is discussed with all staff at staff meetings and when necessary throughout the day. Behaviour management also forms part of continuing professional development.

Curriculum

Our Lady's promotes positive representations of all people, faiths and cultures, during our environment, assemblies, texts and contextual planning for learning. We will use the National Curriculum to teach tolerance and opportunities across all subjects to support pupils in valuing cultural diversity and understanding. We are committed to improving cultural awareness across the curriculum and to maximising opportunities both within and outside the classroom to promote greater understanding. We want to lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities, according to their maturity.

More specifically, there are regular opportunities available through the Creative Curriculum, Personal, Social and Health Education (PSHE) and Relationships and Health Education (RHE) to prepare pupils to meet their responsibilities as citizens in a multi-cultural society. Within this context, the school will continue to teach pupils the difference between right and wrong and the need to respect one another as well as themselves. We will seek to promote racial harmony, prepare pupils for living in a diverse and increasingly inter-dependant society and specifically to address racism, sexism and other forms of discrimination.

Racist Incident Reporting

All incidents which appear to have racist connotations should be reported to the Headteacher or Designated Safeguarding Lead at the earliest opportunity. A record will be made of each instance on our safeguarding reporting tool: CPOMs. An immediate investigation will be carried out and the victim reassured and listened to. It is the responsibility of the Headteacher to inform the Chair of Governors. All parents will be informed, and appropriate consequences awarded. These may differ according to the incident and age of the child. Curiosity must be encouraged and the balance investigated appropriately. Schools are obligated to report racist incidents to the local authority at the end of each year.

Child-on-Child Abuse

We recognise that abuse can occur between children and take this extremely seriously. Child-on-child abuse may occur both inside and outside of school, including online, and can take many forms, including:

- Physical abuse
- Emotional abuse or coercion
- Sexual harassment or abuse
- Upskirting
- Bullying (including cyberbullying and prejudice-based bullying)

In line with our Safeguarding and Child Protection Policy, we respond promptly, proportionately and sensitively to all concerns raised. Staff are trained to recognise signs of harm and understand the importance of early reporting and intervention. We also proactively educate pupils through our age-appropriate RSHE curriculum, which promotes healthy friendships, personal boundaries, consent and safe online behaviour. This preventative work reflects our Catholic responsibility to help children flourish in loving, respectful relationships.

Safer Digital Behaviours

We recognise the risks to pupils associated with being online, particularly in the event of online learning. Parents and carers are recommended to:

- check security and parental control/privacy settings on all devices;
- set up passwords/codes if available on computers/devices;
- check for regular updates to devices or apps. Using the latest version can immediately help improve security;
- think about physical privacy when appearing live online, e.g. appropriate adult supervision of children at home, appropriate clothing, appropriate background, distractions like noise and interruptions, what other people nearby can hear;
- report harmful activity to the website, platform or app, a trusted adult and the Designated Safeguarding Lead. Report Harmful Content to Safer Internet UK if not satisfied with the result of a report to a service provider;
- stay physically and mentally healthy online by taking regular breaks and appropriately managing screen time;
- reiterate behaviour expectations and ways to handle and report problems, especially encouraging children to speak to a trusted adult if they come across content online that makes them uncomfortable.

The school will issue appropriate behaviour sanctions to pupils for poor behaviour choices whilst online.

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspection Act 2005 give Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to this school's behaviour and anti-bullying policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing a school uniform;
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate;
- Considered;
- Supportive;
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report;
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Outside agencies

Any concerns about any child should be referred to the Headteacher or Inclusion Manager. They will discuss the issues with the class teacher. Staff involved will be asked to document evidence of behaviour carefully so that it can be collated when required. There are times when the advice or support of outside agencies will be sought. Outside agencies include:

Specialist Teaching &
Learning Service
Educational Psychologist

Behaviour Support Service
Speech Therapist
School Nurse

Pre-School Advisor
Social Services
Early Intervention Team

Monitoring arrangements

This behaviour policy will be reviewed and approved by the Head teacher and Governing Board annually. The policy will also be presented to the Governing Body. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Board annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion policy
- Safeguarding and Child Protection policy
- Anti-Bullying policy
- Managing allegations against staff



Our Lady's Catholic Primary School

Written statement of Behaviour Principles

As a Catholic School, Gospel Values and the School's Mission Statement guide the ethos. We believe that wellbeing, behaviour and learning are inseparable. Behaviour is understood as a form of communication, often reflecting underlying needs. Our approach is therefore attachment-aware, trauma-informed; relationships are at the heart of all we do.

Core Principles

- **Right to Feel Safe:** Every child and adult has the right to feel safe, respected and valued.
- **Right to Learn:** All pupils have the right to learn without disruption.
- **Behaviour is Separate from the Child:** We affirm the inherent worth of every individual; behaviour is addressed without compromising dignity.
- **Positive Relationships:** Strong, supportive and trusting relationships underpin effective behaviour management.
- **Consistency and Fairness:** Expectations are applied with fairness and consistency, while recognising individual needs and circumstances.
- **Restorative Approach:** Reflection, repair and reconciliation are central to resolving difficulties and restoring relationships.

Our Commitments

- To create a nurturing, respectful and inclusive culture where children feel safe, connected and ready to learn.
- To promote positive behaviour through clear boundaries, consistent expectations and compassionate adult responses.
- To support pupils in developing self-regulation, resilience, empathy and responsibility for their actions.
- To prevent bullying and discrimination, ensuring kindness, justice and equality are embedded in all aspects of school life.
- To involve parents and carers in supporting children's wellbeing and behaviour.
- To balance restorative practice with the use of proportionate sanctions when necessary, in line with our Positive Pupil Behaviour Policy.

Through our holistic development of both character and curriculum, our children learn, grow and flourish. From little seeds, we grow: caring for God's world, building lifelong foundations and striving for a just and harmonious society.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Board annually.

Appendix 2

Our Lady's Catholic Primary School Behaviour Blueprint for KS1



The Our Lady's Way... This is how we do it here...

At Our Lady's Catholic Primary School, we always have to be kind and show respect to each other. We need to try our best to learn something new every day. To be happy we need to make good choices every day and help our friends to do this. God has chosen all of us and made us different, we speak to him every day. We thank God everyday by showing good manners. As a school we have good thinkers that value our learning so we can help the world become a better place.

Adult Responsibilities

Say hello to everybody they meet
Praise good choices from everyone
Adults are calm and caring
Adults are helpful and kind
Adults are thankful and forgiving

Pupil Responsibilities

We are ready to learn
We will be quick and sensible in the cloakroom
We are respectful to other and responsible for our clothing and equipment
We will be safe and sensible when moving around the school

To be amazing we will:

Use Our School Values
Use Our Learning Behaviours
Always Try Our Best
Use our 5Bs
Think for Ourselves

Token System



Tokens are rewarded for outstanding general behaviour, as well as use of learning behaviours and school values. Children can buy from the shop and classes can organise celebrations.

How do we get tokens and celebrate our successes?

- We can earn tokens by following the behaviour blueprint, completing challenges and always trying our best.
- We try to be good role models and always use our manners.
- We make good choices.
- We will be able to go to the token shop once a term.
- We have star of the week every Friday.
- We have our big token prizes when we have saved up enough tokens in our bank.

Key Conversations

- What happened?
- What were you thinking at the time?
- Why did you do this?
- What have you thought since?
- How did this make people feel?
- How are you feeling right now?
- What should we do to put things right?
- How can we do things differently in the future?

How Adults Can Help...

Active 30 Second Interventions

- **I have noticed that** you are... (having trouble getting started, wandering around etc...) right now.
- **At Our Lady's, we ...** (refer to the Behaviour Blueprint, School Values & Class Mission Statement – ready, respectful and safe).
- **Because of that,** you need to... (refer to action support behaviour e.g. moving to another table, complete learning at another time).
- **See me for 2** (or up to 3) minutes after class/break or lunchtimes.
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviour and behaviour steps)?
- **This is who I need to see today...**
- **Thank you for listening ...** then use tokens to give the child a reward.

Relentless Routines

Wonderful Walking Legendary Lining up Protective Playtimes Terrific Transitions Talented Talkers
Active Listening Clean Cloakrooms Learning Champions Perfect Presentation Mission Makers

What do Relentless Routines mean?

Active Listening



Protective Playtimes



Clean Cloakrooms



Wonderful Walking



Talented Talkers



Legendary Lining Up



Terrific Transitions



Our Lady's Catholic Primary School Behaviour Blueprint for KS2



The Our Lady's Way... This is how we do it here...

At Our Lady's Catholic Primary School, high expectations of learning, behaviour and respect for each other underpins everything we do. God makes each member of our community in His image and likeness, and in our interactions with each other, we encounter God each day. At KS2, we use the 4Rs (**ROUTINES, ROLES, RIGHTS & RESPONSIBILITIES**) to help us to strive to create independent, articulate thinkers and learners who have the skills to become active and responsible global citizens who are confident to make the right choice.

Relentless Routines

Wonderful Walking Legendary Lining up Protective Playtimes Terrific Transitions Talented Talkers
Active Listening Clean Cloakrooms Learning Champions Perfect Presentation Mission Makers

Expectations of Relentless Routines

- **Wonderful Walking** – We will remember to walk sensibly around the school as we know that if we run, we could get hurt. We will walk in a straight line when going to and from assembly, and after break and lunchtimes. We will walk up and down the stairs using the one way system. We will remind others to do the same.
- **Legendary Lining Up** – We should line up sensibly, quietly and quickly making sure that we do not disturb others. If there is no space in the line, we will go to the back of the line. Safety first!!
- **Protective/Perfect Playtimes** – We will always make sure we are looking after the play equipment by playing with it nicely and putting it away neatly and carefully. Also, we will make sure we do not leave anyone out, and if we see someone on their own, we will invite them to play with us if they want to. If we are playing a game and others want to join, we will ask them to wait until the game is over and then they can join the game.
- **Terrific Transitions** – When we move from one subject to another we will make sure that we listen carefully to any instructions and clear out desks of any unnecessary items so that we can get on with our work quickly. When moving from the classroom to other areas in the school, we will make sure that we are wonderful walkers and we can make legendary lines.
- **Clean Cloakrooms** – We will always make sure that we keep the cloakrooms and the toilets clean. We will always put our coats and bags on our pegs. If something is on the floor, we will pick it up and see if it has a name on it, and return it to its rightful owner. If there is no name, we will tell an adult. When changing for PE, we will make sure all of our belongings are hung up neatly. If there is a mess on the floor in the toilets, we will do our best to clean it up or ask an adult for help.
- **Active Listening** – We will always make sure we are listening to all the instructions the adults and peers are giving us. We will show them that we are listening by giving them eye contact and appropriate facial expressions.
- **Talented Talking** – We will make sure we think about what it is we want to say before saying it. We will make sure that we are being respectful and are using our physical oracy skills of talking clearly using an appropriate tone and pitch. When asking questions, we take the time to think if it is the right time to ask it, and we will be clear on what it is we are asking and we will be respectful towards others when they ask questions.
- **Perfect Presentation** – To ensure we have perfect presentation, we will make sure that our shirts are tucked in and we are sitting up properly in class, ready to learn. In our books, our written presentation should be neat, with handwriting joined. We will make sure that we write on the lines in our books and glue in our sheets so that they do not stick out of the page. We will also make sure that our tables are clear of unnecessary items so we are able to concentrate when listening and learning.

Roles

We have many roles that we need to fulfil whilst at Our Lady's. The roles are: Yourself (the most important one), Valued Community Member, Reader, Writer, Mistake Maker, and Reflector. Below is an explanation of each role.

Yourself: This is our most important role. We need to be who we are and celebrate our uniqueness. We need to ensure that we are doing our best to follow our 4Rs of Routines, Roles, Rights and Responsibilities. We should always try to be reflective on how we conduct ourselves, and try to do our best in school. We should have a positive attitude towards ourselves and others by being a good role model and respecting everyone.

Valued Community Member: This is our second most important role. We will try to create a class, school, parish and global community that will work together to help everyone. We will understand how we can use our Catholic Social Teaching to make a difference and complete our action plans. We will also try to follow Laudato Si and care for our environment like Pope Francis has asked us to do. We will try to be good role models by using our school values and become mission makers.

Reader: This is one of our learning roles. Everyone has the right to read and understand what they have read. We will learn from books and develop a love for reading so that we can broaden our minds and imaginations. We want to discover the power of words and share this with everyone.

Writer: This is also a learning role. This is an important skill to develop, as it will help us share our ideas and passions. We need to have good handwriting (or typing skills), a desire to learn and use new words as well as using the correct vocabulary and grammar to help us create pieces of work that inspire others. Through self and peer assessment, we will improve our skills and help others to do the same.

Mistake Maker: This is the next of our learning roles. It is fine to make a mistake, in fact, to learn we need to make many mistakes as they will help us overcome our problems. Mistakes teach us that we should never give up and we need to share our mistakes with others as they can help us solve them. We should not be afraid to make a mistake, it is all part of our learning journey.

Reflector: This is our final learning role. Reflecting will help us grow as learners and role models. Every day we can share time together reflecting on how successfully we have used our learning behaviours to grow as independent and active learners, the behaviour steps to remind us of the good choices we can make, and how we have used our school values to help ourselves and others grow and be more like Jesus. If we reflect regularly, it will help us make better decisions in the future in all that we do and say.

Rights

All members of Our Lady's have rights. Here are the following rights for pupils and staff.

Pupil Rights

- I have the right to be myself.
- I have the right to be respected by all.
- I have the right to feel safe.
- I have the right to learn.
- I have the right to be heard and speak up for my beliefs.
- I have the right to ask as many thoughtful questions as I would like.
- I have the right to make mistakes and learn from them.
- I have the right to feedforward advice as an essential part of my learning.
- I have the right to be a Mission Maker and Learning Champion.
- I have a right to express my concerns and worries.
- I have a right to be listened to when appropriate.
- I have the right to ask for help when needed.
- I have the right to make the right behaviour choices, but understand when my behaviour is not appropriate.
- I have the right to work independently as well as working with a learning partner.
- I have the right to be welcomed into other year groups.

Adult Rights

- We have the right to be ourselves.
- We have a right to feel safe.
- We have a right to be listened to.
- We have a right to be respected and treated as equals.
- We have a right to be able to teach so that all can learn.
- We have a right to make a decision and that it is acted upon. All adult guidance is to be respected.
- We have a right to say 'No' when it is necessary.
- We have a right to expect that all the 4Rs (Routines, Roles, Rights and Responsibilities) as well as learning expectations about assessment for learning, curriculum tasks and presentation of work will be met.
- We have a right to explain learning clearly and when it does not happen, we will be supported.
- We have a right to make mistakes and learn from them.
- We have the right to ask for help when needed.

Responsibilities

Beyond your routines, roles and rights, we all have responsibilities as a member of our community.

Pupil Responsibilities

- **I have a responsibility to meet and greet everyone I come into contact with.** (I will say good morning/afternoon, try to use Makaton, ask how they are and use my manners at all times.)
- **I have a responsibility to get to class on time.** (I will not spend all my time talking in the toilets. If I am late, I will not disrupt the class; I will quickly and quietly sit down.)
- **I have a responsibility to know and follow the routines of the year group I am in.** (I know that if I make a mistake, I will need to reflect upon my choices.)
- **I have a responsibility to monitor my behaviour choices.** (I will ensure that I do not disrupt the learning of my class. I will try to use the behaviour steps, school values, mission statements to help me.)
- **I have a responsibility to be a talented talker and active communicator.** (I will not talk when others are talking, I will visually focus on the speaker and respect their point of view even if I do not agree with it.)
- **I have a responsibility to self-regulate when leaving the classroom.** (I may go to the toilet when I need to, but I need to work at keeping my leaving to a minimum. I will walk out of the classroom and around the school sensibly and respectfully.)
- **I have a responsibility to take ownership for my learning.** (I must understand that I need to work to the best of my abilities, ensure my presentation meets expectations, use my multiple intelligences, use my 5Bs and learning behaviours and be accountable for the work I produce and the feedforward advice given to improve it when necessary.)
- **I have a responsibility to be sensitive and respectful of others' viewpoints.** (I need to listen to and respect the adults of the school. I need to listen even if I do not always agree as I can learn from others and I will listen to the adults of the school. I am able to understand how I can help and understand other pupils and not purposefully exclude them. I will try to use my words wisely so that I do not upset those around me)
- **I have a responsibility to clean my desk space before I leave for the day.**
- **I have a responsibility to care for my property and the property of the school.** (I will try not to lose my possessions and if I do, I will try to find them. I will hang up my coat and bag on my peg. I will take my wellington boots off at the back door. I will make sure the dinner hall is left clean and tidy, I will put resources back from where I took them. If I break equipment, I will let an adult know. I will tidy up my mess. I will not purposefully damage property e.g. writing on rubbers, scribbling on books, lack of care of books)
- **I have a responsibility to help others.** (I will try to help those in need by offering a helping hand.)

Adult Responsibilities

- **We have a responsibility to meet and greet everyone we come into contact with.** (We will say good morning/afternoon, try to use Makaton, ask how they are and use our manners at all times.)
- **We have a responsibility to take a calm, helpful and caring approach when interacting with everyone.** (We will listen to pupils and try to resolve the situation. We will be patient and understanding of other staff members. We will use our words wisely and know that if a change cannot happen in 30 seconds, we need to rethink our approach.)
- **We have a responsibility to use our school values and be a mission maker.** (We will try to follow the school values and make them part of all that we do whilst in school. E.g. we will forgive and move on and not hold a grudge. We will respect the faith of others.)
- **We have a responsibility to know all the children in our care when we are in the classroom and around the school.** (We will take the time to find out about each pupil. We will know your worries, celebrate your successes and be your guide in life.)
- **We have a responsibility to be a learning champion.** (We will show you how you can become an independent and active learner by using the 5Bs, multiple intelligences and different learning behaviours. We need to explore how we can help you to learn. We need to explain any misconceptions and show learning in all situations. We expect and welcome responses from everyone.)
- **We have a responsibility to clean our space and any resources that we use before we leave for the day.** (We will not leave the school in a mess! We will ensure that resources and equipment are used with respect.)
- **We have a responsibility to monitor behaviour choices of all pupils.** (We will remind you of the school's expectations using the Behaviour Blueprint, Celebrate your successes and ensure that you learn from any mistakes. We will act as role models for you.)
- **We have a responsibility to safeguard all children and their families.** (We know that everyone is responsible for the care of all pupils and this include online safety. We will act when concerned for any pupil and their family. We will help comfort children when they need our help.)

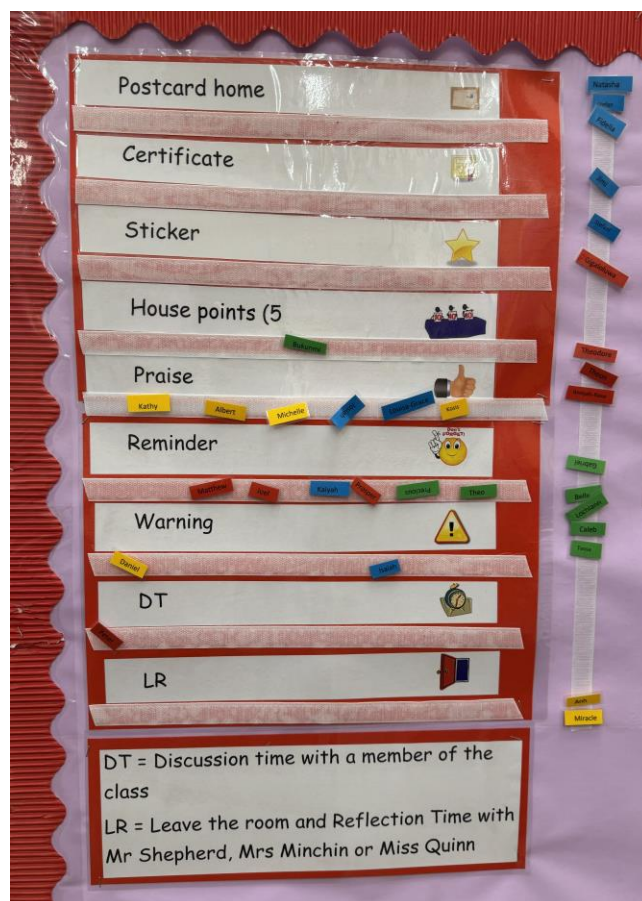
Appendix 3

Managing and Celebrating Behaviour in EYFS, KS1 and Year 3

Behaviour across the EYFS, KS1 and Year 3 are managed and celebrated in a variety of ways as follows:

Behaviour	Celebration and Management
Exemplary Behaviour (following the Behaviour Blueprint) or Work.	Verbal Praise Certificates Star of the Week Gain a number of Tokens Parents are informed
Achieving the School Values, Characteristics of Effective Learning (EYFS and Y1) and Learning Behaviours (Year 2)	Headteacher Certificate and Wristband Name on Website Sashes Awards
Behaviour that does not follow the Behaviour Blueprint or School Values. For example (Please note that this is a short list and other examples can apply that have not been written here): - Not being kind or respectful to adults or other children - Not listening in class - Not treating others how they would like to be treated themselves - Not moving safely around the school	Strategies and actions may include: - A reminder of expectations. - A reminder of choices and consequences including the loss of tokens after two warnings. - Discuss about next steps if poor behaviour choices continue.
Continuation of inappropriate behaviour that does not follow the Behaviour Blueprint or School Values	Strategies and actions may include: - Another reminder/warning regarding expectations - Use of Zones of Regulation - Restorative discussion held with class teacher or support staff - Loss of tokens - Find time for children to make a plan on how they are going to make the situation right
Continuation of inappropriate behaviour that does not follow the Behaviour Blueprint or School Values despite intervention of previous steps. Moving to this stage immediately for any of the following: - Fighting, injuring another pupil, physical aggression toward staff - Verbal/threatening abuse toward an adult/peers - Swearing, racist comments or abusive language - Complete refusal to cooperate - Deliberately damaging school property or stealing - Behaviour likely to endanger themselves or others - Bullying - Any other serious behaviour	Actions may include: - Behaviour incident sheet completed by the adult who witnessed the behaviour. - Restorative discussion with the Assistant Headteachers or Headteacher - Pupil will have an appropriate period of time out - Parents/carers/carers will be informed by the class teacher. - Pupils' behaviour will be monitored

Behaviour Steps KS2 Appendix 4



The Behaviour Steps are a goal for any child. KS2 children need to ensure they try their best every day.

Reflection Time

Active 30 Second Interventions

- **I have noticed that** you are... (having trouble getting started, wandering around etc...) right now.
- **At Our Lady's, we ...** (refer to the Behaviour Blueprint, School Values & Class Mission Statement – ready, respectful and safe).
- **Because of that,** you need to... (refer to action support behaviour e.g. moving to another table, complete learning at another time).
- **See me for 2** (or up to 3) minutes after class/break or lunchtimes.
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviour and behaviour steps)?
- **This is who I need to see today...**
- **Thank you for listening ...** then use behaviour steps to give the child a reward.

Behaviour Steps

How can we gain a postcard home?

- Always being ready to learn, following instructions.
- Being Talented Talkers and Active Listeners.
- Respecting everyone at all times.
- Always being ready to learn and have a clear learning environment.
- Helping others by using our School Values.
- Showing kindness to all.
- Sharing ideas and developing on those others have given.
- Using our learning behaviours at all times.

Discussion Time Key Conversations

- What happened?
- What were you thinking at the time?
- Why did you do this?
- What have you thought since?
- How did this make people feel?
- How are you feeling right now?
- What should we do to put things right?
- How can we do things differently in the future?

Behaviour Report to Parents Years 4-6 - Appendix 5

Name					Year
Date					
Attendance	% for the year with 0 late marks this week.				
Your child's behaviour for the past week is as follows:					
Final position on Behaviour Steps	Monday	Tuesday	Wednesday	Thursday	Friday
Good behaviour choices are indicated by:	P = Praise HP = House points (5 House Points Given) S = Sticker C = Certificate PC = Postcard home				
Poor behaviour choices are indicated by:	R = Reminder W = Warning DT = Discussion Time with a member of the Class Team LR = Leave the room and Reflection Time with Mr Shepherd, Mrs Minchin or Miss Quinn				
General Behaviour	1	I am so proud! You have consistently followed the behaviour blueprint of the school by meeting the expectations of the 4Rs – Responsibilities, Roles, Routines and Rights. You have been pro-active in your behaviour choices and are a role model to others. Big congratulations!			
	2	Well done for often following the behaviour blueprint of the school by meeting the expectations of the 4Rs – Responsibilities, Roles, Routines and Rights. You now need to continue to try your best to do this more consistently.			
	3	You are generally trying to follow the behaviour blueprint of the school by meeting some of the expectations of the 4Rs – Responsibilities, Roles, Routines and Rights. However, your choices do not always meet school expectations. I know you can do better than this.			
	4	You have rarely followed the behaviour blueprint of the school and have struggled to accept accountability for your actions and decisions. This must improve.			
	5	You have often made poor behaviour choices and you have not accepted accountability for your actions and decisions. If this does not improve, we will need to organise a meeting with your parents to discuss this further.			
Learning Behaviour	A	Congratulations! I am so impressed to hear that you have been an active learner who always works consistently well, both with your partner and independently. You have been participating in all activities and have effectively used your learning behaviours. I am very proud; please keep it up.			
	B	Well done for often working to the best of your abilities. You are using your learning behaviours to become a more independent learner. You often participate effectively in class and with your partner. You now need to continue to try your best to do this more consistently.			
	C	You are generally working well in most activities, and you are developing independence as a learner. You will use their learning behaviours when encouraged by others. I know you are capable of more than this – I look forward to seeing a more consistent approach to learning.			
	D	Although you are beginning to make some effort in your participation and use of learning behaviour, this is not consistent. This must improve so that you can increase your independence and become less reliant on adult support.			
	E	This is disappointing. You have made minimum effort, with little participation, you are being over-reliant on adult support, and are not using your learning behaviours. If this does not improve, we will need to organise a meeting with your parents to discuss this further.			
Optional Comment Box					

Perfect Presentation

Met – Well done! You have met all aspects of expected standards for presentation. I am impressed!	
Improvement Needed – You must continue to work towards meeting all aspects of expected standards for presentation.	

PE Kit				
No kit in school	Missing crew neck white t-shirt	Missing navy shorts	Missing/incorrect footwear	
Swimming Kit				
No swimming kit in school	Missing swimming hat	Missing towel	Missing goggles	Missing swimming costume
Forest School Kit				
No forest school kit in school	Incorrect colour of sweatshirt (needs to be plain navy or black)	Incorrect colour of jogging bottoms/leggings (needs to be plain navy or black)	Missing wellington boots	
School Uniform				
Incorrect colour of coat (needs to be navy or black)	Incorrect footwear (black trainers are not shoes!)	Incorrect tie (elastic ties are for KS1 children)	Top button is not consistently done up	Incorrect jumper or cardigan (needs to have the school name)
Shirts are not consistently tucked in	All hair longer than shoulder length is not consistently tied back	No earrings to be worn, including invisible or substitutes to maintain opening	Incorrect water bottle (needs to be a sipper top)	Incorrect colour of uniform item (Boys = trousers to be charcoal grey, socks to be black or grey. Girls = skirt/pinafore to be navy, socks/tights to be white, navy or black)

After three behaviour logs with ‘Cs’ or ‘3’ in any one half-term, targeted behaviour plan is put in place for the following term.

Appendix 7
Target Behaviour Plan

Pupil Name:	Class:
Date Plan Starts:	Date of Plan Review:
Medical Conditions/SEND Needs:	
Challenging Behaviour (What does it look like? What triggers it?)	Targets (What are we working towards? How do we get there?)
Strategies for Positive Behaviour (Use of token system, behaviour steps, strategies, rewards, motivators)	Early Warning Signs (What to look out for and how to respond)
Reactive Strategies (How to diffuse the situation? At what stage should another member of staff be informed? Who should it be?)	Support after the incident (How do we help the pupil learn from the incident?)
Agreement: Parent/Carer Name: Signature: Date:	Agreement: Staff Name: Signature: Date:
Evaluation and Next Steps (How effective is the plan? Suggestions to be considered when the plan is reviewed)	

