

Our Lady's Catholic Primary



Behaviour Policy 2026-2027

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Reviewed by	Mr Steve Jevons (Director of Primary Education)
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1. Aims

Our Lady's Catholic Primary School is committed to creating a calm environment where positive behaviour is at the heart of effective learning. Children are taught to maintain high standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach the behaviour curriculum in order to develop self-discipline. It echoes our core Gospel values of Love, Joy and Hope. We place a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Our policy aims to:

- a. raise pupils' self-esteem.
- b. promote/develop empathy and respect for self and others.
- c. develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- d. develop an awareness of and adherence to appropriate behaviour.
- e. encourage pupils to value the school environment and its routines.
- f. ensure that pupils are confident of their right to be treated fairly.
- g. empower staff to determine and request appropriate behaviour from everyone.
- h. acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
- i. encourage a calm, purposeful and happy atmosphere within the school.
- j. foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

2. Outcomes

The intended outcomes of behaviour management at Our Lady's are to:

- Maintain consistently high standards of behaviour leading to healthy well-being and success for all.
- Ensure every staff member takes their share of responsibility for behaviour in the school.
- Pupils learn to self-regulate and modify their behaviour.

3. Legislation and Statutory Requirements

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

[Keeping Children Safe in Education \(updated September 2026\)](#)

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools \(updated April 2026\)](#)

[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

4. Putting the school rules into action

The staff, alongside the Senior Leadership Team, worked with pupils to select three core rules:

Be Ready

Show Kindness

Aim High

In order to put the rules into action on a daily basis, these are **six consistencies** which staff uphold in interactions with pupils:

- 1) Ensure high standards of behaviour by modelling positive behaviour and praising pupils when they do too.
- 2) Notice every child. Staff greet every child by name when they enter the school gate, school door or classroom in the morning. Staff ask children about their interests, their families, their schoolwork etc.
- 3) First attention for positive conduct. Praise the good behaviours before picking up on the poor behaviours wherever possible. Catch the children being good.
- 4) Seek to problem solve any issues with behaviour and understand there is always a solution and no behaviour is irreversible.
- 5) Understand prevention is better than cure. Engaging and challenging pupils in their learning as well as relentless routines and skilful interventions (these can be behaviour management strategies or planned therapeutic interventions) help to ensure positive behaviours.
- 6) Follow up poor behaviour, retain ownership and engage in reflective dialogue with students.

5. Roles and Responsibilities

a. The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). The Governing Body will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

b. The Head Teacher

The head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The head teacher will also approve this policy.

The head teacher will 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.

c. School Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording relevant behaviour incidents.
- The senior leadership team will support staff in responding to behaviour incidents.

d. Parents

Parents are expected to:

- i. Support their child in adhering to the pupil code of conduct.
- ii. Inform the school of any changes in circumstances that may affect their child's behaviour.
- iii. Discuss any behavioural concerns with the class teacher promptly.
- iv. Support the school in measures taken to improve or modify examples of misbehaviour.

6. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes. •
- Deliberate poor standard or non-completion of classwork.
- Not following instructions from a member of staff.
- Unkind words to peers.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Deliberately defying instructions from a member of staff.
- Being disrespectful to an adult.
- Any form of bullying.
- Vandalism.
- Theft.
- Fighting or any deliberate physical hurt inflicted upon another.
- Foul and/or abusive language.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items.

These are examples since it is not possible to account for every instance of misbehaviour.

Incidents of **serious misbehaviour** are recorded on the school CPOMS system

7. Behaviour Management

Relentless Routines:

- We do not assume that children know how to behave; regardless of age we teach them the rules that operate in the classroom and precise routines and rituals for individual activities.
- We use positive language when drafting rules and routines; identifying the behaviours that we want to see rather than those which we don't want.

Response to poor behaviour:

- We use a scripted response to encourage calm, consistent adult behaviour and a reminder to the child that they are well capable of showing good behaviour.
- We deliver the script to a child in private and move on without looming over them – allowing both parties to maintain dignity and get back to work without delay.
- If a child continues to ignore the school rules they are asked to stay after the lesson to discuss the situation with the teacher. Should the incident be more serious, restorative approaches are used.
- Individual Behaviour Plans and Behaviour Passports can be used to support children with significant behaviour problems.

Restorative approaches teach the behaviour we want children to learn.

- Staff utilise questions from the following:
- What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future?
- We try to Listen and prompt and we try to avoid lecturing.
- We continually monitor our practice to avoid negativity and whole class punishments.

Phased Intervention Process:

Stage	Action
Choice	Pupils are provided with clear choices that remain consistent throughout the day.
Reminder	A consistent scripted conversation is used to redirect the behaviour, often referring to the choices made at the previous stage. This is a 30 second intervention with the adult remaining calm and consistent throughout. Never picking up on secondary behaviours, the adult walks away leaving the child to reconsider their choices.
Environmental Change	The child is moved to a new environment, somewhere that allows them to be calm. In this new environment, they are not to be punished or the behaviour discussed by any other adult. This is upon agreement that the environment is suitable for them - if a child reaches this stage, then the information will be uploaded on to CPOMS. A restorative conversation will then take place, at a suitable time between the child and the teacher. At this stage, the behaviour is reported on CPOMS and parents informed.
SLT	At this stage, the child is reported to SLT and removed from the current setting. The child is again placed in a calm environment: the office area or Head teacher's office. Again, the objective here is for the child to have another opportunity to modify their behaviour.

- A child can be moved immediately to stage four if they assault another child/adult, damage property in school, steal or their behaviour is deemed to put others at risk of harm.
- **Zero tolerance** is given for any child on child abuse including but not limited to: swearing, physical assault (deliberate kicking, punching, hitting, etc) or damaging property. These issues will be dealt with by a member, or elected member, of the Senior Leadership Team using the Restorative Practice conversation.
- For some children, an Individual Behaviour Plan may be used for continuous/serious breaches of the policy. For these pupils, SLT, staff and parents will work together to agree on a staged response to their behaviours (see Appendix 2)

8. Repeated or Serious Breaches of the Behaviour Policy

For serious breaches of the Behaviour Policy (E.g. physical aggression, swearing, racist or homophobic language) then the pupil is sent straight to the Head teacher, or in their absence, an Assistant Headteacher. ALL Incidents of **serious misbehaviour** must be recorded on the school CPOMS system.

Parents are notified, depending upon the seriousness, by either the class teacher or the member of the Leadership team whom the incident was escalated to.

Depending upon the severity of a child's actions, this may result in any of the sanctions stated above or, in more extreme cases, a fixed-term or even permanent exclusion.

9. Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator, in discussion with the head teacher, will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, 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 strive to work with parents to create the plan and review it on a regular basis.

When a child is already on the SEND register for specific behavioural difficulties or they form part of their Individual Education Plan (IEP) then the procedure for dealing with that child may differ to our usual procedure.

10. Fixed Term / Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The Department of Education's Statutory Guidance on '[Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England \(updated July 2026\)](#)' is referred to in any decision to exclude a child from school.

The power to suspend a pupil on a fixed term basis from the school rests with the Headteacher. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. For repeated or very serious acts of misbehaviour the Headteacher has the power to permanently exclude a child. This also includes converting a fixed term suspension into a permanent exclusion if the circumstances warrant this. In both such cases the Governors will be informed.

11. 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.
- Details of our school's approach to preventing and addressing bullying are set out in our Anti Bullying Policy.

12. Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The head teacher will also consider the pastoral needs of staff accused of misconduct.

13. Use of reasonable force

All staff have a duty of care and therefore can use reasonable force to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline at the school. Any use of reasonable force should always be a last resort. The school has a 'Positive Handling Policy' in place which all staff are required to follow; key staff have completed Team Teach training. All incidents of safe holding will be recorded appropriately. Our Lady's consults the DfE guidance from April 2026 - [Restrictive interventions, including use of reasonable force in schools](#)

Incidents of use of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that best maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in CPOMs and reported to parents.

Recording Incidents

- Immediately following an incident, the member of staff will inform the Head teacher or other senior member of staff and provide a written report, as soon as is reasonably practicable afterwards.
- The school will keep up-to-date records of all such incidents where physical force is used.
- Following any incident the staff member will be given time to write up the report.

14. Further Guidance

a. Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

b. Confiscation

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. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

c. 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.

d. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

e. Monitoring Arrangements

This behaviour policy will be reviewed by the head teacher and Full Governing Board every two years. At each review, the policy will be approved by the head teacher.

Maintained schools, pupil referral units and non-maintained special schools add: The written statement of behaviour principles (appendix 1) will be reviewed and approved by the School Development Committee annually.

f. Links with other policies

This behaviour policy is linked to the following policies:

- g. Safeguarding policy.
- h. Anti-Bullying Policy.
- i. Positive Handling (Use of Reasonable Force) Policy.
- j. Procedure for managing allegations of abuse against staff.
- k. Exclusions Policy

15. Appendices

Appendix 1: Staged Behavioural Intervention Plan: see next page.

The purpose of this staged response for _____ is to maintain a consistent behavioural approach within and/or beyond the classroom. It has been designed alongside the Behaviour Management Strategy and incorporates elements of the Behaviour Policy. Each stage works on an escalating basis but predominantly one where the class teacher/professional is in control and we look to regulate behaviour.		
Stage One (Remind) Visual Cue: post-it note with number 1	Scripted Conversation: _____ is reminded of the expectations and given an anchor to support them in addressing their behaviour. This is done quietly and, where possible, away from their peers. In class: "_____, I have noticed that you are not doing what I have asked/following instructions/following the rule _____. At this point of the lesson, you need to _____." <i>Ignore secondary behaviours: swinging on his chair, feet on the table, tapping his pencil, answering back.</i>	Class Teacher Teaching Assistant
Stage Two (Reinforce) Visual Cue: post-it note with number 2	If _____ fails to comply and address their behaviours at Stage One, they will receive another reminder and opportunity to address their behaviour. "_____, I have asked you to _____. Do you remember yesterday/last week/this morning/last term when you showed me that you could complete your work/start working straight away/play nicely with your classmates. That is the person that I know and that is the _____ that I want to see today. At this point of the lesson, you need to _____..." Once _____ is compliant, a restorative conversation needs to take place...	Class Teacher Teaching Assistant
Stage Three (Repercussion) Visual Cue: post-it note with number 3	If _____ fails to comply and address their behaviours at Stage Two, they will miss some of a break time or lunch time in order to complete the work to a sufficient level - this would have been the expectation during class time - or spend the time reflecting upon how they should have behaved and how they can avoid a repeat... "_____, you have now ignored the instruction twice. We will now have to have this conversation at break time - we can still turn this around. I have been fair; I have reminded you twice. At this point of the lesson, you need to _____." Once _____ is compliant, a restorative conversation needs to take place...	Class Teacher
Stage Four	If all previous interventions have failed to address and regulate _____ behaviour, they will be removed from the classroom to complete the work provided - away from their peers. If the HT/SLT are unavailable at that moment, they will work in the pod with a TA, away from the learning environment they are disrupting. Any examples of non-negotiable (extreme) behaviours, will immediately move _____ to Stage 4: • shouting / insulting staff or children • stopping learning from occurring • Refusing to listen and comply with adults • swearing At the end of the day, the parents of _____ will be asked to meet with the Classteacher and Headteacher at the earliest convenience to discuss any subsequent actions. If _____ fails to comply with stage 4, refusing to come to the HT office (or pod) and spiralling further, it will result in an internal exclusion the following day. On this day, _____ will report to school through the front office.	HT / SLT
Stage Five	Internal Exclusions. Children will be expected to complete work in the HT office, away from the environment they disrupted. A restorative conversation by the HT will take place. In the event of an internal exclusion for the following day, _____ must be	HT / SLT

	dropped off at the office at 8:45am.	
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Any intervention involving serious, unacceptable behaviour, will be recorded using the school CPOMs system (as per the school behaviour policy).

Appendix 2: IBP example (including tailored, staged behavioural interventions and report card):

See following pages...

IBP (Month, Year)

Purpose:

The purpose of this staged response for _____ is to maintain a consistent behavioural approach within and/or beyond the classroom.

It has been designed alongside the Behaviour Management Strategy and incorporates elements of the Behaviour Policy.

Each stage works on an escalating basis but predominantly one where the class teacher/professional is in control and we look to regulate behaviour.

This plan is not to be in place indefinitely but for a finite period to encourage pupils to regulate behaviours.

Daily expectations from the outset:

+ Remembers to... + Remembers to...	- Does not ... - Does not...
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Supporting Provisions:

(Interventions, strategies, support staff to support the child and help them succeed in regulating their behaviour to that of the school policy and rules):

- W
- X
- Y
- Z

Individual Report Card

Pupil: _____

Week beginning: _____

Good behaviour

Adequate

Unacceptable behaviour

	<i>Before break</i>	<i>Between break and lunch</i>	<i>Afternoon - first half</i>	<i>Afternoon - first half</i>
Monday				
<i>How I feel my day went. What could I have done better?</i>				
Tuesday				
<i>How I feel my day went. Anything I could do better?</i>				
Wednesday				
<i>How I feel my day went. Anything I could do better?</i>				
Thursday				
<i>How I feel my day went. Anything I could do better?</i>				
Friday				
<i>How I feel my day went. Anything I could do better?</i>				
End of week review: Class teacher and HT Comment:				

A copy goes home for parent and child; a copy is retained...

Individual Report Card - outdoor focus

Pupil: _____

Week beginning: _____

Good behaviour

Adequate

Unacceptable behaviour

	<i>Before Registration</i>	<i>Break time (supervised)</i>	<i>Lunchtime (supervised)</i>	<i>Signed</i>
Monday				
<i>How I feel my day went. Anything I could do better?</i>				
Tuesday				
<i>How I feel my day went. Anything I could do better?</i>				
Wednesday				
<i>How I feel my day went. Anything I could do better?</i>				
Thursday				
<i>How I feel my day went. Anything I could do better?</i>				
Friday				
<i>How I feel my day went. Anything I could do better?</i>				
Class teacher and HT comment:				

A copy goes home for parent and child; a copy is retained...