



Our Lady and St Joseph Brooms
Catholic Primary School

Behaviour Policy

September 2026

Our Lady and St Joseph Behaviour Policy

Rationale

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to hold themselves to the highest standards of exemplary behaviour. For us this means that pupils are always respectful, responsible and ready to learn.

The purpose of this policy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that everyone understands that inappropriate behaviour is not tolerated and explicit teaching can take place.

Aims

- encourage responsible behaviour and raise children's self-esteem
- provide a framework, which allows us to teach the behaviours we expect from children and what they can expect in return
- encourage the children to have a sense of pride and ownership in their school
- promote a view of community and personal accountability which will equip the child well for the responsibilities of adult citizenship prevent bullying, racism and anti-social behaviour.

Guidelines

1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that our children behave appropriately and make good choices.
2. We work closely with parents to support our Behaviour Policy and we will share it as fully as possible with them.
3. Behaviour is learned, just as Maths and English are. It is taught as part of the Curriculum so that children know and understand what good behaviour looks like and is expected at Our Lady and St Joseph Brooms Catholic Primary School.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to "punishment" or "sanction". Instead, children understand that there is always a consequence to their behaviour.
6. When physical intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome.

7. Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action." Use of Reasonable Force DfE circular 03/12
8. Teachers and the Senior Leadership Team will hold a register of those children whose behaviour choices are causing concern.
9. Each class will have a copy of the pocket principles, Fantastic Listening, Fantastic Walking, STEPS and SHAPE displayed in class.
10. Staff will work closely with the Senior Leadership Team, Lead Behaviour Professional and the SENDCo to ensure that pupils at risk receive specialist support when necessary.

Three Pocket Principles

At Our Lady and St Joseph Brooms Catholic Primary School we have three simple principles that underpin our Behaviour policy.

These are –

- Be Respectful
- Be Responsible
- Be Ready to Learn

These 'pocket principles' are designed to be easy to understand for all children, parents and stakeholders.

The Fantastics

We also follow the principles of Fantastic walking and Fantastic Listening.

Fantastic walking is:

Face forward

Stand up straight

Arms behind our backs

Not talking

This encourages children to have pride in themselves as they walk around school. It discourages running and bumping into each other.

Fantastic Listening is:

Face Forward, hands together

Always sit up straight

Never interrupt

Track the Speaker

STEPS

Steps teaches children how to be polite. Someone who is polite has good manners and behaves in a way that is not rude to others.

Steps to politeness:

Sir and Miss

Thank you Excuse me

Please

Smile

SHAPE

Shape teaches children to speak loud and proud so that everyone can hear what they are saying.

S – Full Sentences

H – Hand away from Mouth

A – Articulate

P – Project

E – Eye contact

Teach Like a Champion Techniques

At Our Lady and St Joseph's, our intention is to manage behaviour by building school culture – making school a place where pupils work hard, model strong character, are polite and attentive, and strive to do their best.

We want to ensure that we have 100 percent of students, 100 percent of the time, 100 percent of the way.

We will step in to address distractions at an early stage, fixing it non-invasively, without breaking the thread of instruction.

We will use the following techniques so that we know when to step in to fix behaviour, without anyone else recognising a potential issue:

Technique	Description
Narrate the positive	Describe the positive actions that students are making e.g. 'I can see Ben has put his pen down and is ready to listen' 'I can see Bella is ready to Fantastic walk'
Be Seen Looking	Scan the room in a highly visible manner. Ensure all students know that you are looking.
Least Invasive Intervention	Use non-verbal signals to correct slips in behaviour. Keep your hands free where possible to enable least invasive hand signalling.

Pastore's Perch	Stand in a position in the room where you can see all of the students easily.
Means of Participation	Be clear about the way to participate in the lesson e.g. 'With a hand up, who has a good answer?', 'Working in silence, I want you to begin the task.'
Brighten Lines	Give clear instructions and time limit, check that students understand the instructions, then give a clear signal to begin work. E.g. 'Everybody ready to start in 3,2,1... Go'
Live in The Now	State what the pupil should be doing now, rather than what they have done wrong in the past. Deliver in a neutral tone, it is not a telling off.

Recognition

We will recognise acceptable behaviour in the following ways:

- with smile
- with words
- with Positive points
- with awards in assembly
- with prizes for achievement and effort

The staff at Our Lady and St Joseph's Catholic Primary School make the following commitments to their pupils:

- We will aim to manage behaviour using positive reinforcement rather than negative comments
- We will adopt a warm strict approach to behaviour management
- We will try to catch children doing the right thing and show our approval promptly.
- We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this)

Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

Challenging Behaviour

Occasionally children will show more challenging behaviour and do not follow our behaviour curriculum. This could be disrupting the learning of others on a number of occasions, showing disrespect to adults and other children, hurting other children verbally or physically, or disengaging from learning for a prolonged period. Teachers should inform the Senior Leadership Team as soon as they become concerned that the child is not responding to their high expectations and appropriate action will be taken. At this stage parents may be contacted. During this discussion it will be made clear that the behaviour is unacceptable and that if it continues the child may be at risk of a Fixed Term exclusion. An individualised behaviour plan will be discussed and expectations will be clarified, including support from parents. Actions implemented at this stage may be:

- Behaviour contract
- Use of timer to measure disengagement from Learning
- Team around the child meeting including SENCo and Lead Behaviour Professional
- Referral to external support
- Structured timetable for Lunchtimes
- Daily contact with parents
- Implementation of daily diary recording sheets and analysis

Inappropriate Behaviours

Inappropriate behaviours are those which are deemed to be unacceptable to others. Although not an exhaustive list these behaviours may include: disobedience, biting, spitting, hitting and kicking, foul language and swearing, making unkind remarks, damaging property, answering back, rudeness or aggression to others, stealing, truancy, racist comments, forming gangs, bullying and bringing onto school premises prohibited items as outlined in the January 2018 document 'Searching, screening and confiscation'. Prohibited items are:

- Knives or weapons
- Alcohol

- Illegal drugs
- Stolen Items
- Tobacco and Cigarette papers
- Fireworks
- Pornographic images
- Any article that a member of staff 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)

The school also prohibits the following items:

- Lighters
- E Cigarettes
- Mobile phones

Mobile phones are prohibited in classes. We do recognise that phones can be used as a safety measure for children, in year 5 and 6, who walk to and from school. Therefore, Year 5 and 6 children who walk to and from school can bring a mobile phone into our school office for safe keeping during the school day and collect at hometime. Mobile Phone contracts must be completed.

Suspension/Exclusion

Suspension and/or exclusion is a last resort at Our Lady and St Joseph's. The decision to suspend or exclude a child from our School can only be made by the Headteacher. Should unacceptable behaviour warrant the need to consider either suspension or exclusion then the Headteacher will follow the most recent DFE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England.' This guide relates to the following legislation:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

When establishing the facts in relation to a suspension or an exclusion the Headteacher will apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Searching, Screening and Confiscation

Should the school identify the need to screen or search a pupil, the January 2018 DFE advice as outlined in the document 'Searching, screening and confiscation – Advice for Headteachers, school staff and governing bodies' and 'weapons protocols for schools' will be followed.

School Leaders and school staff can search a pupil for any item if the pupil agrees. The Headteacher and staff authorized by them to have the statutory power to search pupils and their possessions, can search a pupil at Our Lady and St. Joseph's without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Staff authorised by the Headteacher to search or screen a pupil without consent at Our Lady and St Joseph's are: the Deputy Designated Safeguarding Lead.

Date of current policy: September 2026

Date of Next Review: September 2027

Appendix I

Reward Systems and Consequences

Appendix I – Reward Systems and Consequences

Arbor Positive Points

At Our Lady and St Joseph's we have a points system to reward effort and behaviour.

Children receive points for making positive choices about their behaviour which are linked to our three pocket principles of respectfulness, responsibility and readiness to learn and in addition resilience and being a role model. Points should be given one at a time, not in multiples.

Consequences

- Consequences do not work in isolation. They must be balanced with positive support.
- Consequences must be something that children will learn from, but they must never be physically or psychologically harmful.
- Consequences are a choice.
- Where appropriate children can discuss their own consequences with an adult guiding the discussion.
- Consequences do not have to be severe to be effective.
- Consequences should aim to resolve and 'put right' the consequences of the initial negative behaviour.
- For more serious incidents, parents will be informed and expected to come in to school to discuss the incident.

Examples of relevant consequences

- Children who have deliberately made a mess in the classroom should make the choice to tidy up in their own time.
- A child who has wasted learning time in class should make the choice to catch up with their learning in their own free time.
- A child who has been rude to another pupil should make the choice to apologise and make amends.
- A child who has been disruptive at playtime should make the choice to miss their next playtime.

Appendix 2

Dealing with Behaviour Incidents

Low-level disruptive behaviour in lesson

1. Use as appropriate – a look, moving to stand beside the pupil, praising someone who is following the instruction, a short instruction to stop what they are doing.

2. Repeat the instruction to the pupil – no more than twice.
3. Move the pupil to another area in the classroom and ensure they understand the consequence of not following the instruction
4. Pupils who choose to waste learning time are required to make up lost learning time in their own free time. Parents will be contacted if a child's poor choices persist.

If low level behaviour persists then...

5. The child will be taken to another classroom to calm down and reflect on their behaviour for a specified period of time (e.g. ten minutes) They are expected to return to class and make positive choices.
6. Parents will be contacted if class teachers are concerned with behaviour of a particular pupil. Parents may be asked to meet with the class teacher regularly to monitor behaviour (e.g. parents may come in on a Friday afternoon to review the week).
7. For pupils causing concern as a result of persistent poor choices then a '**behaviour contract**' will be implemented which sets out what is expected of that child and the consequences of continued poor choices. Reward charts may be put in place to help manage behaviour.

More Severe Behaviour Incidents

1. Serious physical aggression to staff or pupils.
2. Persistent verbal abuse.
3. Refusal to accept an instruction leading to an unsafe situation i.e. directly challenging staff with risk to children's or adults' safety.
4. Serious wilful damage to property.

Use the appropriate intervention to de-escalate and then remove the pupil to a safe place. In such severe cases if pupils fail to learn from their choices then they will be excluded for a minimum of one day. We always aim to exclude pupils internally where possible. An internal exclusion may include spending time in another class for a limited time and losing privileges such as playtime with their friends. Teachers will set appropriate work for pupils to complete during the internal exclusion.

Recording Serious Incidents

Serious incidents are to be recorded on Arbor using the behaviour module. Teachers will log incidents that are deemed significant for that child.

See below for a list of significant incidents that would be logged on Arbor (this list is not exhaustive but merely to be used as a guide)

- Intending to cause or causing physical harm to another
- Persistent name calling or bullying
- Swearing at people
- Refusal to take part in learning for a significant period of time.
- Disobeying a member of staff repeatedly

In cases where children are able to quickly identify they have made bad choices in their behaviour and make reparations there is no requirement to log incidents. E.g. a child flicks a rubber across the classroom and apologises.

Safe Handling

Positive Handling is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may as a consequence be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

remove disruptive children from the classroom where they have refused to follow an instruction to do so;

prevent a pupil behaving in a way that disrupts a school event or a school 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 playground; and

restrain a pupil at risk of harming themselves through physical outbursts