BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES
OUR LADY & ST JOSEPH PRIMARY SCHOOL

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OUR LADY & ST JOSEPH CATHOLIC PRIMARY SCHOOL BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

Rationale

At Our Lady & St Joseph Catholic Primary School, our behaviour policy is rooted in the example of Jesus Christ**,** whose teachings guide our relationships, decision-making and school culture. We believe that every individual is created in the image of God and deserves to be treated with dignity, respect and compassion**.**

Our mission is to build a loving, faith-filled and respectful community where Gospel Values such as forgiveness, kindness, truth and justice are lived out daily. Every pupil, staff member, parent and visitor has a role to play in creating a safe, warm and inclusive learning environment.

We believe:

- Behaviour is shaped by positive relationships, consistent expectations and mutual respect.
- The ethos and example set by adults play a central role in shaping the behaviour of pupils.
- A consistent, fair and restorative approach supports emotional growth, reflection, and responsibility.
- Behavioural expectations and consequences should be clear, just and applied compassionately**.**

This policy supports our commitment to safeguarding, inclusion and respect and should be read in conjunction with:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy
- SEND Policy
- Positive Handling Policy

All the above policies can be found on the OLSJ website:
https://www.olsj.towerhamlets.sch.uk/our-school/policies

Aims

This Behaviour Policy aims to:

- Promote a positive school culture rooted in Gospel Values, where all pupils can learn, grow and flourish in a calm and supportive environment.
- Ensure clarity and consistency in behavioural expectations across the school, upheld by all staff and understood by all pupils.
- Encourage high standards of personal conduct, where every individual takes responsibility for their own behaviour and supports others in doing the same.
- Celebrate positive behaviour**,** reinforcing kindness, effort and cooperation through praise and recognition.

- Implement restorative approaches to repair relationships, resolve conflict and encourage reflection, while maintaining clear and firm boundaries on unacceptable behaviour.
- Prevent bullying and discrimination, ensuring that all pupils feel safe, included and respected.
- Develop pupil's social, emotional and interpersonal skills, enabling them to interact respectfully, work collaboratively and play harmoniously.

Our Gospel Values

The key values of Our Lady & St Joseph Catholic Primary School are directly linked to the Eight Beatitudes, which Jesus gave us in the Sermon on the Mount. These values grow with the pupil as they move through each Key Stage:

EYFS and Key Stage 1	**Key Stage 2**
Faithfulness	Faithfulness and Integrity
Compassion	Dignity and Compassion
Gentleness	Humility and Gentleness
Truth	Truth and Justice
Forgiveness	Forgiveness and Mercy
Holiness	Purity and Holiness
Peace	Tolerance and Peace
Sacrifice	Service and Sacrifice

These Gospel Values are displayed on the wall in every classroom to help pupils distinguish between right and wrong, in line with guidance from *Promoting Fundamental British Values as part of SMSC in Schools* (DfE, 2014).
They are:

- Reinforced through assemblies, liturgy and class lessons.
- Modelled by all staff in their words and actions.
- Embedded in the life of the school to form the foundation of all relationships and behaviour expectations.

Roles and Responsibilities

Pupils

Pupils at Our Lady & St Joseph Catholic Primary School are expected to follow the teachings of Jesus and our Gospel Values in their everyday interactions. Pupils will:

- Work to the best of their ability and allow others to do the same.
- Show respect for themselves and others, both in and out of school.
- Be kind, polite and considerate to all, using good manners at all times.
- Wear the school uniform with pride and represent the school positively.
- Respect the school's and other pupils' property.
- Follow school routines, rules and Gospel Values consistently.
- Take responsibility for their own behaviour and choices.
- Engage in reflection or restorative conversations when needed.
- Participate in feedback activities about the school's behaviour culture.

- Seek support from staff when they are worried, upset or unsure.

Pupils will be inducted into the school's behaviour expectations and will receive refresher sessions or additional support if needed. Pupils who join mid-year will be given a tailored induction.

Parents and Carers

Parents and carers play a vital role in promoting positive behaviour. They are expected to:

- Support the spiritual, moral and behavioural development of their pupil.
- Reinforce the school's values and expectations at home.
- Encourage independence and self-discipline.
- Take an active interest in their pupil's education and school life.
- Foster positive relationships with staff and the wider school community.
- Support the implementation of the Behaviour Policy, including consequences.
- Communicate openly with staff about any behavioural or emotional concerns.
- Ensure good attendance and punctuality.
- Attend meetings related to their pupil's behaviour or wellbeing.
- Raise any concerns in a constructive manner while working in partnership with the school.

The school is committed to building positive, supportive relationships with families by sharing behaviour updates and recognising pupil's achievements.

All Staff

All staff are responsible for creating and maintaining a culture of excellence, kindness and safety. They are expected to:

- Create a calm, inclusive and safe environment for learning.
- Establish and maintain clear routines and boundaries.
- Refer to the principles of ***'Listen, Learn, Love'*** when guiding behaviour.
- Meet and greet pupils warmly at the door every day
- Actively catch and praise pupils doing the right thing.
- Use consistent, calm corrections in private and avoid public confrontation.
- Avoid shouting; use de-escalation techniques and positive scripts.
- Follow up all incidents with reflection and restorative conversations.
- Communicate behaviour concerns with parents/carers when appropriate and in line with the school's behaviour policy.
- Provide high-quality, engaging and inclusive lessons.
- Record incidents accurately and in line with school systems.
- Collaborate with colleagues and seek support when needed.
- Promote the school's values and expectations through their own example.
- Take responsibility for their own conduct and its impact on school culture.

Behaviour is best managed where adults know their classes well, invest in relationships and treat every pupil with unconditional respect.

Phase Leaders

Phase Leaders have a central role in supporting behaviour across year groups. They are not expected to deal with behaviour issues in isolation but to stand alongside colleagues to support, guide and model consistent expectations.

Phase Leaders are expected to:

- Be a visible and approachable presence throughout the school day.
- Promote and model high expectations and consistency within their teams.
- Support staff with behaviour concerns through coaching and shared responsibility.
- Advise and support staff in managing pupils with more complex or additional needs.
- Encourage the use of positive communication tools such as phone calls, email and postcards home.
- Support behaviour development and consistency through phase meetings**.**
- Know which pupils are consistently meeting expectations and help celebrate them.
- Liaise with the Inclusion Team/Leadership Team to ensure prompt and appropriate provision.
- Provide clear induction for new staff, ensuring they understand routines and expectations.

Inclusion Team and Leadership Team

The Inclusion Team and Leadership Team work in collaboration with staff to meet the needs of all pupils, especially those requiring additional support for behaviour, social, emotional or mental health.
They are expected to:

- Use behaviour data to target and assess interventions at both universal and SEND levels, in line with the Matching Provision to Need framework (Appendix 8)
- Provide advice and support to staff dealing with complex or persistent behaviours.
- Ensure behaviour plans, pastoral support plans and risk assessments are developed, implemented and reviewed regularly.
- Coordinate targeted interventions and liaise with external services where necessary.
- Promote inclusive, restorative and relational approaches to managing behaviour.
- Ensure all staff understand their responsibilities around SEND and mental health.
- Monitor the effectiveness of adjustments and provisions for vulnerable learners.

The Leadership Team

The Headteacher and Leadership Team lead the vision for behaviour across the school. They set the tone through example, coaching and oversight.
The Headteacher and Leadership Team will:

- Greet learners positively each morning and be a visible presence throughout the school.
- Celebrate pupils, staff and leaders who go above and beyond expectations.
- Ensure behaviour systems are fair, consistent and effective across the school.
- Monitor and analyse behaviour data regularly to assess impact and equality.
- Identify and meet staff training needs in relation to behaviour, SEND and trauma-informed practices.
- Provide new staff with induction into the school's behaviour culture.
- Support phase leaders and the Inclusion Team with complex cases.
- Ensure this policy aligns with safeguarding and SEND policies.
- Respond to feedback from pupils, staff and parents regarding behaviour.

Governing Body

The Governing Body is responsible for:

- Reviewing and approving the Behaviour Policy in line with the school's ethos
- Reviewing and approving the Written Statement of Behaviour Principles (Appendix 1)
- Monitoring the implementation and effectiveness of the policy.
- Holding the Executive Headteacher to account for ensuring consistent and inclusive application of the policy.
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School Regulations

To ensure the smooth running of our school and the health and safety of everyone, we have general school regulations. These regulations benefit not only children but adults too. We expect parents/carers to be familiar with them and to support and implement them.

- Children are to wear the school uniform and abide by uniform regulations (see uniform policy for fuller details).
- Apart from payments requested or authorised by a member of staff, no money or valuables should be brought into school. Inexpensive watches may be worn but neither the local authority nor the school will accept any responsibility if they, or any valuables or money are lost or stolen.
- Children should not bring sweets, chocolate, chewing gum, games, fidgets, toys or any dangerous items into school including penknives or any sharp pointed instruments.
- Children are not allowed to leave the school precincts during school hours unless accompanied by a known adult or with the permission of the Headteacher or, when the Headteacher cannot be contacted, the Deputy Headteacher/Acting Headteacher.

Mobile Phones and other devices

- To support our pupils and their parent/carers, this is a clear policy for mobile devices, including Smartphones, tablets, laptop computers, smart watches, e-readers, gaming consoles etc. All relevant stakeholders are to read and understand this as a condition upon which permission is given to bring mobile devices to school.

Responsibility

- It is the responsibility of parents, carers and pupils who bring their mobile devices to school to abide by the guidelines outlined in this document.
- The decision to provide a mobile device to a child is made by parent/carers. Parent/carers are to understand the capabilities of the phone and potential use/misuse of those capabilities.

- Parent/carers are to be aware that if their child brings their mobile device into school it is assumed that personal insurance will provide the required cover in the event of loss of damage. The school accepts no responsibility for replacing lost, stolen or damaged mobile devices. Parents/carers, by allowing their child to bring a mobile device to school, are agreeing to all aspects of this policy.
- Devices are to be handed into the school office at the beginning of the school day. This is the responsibility of the parent/carer of the pupil. If the parent/carer forgets, then this cannot be used as an excuse for a child to have a device at school. The device is to be labelled with the child's name and class and can be collected by the parent/carer at the end of the school day. If a device is brought to a classroom, this is an immediate breach of this policy.
- Parent/carers are not to contact their child on their mobile devices during the school day.
- Pupils are not allowed to contact their parents/carers during the school day using their mobile phones.

Unacceptable uses

- If a mobile device causes disruption in lesson, either by accidentally going off or through deliberate use, the responsible pupil will face disciplinary actions (see table below). This may include a device ban in school. The fact that the parent/carer forgot to remove the device from the child prior to their arrival at school is not a valid reason/argument for a child being in possession of a device.
- Using mobile devices to bully and threaten other pupils or/and staff is not acceptable and will not be tolerated. If the use of technology humiliates, embarrasses or causes offence it is unacceptable. It is a criminal offence to use a mobile device to menace, harass or offend another person. Pupils are not to upload, store or transmit any violent, degrading, racist, discriminatory or pornographic images at any time to other devices, websites or social media sites for public viewing.
- Sexting, the sending of personal sexual imagery, is a criminal offence for anyone under the age of 18. Always remember that, while the age of consent is 16, the relevant age in relation to indecent images is 18.
- If a device is brought to school and not brought to the office for safe keeping, the school reserves the right to view images saved on a mobile device if it is believed that they are inappropriate. The school also reserves the right to go through social media/messages/images if it is believed these may contain threats or are being used to intimidate or bully another pupil. In these incidents, pupils will be asked to unlock their mobile device and will only ever be looked at in the presence of the parent/carer. Staff will only view material that is relevant to the investigation/ incident that is in breach of our Behaviour Policy.

- Under JCQ (Joint Council for Qualifications) regulations mobile devices are banned from all examinations. Any pupil found to be in possession of a mobile device during a public examination will have that paper disqualified. Such an incident may result in all other exam papers being disqualified.
- Headphones/earphones/earpods remain banned items in school and should not be seen at any point during the school day and only in lessons if sanctioned by a member of staff.
- Pupils who infringe the rules set out in this document will face having their mobile devices confiscated by staff.
- The number of days and further sanctions required will be dependent on intention, if the device is used accidentally or deliberately and context, e.g. location. Staff are to use their professional judgement to discern whether a device is used accidentally or deliberately. Further sanctions may be put in place if a pupil refuses to hand over their mobile device if requested to do so by a member of staff.
- If a mobile device is used accidentally, e.g. ring tones, music or beeping going off whilst the mobile device is in a bag or pocket, the device will be confiscated by the member of staff and brought to the main school office for the remainder of the day.
- If a mobile device is used at any point during school hours e.g. at break-time, lunch-time, during lessons, in-between lessons, after-school care, breakfast club, daily mile etc, the device will be confiscated by the member of staff and brought to the main school office for up to 10 days.
- Once the confiscation time has expired, parents/carers are to go to the office at the end of the confiscation period to have their phone returned by a member of Leadership Team, parents are to sign to confirm that they have received their device back.

Incident	**Consequence**	**Duration**
Device accidentally brought to class	Confiscated Incident recorded on CPOMS	End of school day
Device accidentally brought to class a second time	Confiscated Incident recorded on CPOMS	5 school days
Device accidentally brought to class a third time	Confiscated Incident recorded on CPOMS	10 school days
Deliberate use of device in a non-classroom location	Confiscated Incident recorded on CPOMS	5 school days
Deliberate use of device in lessons	Confiscated Incident recorded on CPOMS	10 school days

Use of a device to bully or threaten other pupils during school hours	Confiscated Incident recorded on CPOMS	10 school days
Use of a device to bully or threaten other pupils outside school hours	Parents of victim advised and supported in contacting the police. A referral may be made to the Tower Hamlets Multi-Agency Safeguarding Hub with regard to the perpetrator. Incident recorded on CPOMS	
Refusal to a device in for deliberate or accidental use	Pupil will receive an internal suspension. Incident recorded on CPOMS	1 school day

Note:
Under the Malicious Communication Act 1998 it is an offence for a person to send an electronic communication to another person with intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Behaviours for Learning Expectations – Listen, Learn, Love

At Our Lady & St Joseph Catholic Primary School, we believe that positive behaviour is essential for effective learning. Our approach is rooted in the Gospel and summarised in three simple expectations that guide the way we act, speak and learn together every day:

Listen, Learn, Love

These expectations are explicitly taught, modelled and reinforced across the school. They help every pupil understand how their behaviour supports not only their own learning but also the wellbeing and success of others.



We show respect by listening carefully to God, to adults and to each other.	We are here to grow - in knowledge, skills and character. We learn with focus, pride and determination.	Jesus calls us to 'love one another as I have loved you.' We live this out through kindness, forgiveness and care for others.
Being a good listener means: ● Being quiet when someone is speaking ● Listening carefully to others. ● Following instructions, the first time. ● Being calm in the classroom, corridors and playground. ● Speaking calmly to others. ● Keeping hands and feet to yourself. ● Seeking help when it is needed. ● Showing respect for the rules, routines and expectations of the school. ● Using appropriate voice levels and body language during all interactions.	***Learning well means:*** ● Arriving in school on time and ready to learn. ● Wearing the correct school uniform. ● Having the correct equipment and being prepared for the day. ● Trying our best in all subjects. ● Asking and answering questions during lessons. ● Following instructions straight away. ● Using equipment properly and safely ● Keeping a tidy classroom and taking pride in our environment. ● Walking calmly through corridors (Wonderful Walking"). ● Lining up sensibly ("Lovely Lines"). ● Beginning each day positively ("Smart Starts")	**Showing love means:** ● Being kind, polite and helpful to everyone. ● Showing a positive attitude towards ourselves and others. ● Taking care of each other. ● Respecting the playground, classroom and all school spaces. ● Keeping our shared areas clean and safe. ● Helping others who are upset or struggling. ● Playing safely and fairly. ● Forgiving others and restoring relationships when things go wrong. ● Celebrating one another's success and progress.

Consistent Routines to Support 'Listen, Learn, Love'

All staff use consistent routines across the school to support and reinforce expectations. These include:

Consistent Routines	● Smart Starts – Welcoming pupils into class calmly and positively each morning. ● Wonderful Walking – Moving around the school quietly and respectfully. ● Lovely Lines – Lining up in a calm, orderly way.

These routines give structure to our day and help all pupils feel secure and focused.

How 'Listen, Learn, Love' Links to Our Gospel Values

- Listen - This reflects the values of Gentleness, Peace and Compassion. We listen to others with empathy and patience, showing that every voice matters.
- Learn - This embodies the values of Truth, Faithfulness and Holiness. We strive for excellence and grow in knowledge, character and spirit, always doing our best.
- Love – This demonstrates Forgiveness, Service and Sacrifice. We treat others with kindness, seek reconciliation when things go wrong, and care for one another as Jesus taught us.

By following *'Listen, Learn, Love',* our pupils are not just following rules - they are growing in their understanding and practice of the Gospel in everyday school life.

Our Recognition and Rewards Approach

At Our Lady & St Joseph's Catholic Primary School**,** we are proud to foster a positive, inclusive and Gospel-rooted learning environment. Our recognition systems are designed to celebrate effort, encourage good choices and develop character aligned with our Catholic faith.

Class Behaviour Systems

Every classroom follows two key reward systems; the Gospel Values Behaviour Chart is displayed visually on class walls whilst House Points are recorded digitally using Class Dojo.

- **Gospel Values Behaviour Chart**
- **House Points**

System 1: Gospel Values Chart

Pupils are recognised for embodying our school's Gospel Values**:**

How It Works:

- All pupils begin each day on white.
- Significant Gospel actions move pupils up the chart to Bronze**,** Silver or Gold**.**
- Pupils do not move down once recognised - this preserves the integrity of their positive action.
- Only class-based staff can move pupils on this chart. Playground and corridor behaviour should be acknowledged through other systems (e.g., House Points).
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Gospel Value Wall Chart		
Level	***Behaviour Recognised***	***Reward***
Gold	Exceptional effort in commitment to Gospel Values.	A Gold Certificate is given to the pupil at the end of the day and a duplicate certificate is provided for the pupil to place in the Gold Card Box, located in the school office. This

		gives pupils a chance of being drawn for a prize during Friday's Celebration Assembly.
Silver	Consistently following the Gospel Values to a high standard.	Silver Certificate given to the pupil at the end of the day.
Bronze	Showing positive behaviour aligned with the Gospel Values.	Bronze Certificate given to the pupil at the end of the day.
White	All pupils will start the day on white. This will be reset at the end of every day.	

System 2: House Points

At Our Lady & St Joseph's Catholic Primary School, we use a whole-school House Point system to promote teamwork, shared achievement and celebration of positive choices across all year groups. There are four house teams, named after the authors of the four Gospels:



Each pupil is assigned to a house when they join the school and remains in that house for the duration of their time at Our Lady & St Joseph Catholic Primary School. Siblings are placed in the same house to encourage family unity and shared goals.

The purpose of the House Point system is to encourage team spirit across year groups, so that pupils, regardless of age, work together towards a common goal. Pupils can earn House Points by demonstrating our Gospel Values, showing kindness, making good choices, and showing effort and responsibility in all areas of school life.

House Points can be awarded by any adult in the school, including teaching staff, midday supervisors, office staff, kitchen staff and premises staff. This ensures positive behaviour is recognised consistently, both in and out of the classroom. Unlike classroom-based systems, House Points are always positive and cannot be removed.

Points are recorded digitally via Class Dojo**,** which is used consistently across the school. Each house's points are tracked and displayed weekly**,** with totals updated during the Friday Celebration Assembly**.**

Each house has a Year 6 House Captain**,** who plays a key role in leading and representing their team. On Friday mornings, the House Captains prepare the house totals and during assembly they are responsible for announcing the weekly scores and updating the whole-school house display**.**

At the end of each half-term, the house with the highest overall total receives a special reward**,** agreed with the Leadership team and School Council to ensure it is motivating, meaningful and inclusive.

Weekly & Termly Recognition

Within class lessons, liturgies and assemblies we discuss why behaviour is important with the children. This is supported further through activities such as weekly PSHE lessons, Anti-Bullying Week and e-Safety lessons.

Celebration Assemblies

Celebration Assemblies are an integral part of our school week and support the development of pupils' personal, spiritual and academic growth.

Weekly Structure:

- **Monday Assemblies:**
  Pupils in all year groups 1-6 attend a whole-school assembly each Monday morning. During this assembly, the Gospel Value of the Week is introduced, accompanied by the scripture of Sunday's Gospel with links to Catholic Social Teaching. The message is communicated in pupil-friendly language to ensure understanding and accessibility for all pupils. This provides a moral and spiritual focus for the week and encourages pupils to actively embody the value in their daily interactions.

Friday Celebration Assemblies:

Each Friday, pupils gather to reflect on the week's achievements. The following awards are presented during the weekly celebration assemblies to recognise and celebrate pupils' achievements, effort, behaviour and personal development across a range of areas. In addition to awards, each Friday assembly features a class performance. These performances give pupils the opportunity to develop confidence, creativity and a sense of pride in their learning. They also promote teamwork, public speaking and self-expression, while allowing the whole school community to celebrate the unique talents and contributions of each class.

Here are the rewards that can be achieved and shared in Friday's Celebration Assembly:

Weekly Celebration Assembly Awards

Award	Number of Pupils	Criteria / Purpose
Gospel Value Award	1 per class	Awarded to a pupil who has demonstrated the Gospel Value of the Week in their actions.
Writing Champion	1 per year group	Recognises outstanding effort, progress or achievement in writing.

Reading Champion	1 per year group	Awarded for excellence in reading, including fluency, comprehension, enthusiasm and consistent engagement with Accelerated Reader or home reading.
Scientist of the Week	1 per year group	Celebrates curiosity, enquiry or achievement in science lessons.
Times Tables Rock Star	1 per year group (Years 3–6 only)	Recognises improvement, accuracy or speed in multiplication facts using Times Table Rockstars.
The Golden Box	2 pupils per week (whole school)	Awarded for consistently outstanding behaviour, effort or achievement across the week. Pupils who have received gold cards across the week are entered into the Golden Box draw with a chance to win a prize.
PE Award	1 pupil (whole school)	Recognises exceptional effort, teamwork or achievement in Physical Education.
Daily Mile Award	1 pupil (whole school)	Awarded to a pupil demonstrating commitment, perseverance or improvement during the Daily Mile.
Computing Award	1 pupil (whole school)	Celebrates creativity, skill or progress in computing or digital learning
Attendance Award	Top 3 classes weekly	Classes with the highest weekly attendance are announced and celebrated.

The class with the highest overall attendance each half-term will receive a reward, such as an educational trip or enrichment activity, to further promote consistent and punctual attendance.

Reward Badges

Leadership Badges are prestigious honours awarded to pupils who demonstrate exceptional qualities in effort, behaviour or values. These badges are given sparingly to maintain their significance and status.

Star Badge 	Awarded for consistent and outstanding effort in class. Staff members nominate pupils by emailing the Leadership Team, who will visit the classroom to speak with the pupil. The pupil may be invited to share their work or read aloud, recognising their dedication and achievement.
Cross Badge 	Given to pupils who have lived out a Gospel Value in an exceptional and meaningful way. As part of receiving the badge, pupils are invited to explain which Gospel Value they demonstrated and how it was shown in their behaviour or actions.
Head of School Badge 	This badge recognises excellence across both academic learning and the embodiment of Gospel Values. Staff may nominate pupils via email to the Leadership Team highlighting the breadth of the pupil's contribution to school life.

To further enhance the sense of occasion, a member of the Leadership Team may choose to announce badge recipients via the school tannoy system, creating a memorable and celebratory moment for the pupil and the wider school community.

Termly Gospel Value and Subject Excellence Awards

As part of our whole-school approach to celebrating success and reinforcing high expectations, pupils are recognised each term through our Gospel Value and Subject Excellence Certificates. These prestigious awards are presented during a special celebration assembly and are designed to honour pupils who consistently demonstrate outstanding behaviour, character and academic achievement. One child is chosen per category and winners receive a gold certificate, a prize and a letter home explaining the reasons for their selection.

Class teachers are invited to submit nominations and if a child in their class is chosen, they are required to write a short paragraph explaining how the pupil stands out across the school in that area; this will be read aloud by the class teacher during the assembly.

Final decisions are made by the leadership team to ensure fairness and consistency. The Spirit of OLSJ award is selected by the Head of School, while the Resilience and Growth award is nominated by the Inclusion team.

Gospel Value Awards

These awards celebrate children who live out the Gospel values in their daily school life, demonstrating exceptional character and leadership through their actions.

Award Category	Reason for Award
The Spirit of OLSJ ***(Nominated by the Head of School)***	The Spirit of OLSJ award recognises an individual who embodies the core values of the school through exceptional leadership, integrity, commitment to school values and a positive influence on the school community.
Faithfulness & Integrity	For a pupil who is honest, trustworthy and consistently makes the right choices, even when no one is watching.
Dignity & Compassion	Awarded to a pupil who treats others with deep respect, kindness and empathy, especially those who need extra care.
Humility & Gentleness	Given to a pupil who leads quietly, acts with modesty and always uses calm, thoughtful words and actions.
Truth & Justice	For a pupil who stands up for fairness and truth, supports others and shows a strong sense of what is right and just.
Forgiveness & Mercy	Awarded to a pupil who forgives readily, helps to mend friendships and shows a generous spirit when others make mistakes.
Purity & Holiness	For a pupil who lives their faith openly, demonstrates inner goodness and is a role model for prayer and conduct.
Tolerance & Peace	Given to a pupil who promotes harmony, respects all people and differences and helps resolve conflict calmly.

Service & Sacrifice	Awarded to a pupil who regularly puts others first, offers their time and energy freely and serves the school community without seeking reward.
Resilience and Growth ***(Nominated by the Inclusion Team)***	For a pupil who has shown significant personal growth, perseverance in learning and strength in overcoming challenges.

Subject Excellence Awards

The Subject Excellence Awards recognise pupils who show passion, consistent effort and outstanding progress or achievement in each subject.

Subject	Reason for Award
Reading	For a pupil who reads widely and with enthusiasm, demonstrates deep understanding and shares a love of reading with others.
Writing	Awarded to a pupil who writes with creativity, clarity and purpose across subjects, consistently improving their written work.
Maths	Given to a pupil who shows confidence, logical thinking and persistence in solving mathematical problems and applying skills.
Science	For a pupil who is curious about the world, asks thoughtful questions and engages enthusiastically in scientific investigations.
Art and Design	Awarded to a pupil who expresses themselves creatively through different media, showing imagination and attention to detail.
PE	Given to a pupil who always tries their best in physical activities, shows teamwork, sportsmanship and enthusiasm for fitness.
Music	For a pupil who participates actively in musical learning, shows skill and creativity and contributes positively to performances.
Computing	Awarded to a pupil who shows confidence and responsibility when using technology and who uses their skills to solve problems or create.
Design & Technology	Given to a pupil who plans, makes and evaluates creative products, showing care, creativity and practical skill.
Geography	For a pupil who shows an interest in the world, understands physical and human features and makes thoughtful connections between places and people.
History	Awarded to a pupil who is curious about the past, can ask and answer historical questions and connects past events to today's world.
French	Given to pupil who tries hard to speak and understand French, uses new vocabulary confidently and shows curiosity about other cultures.
P4C (Philosophy for Children)	Awarded to a pupil who listens carefully, thinks deeply about big questions and shows respect for the opinions of others in discussion.

Golden Time

Golden Time is a weekly reward session, lasting 20–30 minutes, designed to recognise pupils who consistently demonstrate the school's core learning behaviours: Listen, Learn, Love. It provides structured, purposeful 'down time' and celebrates positive behaviour, effort and engagement over the previous five school days.

Who takes part?

Pupils who have consistently demonstrated the learning expectations of 'Listen, Learn, Love' are invited to take part in Golden Time. These expectations are explicitly taught, modelled and reinforced across the school. They help pupils understand how their behaviour supports both their own learning and the success and wellbeing of others. Sessions include enjoyable, age-appropriate activities tailored to pupils' interests and are intended to be both motivating and rewarding.

If a Pupil Misses Golden Time

Should a pupil not meet the expected behaviour standards during the week, they may miss some or all of their Golden Time. This is not a consequence of not following 'Gospel Values,' but rather of not demonstrating the Listen, Learn, Love learning behaviours.

Pupils who miss Golden Time will complete a reflective task to reinforce expectations and support positive behaviour moving forward. This may include:

- Completing incomplete work
- Reflecting on the behaviour that led to the missed time.
- Re-learning or re-modelling expected behaviours.

Teachers must clearly explain to the pupil:

- Which of the **Listen, Learn, Love** expectations were not met.
- Why they are missing Golden Time.
- That this is separate from any sanctions linked to the **Good to be Green** behaviour chart.

Promoting Positive Behaviour and Responding to Disruption

At Our Lady & St Joseph Catholic Primary School, we are committed to creating a calm, safe, respectful and inclusive environment where all pupils feel valued and able to learn. Rooted in our Catholic ethos, our approach to behaviour is guided by Gospel values, high expectations, positive relationships and a restorative framework that supports every child to flourish.

To support consistency and clarity across the school, we follow a staged behaviour system, based on the 'It's Good to Be Green' framework. This system promotes positive behaviour choices while ensuring that inappropriate behaviour is responded to fairly, proportionately and consistently.

Staff Expectations

All staff are expected to:

- Build and maintain positive, respectful relationships with all pupils.
- Address all behaviour that falls below expectations.

- Manage behaviour privately and respectfully, avoiding public confrontation.
- Remain calm and professional at all times, avoiding shouting.
- Use the agreed behaviour management scripts and routines for consistency.
- Follow up behaviour incidents with restorative conversations and communicate with parents/carers where appropriate.

Definition of Misbehaviour

Misbehaviour refers to actions that disrupt the learning environment or demonstrate a lack of engagement with school expectations. Examples include:

- Disruption in lessons, corridors, or during break and lunchtimes
- Failure to complete classwork or homework
- Demonstrating a poor or uncooperative attitude

Definition of Serious Misbehaviour

Serious misbehaviour is any behaviour that significantly undermines the safety, wellbeing, or learning of others. This includes, but is not limited to:

- Repeated breaches of school rules leading to significant disruption of learning.
- Any form of bullying, harassment or discrimination (e.g. racist, sexist, or homophobic behaviour – see Anti-Bullying Policy).
- Physical violence or verbal aggression directed towards another pupil or adult.
- Use of an object or weapon to intimidate or harm others.
- Serious or repeated incidents of bullying.
- Vandalism resulting in significant damage to school property or resources.
- Possession of any article that a staff member reasonably suspects is intended to be used to cause injury, commit an offence or damage property (including harm to self or others).

It's Good to Be Green– Staged Behaviour Chart

Stage	Stage Name	What It Means	Examples of Behaviour	Staff Response
✅ 1	Green	Positive engagement and model behaviour	• Following instructions • Showing kindness • Helping others • Active learning	• Verbal praise from adults • First attention goes to positive choices. • House Points/stickers • Recognition in class/assembly • Eligible for Gospel Values certificates
🔄 2	Reminder	A gentle prompt to self-correct.	• Calling out • Not listening • Fidgeting • Off-task • Distractions	• Quiet, private reminder of expectations. • Opportunity to self-correct.

				• Non-verbal cues or proximity. • Praise others making good choices. • Give take-up time. • Zones of Regulation prompts.
⚠ 3	Caution	Continued low-level behaviour	• Repeating unwanted behaviour • Ignoring adult directions • Mild disruption	• 5-minute of time out in class to reflect. • Follow-up conversation • Name moved down • Behaviour noted informally • Use visuals/strategies as needed. • Follow up conversation if needed.

At any point beyond a caution, a pupil may be removed from the classroom and taken to a designated regulation area. These are calm, supervised spaces where pupils can regulate their emotions, reflect on their behaviour, and prepare to return to learning in a positive and focused manner.

Regulation areas are as follows:

- **EYFS** – Sensory Room located in EYFS
- **Key Stage 1** – Reflection Room
- **Years 4 and 5** – Maths Resources Area
- **Year 6** – Sensory Room located in the Flat

While these are the primary regulation areas used across the school, staff may make use of alternative quiet spaces if a pupil is unable to regulate effectively in their designated area. The key aim is always to support the child in calming, reflecting, and returning to their learning successfully.

Once the pupil has demonstrated that they are regulated by showing the 'Listen, Learn, Love' behavioural expectations, they will be given the opportunity to move back to green. If they are unable to do this, they will progress to Stage 4: Last Chance, where further intervention and support may be necessary.

- *The use of this regulation area is based on need, not sanction.*
- *It supports pupils in managing emotions and behaviour.*
- *It may be used alongside Zones of Regulation and other strategies.*

⛔ 4	Last Chance	Final warning before serious consequence	• Defiance • Persistent refusal • Inappropriate tone • Unsafe movement/actions	• Potential removal from class to regulate. • Miss 15 minutes break with the phase teacher on duty. • If after break time, miss 15 minutes at lunch on the reflection table. • Reflection Sheet • Name moved down • Restorative conversation when ready.

				• CPOMS log
Once the pupil has demonstrated that they are regulated by showing the 'Listen, Learn, Love' behavioural expectations, they will be given the opportunity to move back to green. If they are unable to do this, they will progress to Stage 5: Reflection, where further intervention and support may be necessary.				
🚨 5	Reflection	Unsafe or seriously disruptive behaviour	• Aggression • Directed swearing • Leaving room • Threatening/bullying language • Throwing items • Persistent demonstration of stage 4 behaviours.	• Regulation Card issued and recorded. • Miss lunch in Reflection Room • Full reflection activity • CPOMS log • Parents contacted • May receive an internal exclusion or suspension based on review of reflection cards, behaviour record alongside accounting for the pupil's needs.

Recording of sanctions from 'Good to be Green' Chart /Missed Golden Time

We closely monitor our pupils' behaviour, ensuring that any sanctions, such as missing part or all of their break/ Golden time for not adhering to the school's learning expectations of Live, Learn, Love, are recorded on CPOMS. Similarly, any child who moves down to caution or beyond on the staged 'It's Good to Be Green' chart will also be logged on CPOMS. Reflection cards are tracked on an internal behaviour spreadsheet, allowing us to identify patterns in behaviour and provide targeted support to help the child progress in their school life. If a child lands on a sanction after lunch on Friday, this will be conducted during Golden Time to allow for a fresh start on Monday.

The "It's Good to Be Green" – Staged Behaviour Chart, displayed in class in child-friendly language, can be found in Appendix 2.

Reflection Room

Following a behaviour incident, pupils may be required to spend time reflecting on their actions during the lunch period. This reflection takes place under the supervision of a designated member of the school's Inclusion or Leadership Team, assigned on a weekly rota. Pupils complete a structured reflection activity (Appendix 3), supported by a restorative conversation to help them understand the impact of their actions and how to make better choices.

If a pupil refuses to engage in the reflection, it will be rescheduled for the following day, reinforcing that reflection is a supportive and essential part of the school's behaviour system. If there is persistent refusal to follow expectations, the pupil will receive an internal exclusion, ensuring that the school's behavioural expectations are upheld consistently.

The Restorative Approach

We take this approach for two reasons:
• Primarily it provides those who have been harmed (victim) with a forum to 'have their say and be heard', which is vital to the healing process.
• Secondly, it presents the offender (harmer) with an onus of responsibility for their actions, an opportunity to make some form of retributive acknowledgement.

The restorative approach also allows for pupils to repair relationships when they have disagreements by understanding both peoples point of view. We see pupils support each other through this peer support. The main tool in the restorative approach is the Restorative Conversation. This is the place where the two parties are able to discuss the situation with the intent of restoring things to a good learning environment. The conversation takes the form of 5 questions (Appendix 4).

In school we use the 5 questions during these conversations:
1. What happened?
2. What were you thinking about at the time?
3. What were you feeling? What are you feeling now?
4. Who has been affected?
5. What needs to happen to make things fair or better?

The conversations show that actions have consequences on how people are feeling which has an influence on how they are able to learn. Discussing these will encourage people to accept responsibility and repair relationships. There may be an element of 'payback', where the learner may be asked to positively contribute time back to the school as part of the process of repairing the damage they have caused.

Repeated Reflection Cards

Pupils who receive more than one reflection card in a day, despite multiple support strategies, will be removed from class.

Internal Exclusions

If a pupil receives more than three reflection cards in a half term, an internal exclusion may be applied, depending on individual circumstances:

- **EYFS and KS1:** Half-day internal exclusion
- **LKS2 and UKS2:** Full-day internal exclusion

During an internal exclusion, the pupil will be supervised in a separate, monitored space and will complete work set by the class teacher. Lunchtime will also be supervised separately to ensure the pupil has the opportunity to reflect on their behaviour in a quiet environment.

Playtimes and Lunchtimes

Concerns that arise during playtime or lunchtime are managed promptly and efficiently by the following:

Teachers on Call (Playtime) or **Midday Meals Supevisor (Lunchtime)**:

During playtime, a designated teacher is on call to handle any behavioural concerns that may arise. At lunchtime, the Midday Meals Supervisor is responsible for overseeing pupil behaviour. These staff members are trained to address any issues that occur, ensuring the playground and lunchtime environments remain safe and enjoyable for all pupils.

How Behaviour Will Be Supported on the Playground?

To promote a positive and respectful environment during playtimes and lunchtimes, staff will use the following approaches:

De-escalation Strategies

Staff will remain calm and use a neutral tone when responding to challenging behaviour. To reduce tension and support children in regaining control, they will:

- Give clear, simple instructions (e.g., *"I need you to stop and listen."*)
- Offer clear choices (e.g., *"You can walk sensibly to line up, or stand with me for two minutes."*)
- Use positive reinforcement (e.g., *"Let's take a breath before we talk."*)
- Provide space when safe and appropriate, allowing time to calm down

Addressing Disrespect

Disrespect will be addressed promptly and consistently by:

- Speaking firmly but respectfully
- Using confident body language, including eye contact and standing tall
- Reinforcing expectations (e.g., *"We have a rule about respectful behaviour. What should you be doing right now?"*)

Reinforcing Positive Behaviour

Staff will actively encourage and recognise positive behaviour through:

- Specific, timely praise (e.g., *"Thank you for including others – that's great teamwork!"*)
- Linking praise to school values such as kindness and responsibility
- Using rewards such as verbal recognition or House Points to motivate and reinforce expected behaviour

These strategies ensure a consistent, respectful and supportive approach to behaviour, helping all children feel safe, valued and ready to learn.

Cause for Concern Form

If an issue is raised that requires further attention or has the potential to escalate, a Cause for Concern form is completed. This form documents the details of the incident, including what happened, who was involved and any actions taken. The form is then uploaded to CPOMS with relevant staff tagged. This allows for consistent tracking of any incidents that occur, ensuring that no concerns are overlooked.

Behaviour is Addressed Promptly and Logged if Needed

All concerns are dealt with as soon as they arise. Depending on the severity or recurrence of the issue, the staff member on duty may immediately address the behaviour with the pupil(s) involved. If needed, the behaviour will be logged on CPOMS to track patterns or to ensure that the situation is appropriately followed up on. This also helps in identifying any recurring issues that might require further intervention or support for the pupil(s) involved. By managing concerns this way, the school ensures that all incidents are addressed in a timely, fair and consistent manner, allowing pupils to feel supported and the learning environment to remain positive and productive.

Behaviour Levels and Response

Stages:	**Examples:**	**Response Steps:**
Low-Level Behaviour (Stages 🔄 2 and ⚠ 3)	● Off-task behaviour or lack of focus ● Ignoring instructions ● Minor disruption or inappropriate noise ● Non-aggressive throwing of items ● Running or being noisy in corridors ● Unintentional damage or littering	**Response Steps:** 1. First attention to best behaviour – praise pupils modelling expectations 2. Non-verbal cue – eye contact, proximity, gesture 3. Private reminder – using agreed script 4. Caution issued – behaviour monitored 5. Consequence applied (e.g., missed break, reflection)
If repeated 3+ times in a week: ● Class teacher contacts parents ● Phase Leader consulted ● Daily behaviour monitoring chart started ● SENDCo involved if unmet needs suspected ● Potential in-person parent meeting arranged ● Review date agreed		

Misbehaviour (Stage ⛔ 4 or 🚨 5 – Leadership Team informed)	**Examples:** ● Intentional vandalism ● Persistent refusal to follow instructions ● Intimidating or threatening others ● Repeated aggression ● Shouting at adults or repeated swearing	**Response:** ● Incident investigated (KS2 pupils may provide a written account) ● Logged on CPOMS ● Parents contacted ● One-off incident: loss of play/lunch, restorative follow-up ● Repeated incidents: parent meeting with teacher and Phase Leader, extended consequences and possible multi-agency support
Serious or Highly Disruptive Behaviour (Stage 🚨 5 – Leadership Team informed immediately)	**Examples:** ● Physical/verbal aggression toward pupils or adults ● Racist, homophobic, or discriminatory language ● Use of objects/weapons to harm ● Serious or repeated bullying ● Significant acts of violence or intimidation	**Response:** ● Immediate removal from class ● Incident recorded (CPOMS) ● Parent meeting arranged ● Possible outcomes: Part-time timetable; Multi-agency involvement (SEND, BASS, EP, MARF, Police involvement (where appropriate); Suspension (see below).

Inclusion

Inclusion is central to our values. Every pupil is unique and support is tailored accordingly:

- Reasonable adjustments are made
- Triggers are anticipated
- Restorative approaches help understand the reasons behind behaviour

Considerations for Pupils with SEND

At Our Lady & St Joseph Catholic School, we ensure behaviour strategies and consequences are applied fairly and in line with the Equality Act (2010) and SEND Code of Practice (2015). Pupils with SEND may display behaviours arising from unmet needs or difficulty regulating emotions.

We consider:

- Whether the behaviour is a form of communication or distress
- Whether reasonable adjustments are needed
- If support plans or EHCPs are being followed appropriately

Adjustments may include:

- Movement breaks
- Calm zones
- Modified expectations or consequences

If a pupil's behaviour is persistently challenging, the SENDCo and relevant professionals will assess for unidentified needs and work in partnership with the family.

Behaviour Support Strategies

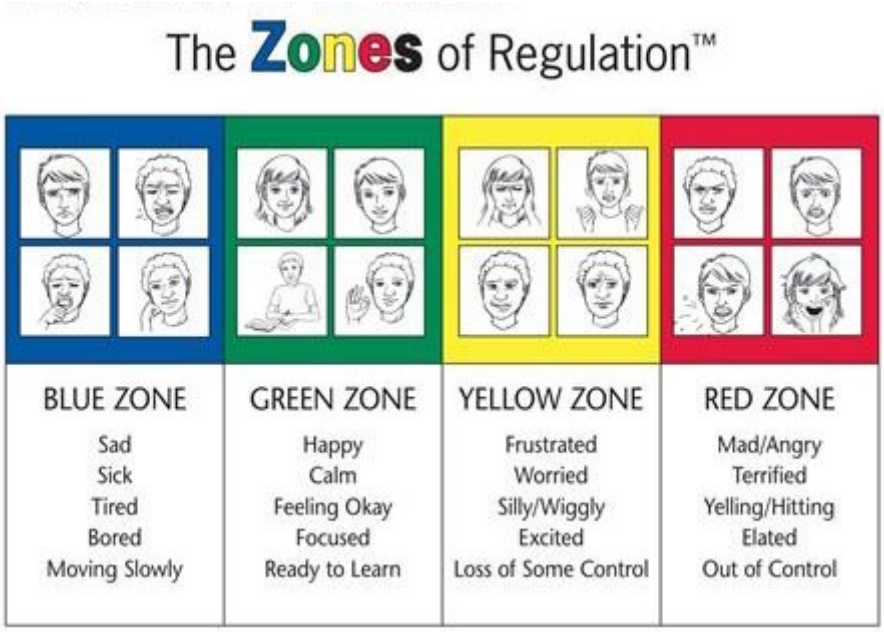
At Our Lady & St Joseph Catholic Primary School, we are committed to promoting positive behaviour through a proactive and supportive approach. We recognise that behaviour is a form of communication and that children benefit from consistent, clear expectations alongside personalised support where needed. Our strategy is to pre-empt and reduce the likelihood of challenging behaviour by creating a nurturing environment, using evidence-based strategies, and understanding each child's individual needs.

The table below outlines examples of proactive strategies (used before a behaviour occurs) and reactive strategies (used in response to incidents) to help staff support pupils effectively in line with the school's ethos, behaviour framework, and SEND responsibilities:

Proactive Strategies (Before Behaviour)	Reactive Strategies (After Behaviour)
Identifying and minimising known triggers	Reminding the child of expected behaviour
Using "now and next" boards and visual timetables	Providing calm, consistent reassurance
Providing clear instructions using "first… then…" language	Using calming techniques or a calm space
Pre-teaching key concepts before activities	Applying distraction techniques
Explaining new situations in advance	Removing or modifying immediate triggers
Offering structured choices (e.g., "this or that")	Ignoring minor behaviours if appropriate
Positive descriptive praise ("spot them being good")	Engaging in restorative conversations
Keeping a "victory log" for success tracking	Using supportive, non-escalating language
Adjusting physical environment (e.g., noise levels, seating)	Changing the adult supporting the pupil ("change of face")
Using visual aids (e.g., traffic light cards, emotion cards)	Moving to a different location ("change of place")
Planning calming or sensory activities in advance	Reintroducing visual supports or calming strategies

Please note: This is **not an exhaustive list** of support strategies. Staff should also refer to (Appendix 5, 6 and 7) for further guidance on de-escalation, regulation and individualised support planning. Strategies should always be adapted to suit the needs of the individual pupil, in line with their SEND profile or behaviour support plan.

Zones of Regulation (SEMH)



'Life is 10% what happens to us and 90% how we react to it.' -Charles Sindoll

The Zones of Regulation is a curriculum full of a range of activities to help children experiencing Social, Emotional or Mental Health (SE&MH) issues develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation.
For example, when a child plays in a basketball game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library.

Some of the aims of The Zones of Regulation:

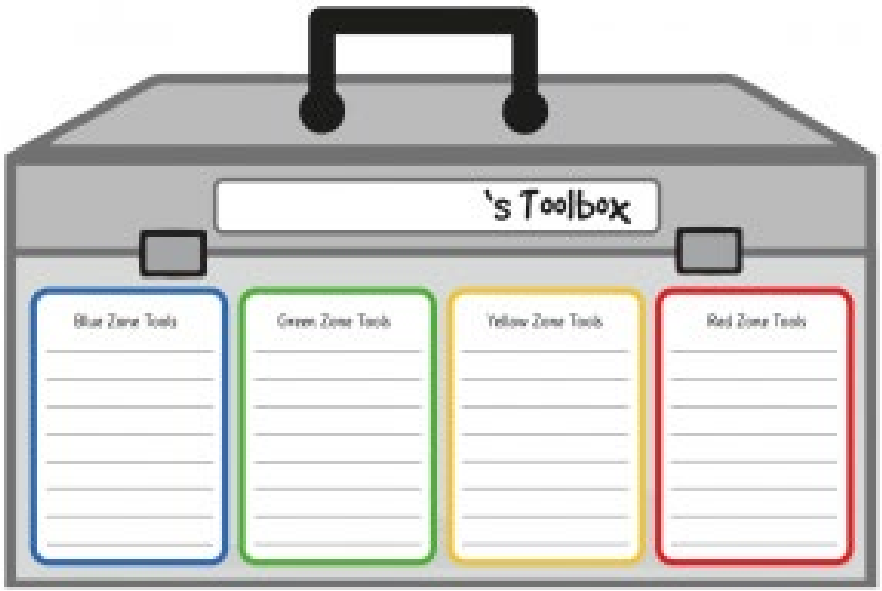
- To help children recognise when they are in the different Zones and how to change or stay in the Zone they are in.
- To gain an increased vocabulary of emotional terms so that they can explain how they are feeling.
- To gain insight into events that might make them move into the different Zones e.g. disagreement with a friend, a certain subject being taught or a fire drill.
- To help children understand that emotions, sensory experiences, physiological needs (e.g. hunger/lack of sleep) and environments can influence which Zone they are in.
- To develop problem-solving skills.
- To identify a range of different calming and alerting strategies/tools that support them. Tools identified may be personalised sensory supports (e.g. use of putty at key times), calming techniques or thinking strategies.

The Zones can be likened to traffic lights:

- Green: you are 'good to go!'
- Yellow: slow down or take warning.

- Red: stop and regain control.
- Blue: rest area where you pull over when you're tired and need to recharge.

Children will complete their own Zones of Regulation Toolkit with their teacher, Phase Leader or a member of the Inclusion Team. The toolkit will include a list of skills that the children may use already and have proved effective and new skills that the children will be supported in learning to help regulate their emotions.



Behaviour Support Plans (BSP)

When a pupil's behaviour disrupts learning or compromises safety, a Behaviour Support Plan (BSP) is put in place using the school's *Matching Provision to Need* framework (Appendix 8). Two levels of support are available:

- **Example 1: Universal Level** – This is used when there are ongoing low-level behaviours that require monitoring and targeted support.
- **Example 2: SEND Support Plus** – This is implemented if Example 1 shows no improvement after four weeks, or if a more serious incident has occurred, such as removal from class or suspension.

Each Behaviour Support Plan clearly describes the pupil's behaviours and identifies possible triggers. The plan outlines appropriate strategies and includes any necessary risk assessments to support the pupil effectively (Appendix 9)

In some cases, pupils will also have an individual Risk Assessment in place (Appendix 10). This outlines specific risks associated with their behaviour, the context in which these risks are likely to occur, and strategies to reduce or manage these risks. Risk Assessments are proactive tools used to keep both the pupil and others safe, and are developed in

collaboration with staff, parents or carers, and external professionals where appropriate. These should be read alongside the pupil's Behaviour Support Plan.

Plans are reviewed every 4 to 6 weeks in collaboration with the Class Teacher, Phase Leader or SENDCo (if the pupil is on the SEND register) and the pupil's parents or carers to ensure the support remains appropriate and effective. Parents are kept fully informed and involved in the process throughout. These reviews will be tracked on an internal system and recorded on CPOMS.

Removal from Class

Removal from class is only used when a pupil's behaviour presents a serious risk to themselves or others, or when it significantly disrupts learning. In such cases, the pupil will be escorted to a calm and supervised space where they can regulate their emotions.
The class teacher will provide appropriate work for the pupil to complete during this time. The incident will be formally logged and the pupil's parents or carers will be contacted to inform them of the situation.

Before the pupil returns to the classroom, a restorative conversation will take place to reflect on the incident and plan for a positive reintegration. If the pupil remains dysregulated or unable to return safely, parents may be contacted to assist in the calming process. The Leadership and Inclusion Team will then review the situation and determine the most appropriate next steps.

Positive Handling

Occasionally, if they are physically endangering themselves or others, pupils will need to be positively handled. If this occurs pupils are removed to another room or other pupils are removed from the area. These incidents must be recorded on CPOMS and in the 'Positive Handling Book' (Appendix 11) and reported to the leadership team designate at the earliest opportunity. The Positive Handling Book is located in the School Business Manager's office and all of the Leadership Team have an awareness of where to find it.

All staff may have to intervene physically with pupils and they are therefore expected to read and understand the options and strategies open to them. It is the teacher's responsibility to ensure that any adults (including volunteers) who have control or charge of pupils are given guidance in this area.

All staff members are expected to:

- Aim to diffuse any situation verbally without the need of physical contact or positive handling (e.g. verbally and using the behaviour policy).
- Mentally risk assess a situation where they feel they may have to make a physical intervention, or positive handling.
- Think about, and decide that, 'If this were my child I wouldn't mind them being handled like this due to the nature of the situation'.

- Think about and decide the 'reasonable force' needed in relation to the situation.
- Carry out positive handling effectively and for the shortest possible period necessary.

There are three types of incident where positive handling may be necessary:

- Self-defence or imminent risk of injury: This means that an attack on an adult or pupil has, or is about to take place.
- Developing risk of injury or significant damage to property including:
  - A pupil misusing dangerous objects.
  - A pupil trying to leave the school grounds.
  - A pupil that may cause themselves or others harm.
  - A life-threatening situation.
- Seriously disruptive or defiant behaviour including:
  - Persistent refusal to leave a classroom.
  - Persistent behaviour that seriously disrupts a lesson.
  - Roaming, running around the school when they should not be and refusing to obey an adult to desist from doing so during this time e.g. If a child is running around the school ignoring adult attention, they could place themselves in a dangerous situation e.g. climbing over a balcony, climb a high fence. In order to cease them from roaming/running around, positive handling may be used to support in escorting them to a place of safety.

If you feel that you are in a situation where positive handling may be needed you should first try to take these steps:

- Tell the pupil to stop.
- Explain what will happen if they refuse to stop.
- Repeat the request for the pupil to stop.

Throughout the incident you should continue to talk to the pupil and make it clear that the physical contact will stop as soon as it is no longer needed. It is important that you remain calm. If you are in doubt of this, ask another adult to take over.

Physical intervention might involve:

- Physically interposing between pupils.
- Blocking a pupil's path.
- Holding a pupil.
- Leading a pupil.
- Carrying a pupil (in extreme circumstances).

The following physical restraints are unacceptable:

- Holding by the neck or collar.
- Slapping or punching.

- Twisting or forcing limbs against a joint.
- Holding or pulling a pupil by the hair or ear.
- Holding a pupil face down against the ground.

THE DEGREE OF FORCE MUST ALWAYS BE THE MINIMUM NEEDED TO ACHIEVE THE DESIRED RESULT. THIS WILL ALWAYS BE THE LAST RESORT.

For more information, please see the school's Positive Handling Policy.

Some pupils may have an individual Positive Handling Plan in place, which outlines agreed strategies and interventions tailored to their needs. These plans should be followed in conjunction with this policy and will be shared with all relevant staff. An example of a Positive Handling Plan can be found in Appendix 12**.**

Suspensions

A suspension is considered when a pupil has seriously breached the school's behaviour policy or poses a significant risk to the safety and wellbeing of others. During the suspension period, appropriate work will be provided for the pupil to complete at home to ensure continuity of learning.

Following the suspension, a mandatory reintegration meeting will be held with the pupil, their parents or carers and relevant staff to reflect on the incident, reaffirm expectations, and plan for a successful return to school. This meeting allows for an open discussion to address the issue and offer support. It is important to emphasise that each new day is treated as a fresh start, providing the pupil with an opportunity to re-engage positively with school life. This approach is in line with the Department for Education (DfE) guidance, which encourages schools to ensure continuity of education and offer support for pupils returning after a suspension (Department for Education, 2017).

Further details about the reintegration process, including the structure of the meeting and the expected outcomes, can be found in Appendix 13.

Permanent Exclusions

Permanent exclusion is considered a last resort and will only be used when all other support strategies have been exhausted. The decision to permanently exclude a pupil will only be made if their continued presence in school is deemed to be seriously detrimental to their own safety or to the education, safety or wellbeing of other pupils or staff. All permanent exclusions are carried out in line with statutory guidance and legal procedures. This includes formal meetings involving the pupil, their parents or carers and notification to the Local Authority. The pupil will also be given an opportunity to share their views as part of the exclusion process.

The Department for Education (DfE) guidance on exclusions states that permanent exclusion should only be used when "all other alternatives have been exhausted and when the pupil's

behaviour is seriously disruptive or dangerous" (Department for Education, 2017). The DfE also highlights the importance of ensuring that the exclusion process is fair, transparent, and consistent, giving pupils the opportunity to present their case.

Safeguarding

We recognise that behavioural changes may indicate safeguarding concerns. In such cases, we:

- Refer to the Safeguarding Policy**.**
- Consider Early Help or Social Care referrals.
- Follow procedures for child-on-child abuse where relevant.

In line with **DfE guidance on peer-on-peer abuse**, we understand that incidents of peer-on-peer abuse, including bullying, harassment, or violence, must be treated with the utmost seriousness. This type of abuse can occur both inside and outside of school, including online. We are committed to ensuring that all pupils are safe from harm and will respond promptly and appropriately to any allegations or concerns. In cases of peer-on-peer abuse, we will:

- Ensure that the victim is supported and safeguarded.
- Investigate incidents thoroughly and take action in line with the school's behaviour policy.
- Ensure that both the victim and perpetrator (where appropriate) are offered support, including referral to external agencies if necessary.

The DfE's 'Keeping Children Safe in Education' (2023) guidance highlights the importance of addressing peer-on-peer abuse and ensuring that all pupils are aware of how to report concerns safely. For more detailed information, please refer to the Safeguarding Policy.

Post-Incident Review and Monitoring

Following any incident of extreme behaviour, a review will always be conducted to ensure a thorough understanding of the event and to plan for appropriate support. This review will include:

- A factual discussion of what occurred
- Identification of possible triggers
- Evaluation of the impact on all involved
- Consideration of what strategies may help prevent recurrence

Relevant documentation, including behaviour records, risk assessments and Behaviour Support Plans, will be updated in line with the findings.

The effectiveness of all strategies will be monitored continuously. Where strategies are not having the desired impact, the following actions will be considered:

1. **Adjusting existing strategies**
2. **Allowing more time for current strategies to embed**
3. **Adopting a new or alternative approach**

The decision on how to proceed will be made collaboratively by Class Teacher working with the pupil, including input from the SENDCo (if the pupil is on the SEND register) and phase leaders where appropriate.

School Attendance and Part-Time Timetables

At Our Lady & St Joseph Catholic Primary School, we are committed to ensuring that all pupils of compulsory school age receive their full entitlement to a high-quality, full-time education.
In very exceptional circumstances, a temporary part-time timetable may be considered to support a pupil's individual needs. This is most often used:

- As part of a planned reintegration package following a period of absence, suspension or emotional dysregulation.
- To prevent further suspensions or potential permanent exclusion.
- When all other behaviour support strategies have been exhausted.

Any use of a part-time timetable:

- Must be clearly time-limited, with a set review date and expected return to full-time education.
- Must form part of a structured pastoral support plan (PSP) or behaviour support plan (BSP).
- Will only be used with the full agreement of parents/carers.
- Must comply with statutory guidance – including the legal expectation that full-time education resumes no later than the 14th week.

Part-time timetables will never be used as a long-term solution. The decision to implement one will be made in close consultation with the Leadership Team, SENDCo and relevant external agencies where appropriate and will always prioritise the pupil's safety, wellbeing and educational outcomes. An example can be found in Appendix 14.

Appendix 1: Written Statement of Behaviour Principles

The Governing Body of Our Lady & St Joseph Catholic Primary School believes:

- Every pupil has the right to learn in a safe, caring and respectful environment, free from disruption or harm.

- Behaviour should be rooted in Gospel values including respect, compassion, forgiveness, and responsibility.
- All pupils and staff are entitled to fair and consistent expectations, boundaries and consequences.
- Good behaviour is the shared responsibility of pupils, staff and families, and should be celebrated.
- The school should take a restorative approach to conflict and misbehaviour, supporting pupils to reflect, repair and learn.
- Additional support should be available for those whose behaviour is affected by SEND, trauma or other vulnerabilities.
- Reasonable adjustments should be made to ensure inclusion and equality of access to learning.
- Exclusions should only be used when all other strategies have been exhausted or there is a serious risk to others.

This statement has been reviewed and approved by the Governing Body in July 2025 and should be reviewed annually.

Appendix 2: Staged Behaviour Chart – It's Good to Be Green

Stage 1: Green

You're doing great!

You are:	Adults will:
following instructions 	give verbal praise 
 showing kindness	give House Points or stickers
helping others 	 move you onto bronze, silver or gold
being active in your learning	
	
demonstrating Love, Listen, Learn	Nominate you for a Gospel Value or subject certificate

Stage 2: Reminder



A gentle prompt to self-correct!

You are:	Adults will:
calling out 	give a quiet, private reminder  
 not listening	give you the opportunity to self correct
off task 	use non-verbal cues/ prompts 
 distracting others	 praise others 
When you show the Love, Listen, Learn behaviours, you can move back to green!	give you take up time

Stage 3: Caution

Continued low-level behaviour!

You are:

repeating unwanted behaviours





ignoring instructions



causing mild disruption

Adults will:



give you 5 minutes out of class to reflect



use visual strategies

move your name down if behaviours continue



If things don't improve after a caution, you may take time out in a calm space with an adult.

This helps you calm down, think, and get ready to return to learning.

When you show 'Listen, Learn, Love' behaviour, you can move back to green.

If not, you'll move to **Stage 4: Last Chance** for extra support.

have a follow up conversation



Stage 4: Last Chance!

Final warning before serious consequence!

You are:



showing defiance



persistently refusing



using negative language



being unsafe

Adults will:



ask you to leave class to regulate



ask you to miss your break for 15 minutes

move your name down





When you show 'Listen, Learn, Love' behaviour, you can move back to green.

If you're not ready yet, you will move to **Stage 5: Reflection**, where adults will help you with extra support to get back on track.

have a follow up conversation and CPOMS actions



Stage 5: Reflection



Unsafe or seriously disruptive behaviour!

You are:


being aggressive

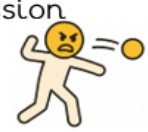

using threatening/bullying language

swearing





leaving the classroom without permission


throwing objects

persistently demonstrating stage 4 behaviours

Adults will:



give you a reflection card

ask you to miss your lunch in reflection room



get you to complete a reflection activity




contact your parents/carers

log on CPOMS



You might need time away from class (called an internal exclusion) or be sent home (a suspension) if your behaviour keeps happening. Adults will look at your reflection cards, behaviour record, and what support you need before making this decision.

Appendix 3: Reflection Activity



Name: Class:

My side of the story (what happened, do not leave anything out):

_____
_____
_____
_____

What were you thinking / how were you feeling when this happened? Why?

_____
_____
_____

What Gospel Value were you breaking?

_____

Who has been affected by this? How has this affected you?

_____
_____
_____
_____

What am I going to do next time? (Think about what you are **not** going to do and how you will stop yourself from getting into that position again)

_____
_____
_____
_____

Restorative practice: (How will I make it better? What can I do to help? What have I learned from this?)

I will make it better by:

_____
_____
_____
_____

I will help _____ by:

_____
_____
_____
_____

I have learnt that

_____
_____
_____
_____

Signed:..... Date:.....

Appendix 4: Restorative Conversation Prompt Sheet

Purpose: To provide a consistent, whole-school framework for restorative conversations following incidents of conflict, harm or disruption.

Restorative conversations are an essential tool for helping pupils reflect on their behaviour, understand the impact on others, and restore positive relationships. All staff are encouraged to use these 5 core questions to guide reflective, respectful dialogue.

These questions should be asked in a calm, non-judgmental tone, in a private setting where the pupil feels safe.

1. What happened?
(Encourages pupils to give their account in their own words.)
2. What were you thinking at the time?
(Helps them connect actions to thoughts and motivations.)
3. What were you feeling then, and how do you feel now?
(Explores emotional awareness and changes over time.)
4. Who else has been affected and how?
(Encourages empathy and understanding of consequences.)
5. What do you need to do to put things right?
(Supports accountability, repair, and resolution.)

Appendix 5- Response to Behaviours *(these lists are not exhaustive)*

BEHAVIOURS	RESPONSE STRATEGIES
LOW-LEVEL BEHAVIOURS These may affect the flow of learning but do not infringe on others' rights to learn, feel safe or valued. • Banging chairs • Chair rocking • Unruly lining up • Unruly walking around school • Rolling on the floor • Getting up/moving around • Wandering • Not moving sensibly (pushing, sliding) • Refusing to finish work • Refusing to sit down • Ignoring cues/signals (e.g., bell) • Selective hearing • Not listening • Repeating behaviour after warning • Writing while teacher is talking • Turning around, not looking • Talking across table/room • Background noises (whistling, humming) • Inappropriate laughing • Tale-telling • Talking during explanation • Arguing/answering back • Calling out • Whispering/muttering • Tapping pencils/brushes • Not respecting personal space • Poor use of classroom equipment • Poking others (first time) • Name-calling (first time) • Flicking/throwing objects • Fiddling with items • Fussing with shoes/laces • Poor manners	**Stage 2–3: Prevent Escalation** • First attention to best behaviour • Non-verbal cues (eye contact, proximity) • Private scripted reminder • Assertive instruction: "You need to… Thank you." • Tactical ignoring with follow-up • Broken record approach to instruction • Rule reminders: "Remember, we…" • Clear choice + consequence • "When… then…" phrasing • Modelling appropriate behaviour • Praise others nearby who are doing the right thing • Pause and redirect • Use name and positive expectation • Distraction/diversion • Reminder of past success • Refocus prompt: "What do you need to do next?" • Reminder of Zones of Regulation • Specific praise tied to school values • Use of House Points or rewards
MODERATE-LEVEL BEHAVIOURS These impact others' rights, disrupt safety, or follow multiple low-level behaviours. • Play fighting • Hitting out (younger children) • Knocking over furniture in anger • Throwing things in anger • Leaving/entering classroom without permission • Standing on tables • Ongoing low-level behaviours despite intervention • Refusing to leave when asked • Refusing a consequence • Writing mean things • Excluding others	**Stage 4: Restore and Reflect** • In-class time-out • Reflection activity (apology, catch-up work) • Behaviour chart (ticks for positive choices) • Seat/table move • Circle Time to address social issues • Pupil faces impact of actions on others • Informal parent contact (e.g., collection discussion) • Meeting with pupil and parent • Target setting (daily/weekly, linked to rewards) • Use of Zones of Regulation • Referral to Phase Leader • All incidents logged on CPOMS

• Damaging another's work/property • Threatening behaviour (depends on level) • Ridiculing others • Heated arguments • Swearing (context-dependent) • Provoking others repeatedly • Lying • Sabotaging own work	• Class teacher responsible for follow-up if outside class
SERIOUS OR HIGH-LEVEL BEHAVIOURS Behaviours that cause harm, threaten safety, or involve discriminatory actions. • Physical or verbal aggression toward peers/adults • Racist, homophobic, or discriminatory language • Use of objects/weapons to cause harm • Serious or repeated bullying • Significant acts of violence/intimidation	**Stage 5: Leadership Team Response** • Immediate removal from class/playground • Incident recorded on CPOMS • KS2 written account (if appropriate) • Parent contact same day • Restorative follow-up conversation • Meeting with teacher and Phase Leader • Possible outcomes: – Loss of privileges/play – Part-time timetable – Multi-agency involvement (SENDCo, EP, BASS) – Suspension (if risk to safety present)

Appendix 6: Framework for Behaviour Management

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary.
Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

- **Praise** the behaviour you want to see.
- Do not pander to attention seekers.
- All learners must be given ***'*take up time'** in between steps.
- It is not possible to leap or accelerate steps for repeated low-level disruption.
- **Tactical ignoring (deferred action)** – attend to the child when they are on task or at the appropriate later time.
- **Tactical Pausing –** briefly pausing in a spoken direction or reminder. This conveys expectation and demands attention and focus.
- **Make use of non-verbal gestures and body language** – palms facing down to sit; a gentle tap on the table to remind a child to get back to their work; eye-contact with a raised eyebrow or a smile.
- **Change the Teacher/ Teaching Assistant Zone** – moving around the classroom can affect the dynamics and the behaviours within it.
- **Praise and acknowledge** children who are behaving appropriately
- **Behavioural Direction** – always focus on the required behaviour and use positive instruction. This is and instruction not a request so please is unnecessary or even appropriate. Keep it brief and move on (see take-up time)
- **Rule reminder of the expected behaviour** to the class or individual(s) – e.g. "Remember our rules for lining up" or "XXX, this is silent working time". Refer to the Class Contract to reinforce the rule.
- **Prefacing** – most useful during task time. Focus on a positive issue before engaging the discipline. For example, talk about how they are finding the work before reminding them that it is quiet work time. "XXX how are you getting on? Has the toolkit been useful? Remember that this is quiet time now, so finish your work without talking .
- **Redirect** the child or children involved – remind them of the rule and the impact on their learning or the learning of others and redirect them. E.g. "XXX this is quiet work time and you are talking, you are distracting other children from their work, get back on with your work now."
- **Take-up time** – having given a direction or reminder move away or return to addressing the class. This conveys a belief and expectation that the child will cooperate.
- **Direct questions** – questioning is a way of engaging behaviour awareness but the keep the questions closed and focused on the rules. For example, "What should you be doing?" Or "What is the rule for .....?". You can also use direct questions to move towards behaviour ownership. "You need to finish your work in a way that doesn't

distract others. How are you going to do that?" Avoid open questions such as why are you being silly?

- **Deferred consequence or choice** – e.g. "If you continue to disturb your partner, you'll need to sit with me."
- **Blocking and refocusing** – children will occasionally try to justify or negotiate their actions. We don't enter into this dialogue. For example, a child tries to explain that they're not the only ones talking. Signalling stop with a palm, it doesn't matter who else was talking, I need you to stop talking. And with Partial Agreement - For example; your last teacher may well have allowed you to talk during writing time, but I need you to work quietly.
- **Disrespect and discourteousness** should be addressed briefly, clearly, decisively and calmly. Continued overt disrespect will always lead to consequences.
- **Commands** – always keep short and the first word should be said firmly and attract attention. Once eye contact has been established bring the noise level down. The command should be firm and assertive (not aggressive) and accompanied by non-verbal gestures to emphasise the command. Commands are unambiguous and there is an expectation of immediate compliance.

Appendix 7: Behaviour Scripts

Scripts to encourage positive behaviour:

We can prevent difficult behaviour from occurring by focussing on positive behaviours:

1. (Reminding children) 'I really liked it when....'; 'Ok we are going to start tidying up in one minute when the sand runs out'
2. 'Well done for making the right choice....'
3. (Qualified and specific) 'I really like the way you....I liked it a lot when...' Useful when there's been a difficulty between adult and child; sounds genuine
4. (Reflecting feelings) 'When you.... you make me feel very proud/happy' etc
5. (Positive labelling) 'You are really good at.....' or 'You are kind.....'
6. (Positive descriptions) 'That's a fantastic piece of work.....'

Praise should be used frequently and consistently for positive work effort and positive behaviour. Praise helps to build relationships and foster a positive class dynamic. Praise should be directed at individuals, groups and whole classes.

Praise can also be in the form of non verbal cues such as thumbs up, pat on the back, 'impressive' nodding or simply just smiling.

Scripts to de-escalate difficult behaviour

Note assertive style and level of adult intervention compared to overleaf, clear indication that adult will assume control of a situation if child cannot /will not

1. (take up time) 'You need to start by.....and I'll see how you're getting on in one minute/come back when the sand runs out'
2. (re-direct) 'X you need to ....thank you'
3. (rule reminders) 'We have a rule about....use it thank you' or 'I'm looking for good.....'
4. (blocking- the broken record) 'you need to...you need to... you need to'
5. (language of choice) 'you can (do/have)... when you...' or ''what choice do you need to make?' or 'what would be the easiest choice now?'
6. (be specific about the behaviour) 'What are you doing?' or 'what could you be doing?' or 'what have I asked you to do?'
7. (describe the behaviour) 'and now you're being rude' or 'X you are arguing with me'
8. (partial agreement) 'I know you want to use the paints but first we need to...'; 'I know others were at the table too and I will speak to them but you need to ... thank you'; 'I know it wasn't just you who was playing with the books but I need you to help pack it away, thanks...' (response: 'but but but')' Yes I know, put it back in the box
thanks... back in the box'.

N.B. These scripts can help us redirect children when they present low level difficult behaviour. However, if they are over used, such scripts could negatively affect our relationship with a child.

Appendix 8: Matching Provision to Need framework

To guide staff in matching pupil behaviour needs to the appropriate level of provision and support - ensuring consistent, graduated responses in line with SEND and inclusive practice.

Overview of Provision Levels

Level	Description	Examples of Need/Behaviour	Examples of Support/Provision
Universal	Support available for **all pupils**; delivered consistently by all staff to promote positive behaviour.	- Occasional low-level disruption - Difficulty with focus or transitions - Emotional dysregulation in specific settings - Minor social difficulties	- Whole-class routines and visuals (Zones of Regulation) - Class behaviour chart & house points - Calm corner available - Movement breaks - Positive recognition systems - Staff modelling & coaching - Class-based reward charts
Targeted	Additional support for pupils who require **more frequent or focused intervention** due to emerging needs. Often co-ordinated by the **Phase Leader or Inclusion Team**.	- Frequent classroom disruption - Regular emotional outbursts - Risk of social exclusion or isolation - Multiple Cautions / Reflections - Poor response to Universal support	- Behaviour Support Plan (Example 1) - Targeted adult check-ins - Emotion coaching - Playground support plans - Additional use of visual supports - Involvement of SENDCo for assessment - Short-term behaviour tracking
Specialist	High-level, individualised provision for pupils with **significant or complex needs**, often involving **external professionals**. Co-ordinated by the **SENDCo and Inclusion Team**.	- Behaviour causing risk to self or others - Regular internal exclusions or suspensions - Diagnosed or suspected SEND/SEMH - Complex family circumstances - Crisis-level behaviours	- Behaviour Support Plan (Example 2) - Risk assessments - EHCP or My Plan involvement - Input from EP/BASS/CAMHS - Pastoral Support Plan (PSP) - Short-term part-time timetable - Regular multi-agency meetings

How to Use the Tool

- Use this overview **in consultation with the Inclusion Team** to guide decision-making.
- Behaviour data (e.g., CPOMS logs, Reflection Cards) should inform movement between levels.
- Movement is **fluid** – pupils may step up or down the levels as needs change.

- All plans should be co-created with staff and parents, and **reviewed every 4–6 weeks**.

Appendix 9: Behaviour Support Plan (BSP) Template

Appendix 10: Pupil Risk Assessment

OUR LADY & ST JOSEPH
CATHOLIC PRIMARY SCHOOL

Behaviour Support Plan

Pupil Name: Child X Class Teacher: Miss X Date of Plan: September 2025 Review Date: October 2025

Things I do well:	My Interests are:	I find it difficult to:	My Targets:	What Will I See If Things Get Better?
• I like drawing and being creative. • I enjoy helping others. • I'm curious and like using tech. • I like playing with friends. • I read aloud with great expression.	• Drawing and colouring • Playing football and team games • Exploring nature and animals • Using learning games on the tablet • Reading funny books and comics	• I get upset quickly if I feel things are unfair. • I struggle with changes in routine. • I find it hard to wait or share. • I don't always listen when I'm upset. • I sometimes get involved in others' behaviour. • I feel embarrassed when corrected. • I don't like loud or busy places.	• Ask for help when I feel upset. • Listen the first time. • Use countdowns to move between tasks. • Focus on myself, not others. • Take turns and share. • Say how I feel before I get too upset. • Talk things through when they go wrong.	• More focus and less reminders. • Better play with friends. • Easier transitions. • Using my tools (Zones, break card). • Meeting my goals and earning rewards. • More praise and good feedback.

AT SCHOOL - SUPPORT STEPS	AT HOME	Rewards for achieving my targets:	Additional Support
Stage 2-3: • Quiet reminders and redirection • Stay close and use "when... then..." • Praise good choices first • Zones check-in and calming space • Calm, quiet place to regulate • Visual prompts and warnings before changes Stage 4: • Break with a trusted adult • Restorative chat when calm • Practise expected behaviour and fix harm • Behaviour chart for target tracking • Restorative meeting and parent contact Stage 5 (if things escalate): • Leadership gives immediate support	• Explain routines or changes early • Use Zones language (e.g. "How do you feel?") • Praise good choices, especially target ones • Share positives from school • Keep in touch with school staff	• Choosing a class job • Sensory play break • Visiting the school pet • Praise postcard home	• Working Towards board with reward choices • Daily Zones of Regulation check-ins • Social Skills group (weekly) • Comic Strip Conversations with Miss Webber • Movement breaks with visuals • Adult-led transition support (e.g. Breakfast Club) • Key Adult check-ins at start/mid/end of day.

Child's Signature: _____ Teacher's Signature: _____ Parent's Signature: _____

OLSJ Risk Assessment

Pupil: Child X Teacher: Miss X Date: 01.09.25 Review: 01.10.25

Behaviour (Hazard) Red-may result in serious death or injury Amber – minor inquiry to pupil/ staff or destruction of school equipment	Hazard Level	Mapped Stage	Risk Associated	Staff Response / Action
Climbing the fence	**Red** – may result in serious injury or death	Stage 5 – Reflection	Risk of fall or escape causing serious harm	- CPOMS log - Inclusion/SLT called - Regulation area used - Social story - Positive handling if required - Parent contacted - Possible exclusion
Verbal and physical aggression towards staff	**Red**	Stage 5 – Reflection	Physical harm to staff	- CPOMS log - Regulation card issued - Full reflection activity - Parent contacted - Positive handling if necessary - Possible suspension
Running/leaving the classroom	**Amber** – risk to safety, disruption	Stage 5 – Reflection	Safety of pupil, disruption, potential harm to others	- Follow and isolate safely - CPOMS log - Social story - Inclusion/SLT involvement - Positive handling if needed - Regulation room used
Persistent defiance or refusal to follow instructions	**Amber**	Stage 4 – Last Chance	Escalation of unsafe or disruptive behaviour	- Miss 15 min break/lunch - Restorative conversation - CPOMS log - Name moved down - Reflection sheet

Behaviour (Hazard) Red-may result in serious death or injury Amber – minor inquiry to pupil/ staff or destruction of school equipment	Hazard Level	Mapped Stage	Risk Associated	Staff Response / Action
Disruption to others (verbal outbursts, unsafe movement)	Amber	Stage 3 – Caution	Minor disruption, distraction	- Time out in class - Use visuals/strategies - Follow-up conversation - Informal behaviour note
Throwing objects	Red	Stage 5 – Reflection	Risk of injury or equipment damage	- CPOMS log - Regulation card - Parent contacted - Missed lunch/reflection room - Full reflection activity - Consequences per severity

Parental Acknowledgement

By signing this risk assessment, I acknowledge that my child's behaviour may impact the school's ability to ensure their safety and the safety of others.

I understand that staff may use positive handling strategies, when deemed necessary, to maintain a safe and supportive learning environment for all pupils.

This risk assessment outlines agreed strategies and expectations designed to support and protect my child. Where appropriate, consequences may include an internal exclusion or suspension in line with the school's behaviour policy.

Print name: _____

Signature: _____

Please note: Refusal to sign this document does not negate the risks identified. By choosing to send your child to school, you acknowledge awareness of these risks and the school's duty to respond accordingly.

Appendix 11: Positive Handling Record

RISK ASSESSMENT AND SIGNIFICANT INCIDENT / RESTRAINT / RESTRICTION RECORD

For Additional Details Refer To Supporting Documentation

Name of the child or young person concerned:

Name of the person using the measure: Age:

Names of any other people present:

Name of person completing this record:

Date: Time: Location:

Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying):

Details of any methods used to avoid the need to use that measure (what you did - what you said - what you tried):

❑Humour ❑Verbal advice and support ❑Firm clear directions ❑Negotiation ❑Limited Choices ❑Distraction ❑Diversion ❑Reassurance ❑Planned Ignoring ❑Contingent Touch ❑Calm talking ❑Calm Stance ❑Patience ❑Withdrawal Offered ❑Withdrawal Directed ❑Swap Adult ❑Reminders about Consequences ❑Success Reminders

Why Was The Measure Necessary? - (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person)

❑Risk to Self ❑Risk to Others ❑Risk to Safe Physical Environment ❑Risk to Safe Psychological Environment ❑Prevention of Psychological Distress ❑Prevention of Physical Harm ❑Prevention of Criminal offence ❑Temporary Loss of Competence or Capacity

A description of the measure used (what you did and what you said):

The effectiveness of the measure:

Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support:

Any consequences of the use of the measure:

A description of any injury to the child concerned or any other person:

A description of any medical treatment ❑ offered or ❑ administered:

External Agencies Informed and supporting records:

❑Medical Referral (Date and/or log number)

❑Social Worker (Date and/or log number)

❑Health & Safety Report (RIDDOR) (Date and/or log number)

❑LADO (Date and/or log number)

❑Safer Schools Partnership Support Officer (Date and/or log number)

❑Placing Authority (Date and/or log number)

❑Responsible Parent (Date and/or log number)

❑Confirmation that the person authorised to make the official record has spoken to the child or young person concerned and the person using the measure about the use of the measure and the feelings of both of them.

Views of the young person and any additional comments:

Name and signature of the person authorised to make this record:

Name, signature and designation of person monitoring the records: Date Checked:

Appendix 12: Positive Handling Plan

Positive Handling Plan

Name: Child X Date of Plan: 01.09.25 Review Date of Plan: 01.10.25

What does the behaviour look like?

Stage 1- Anxiety Behaviours	**Stage 2- Defensive Behaviour**	**Stage 3- Crisis Behaviour**
Hood Up Rocks his chair Taps his finger Fidgets (with paper) Lack of Focus in lesson Makes noises Talks to himself Walks around the classroom Bits himself Discussing 'defensive' or 'crisis' behaviour **Response:** Nonverbal cues Distract- go for a walk Distract- read a book Reassure Confidence boost Intervene instantly to remove frustration Clear instruction (verbal\physical) Offer alternative options Don't use authoritative tone	Refuse to cooperate verbally abusive to peers Louder voice Pacing Challenging- says no to everything Bits his arm **Response:** Nonverbal cues Sensory room Guinea Pigs Joke (if it is normally accepted) Talk low and slow Divert and distract- offer alternative options Don't use authoritative tone	Hands over ears Closes his eyes Defensive posture- aggressive Displays higher tension Verbally abusive Physically aggressive Screaming Throwing objects Punching Walls Hitting his head off the wall Crying (no tears) Bits and punches himself Talks like a baby Damaging property Escaping (Can't see danger) Empty threats Objects as a weapon **Response:** Remove audience Assess safety No Authoritative tone Guide elbows to safety Guide assertively State desired behaviour Offer alternative Change of face Positive Handling (last resort)
Stage 4- Recovery	**Stage 5- Depression**	**Stage 6- Restoration**
Hides his face Won't make eye contact Refuses to speak Grunts Fetal position see anxiety behaviours. he could revert to these **Response:** Reassurance Don't talk to him Write notes (he writes response) Knock for yes, twice for no	Acts like nothing happened **Response:** Support Reassurance Jokes Get out with dignity-	This has never worked as it has always escalated to crisis **Response:** Ask for mum's support. Mum to speak to X about incident. No authoritative

Stay with him and let him know that you are here for him when he is ready	Option to return to class	

What are common triggers?

1. Peers
2. Work avoidance
3. Saying 'No' to him
4. Arriving to school late/Missing school
5. Wanting things his way

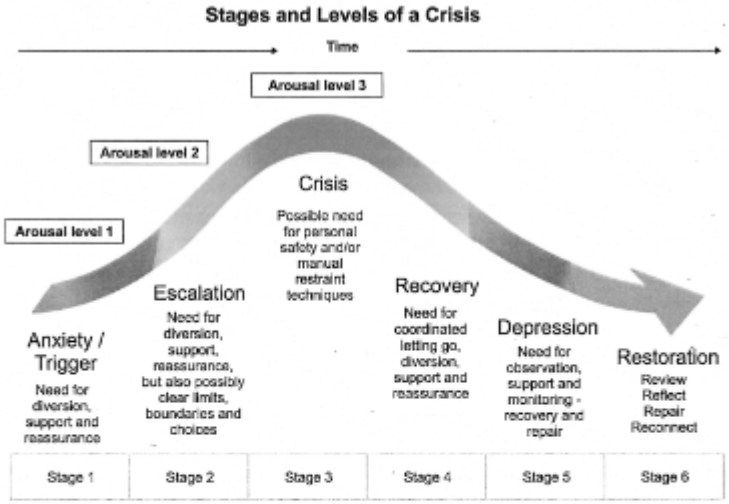
Praise Points/ Diversions and distractions

1. Verbal positive praise
2. 5 minute break- choice of activities
3. Diversion(games)
4. Job to do
5. Intervene to remove problem (peer)

How should we record incidents and who should be informed?

CPOMS, Positive Handling book.

De-escalation skills	**Try**	**Avoid**	**Notes**
Verbal advice and support	\		
Giving Space	\		
Reassurance	\		
High Scripts		\	
Negotiation		\	
Limited Choices	\		Give 2 choices
Humour	\		Only with adult it was worked with when calm
Remind Consequences		\	
Planned ignoring	\		
Take up time	\		
Time-out		\	Diversion (games)
Supportive touch	\		
Transfer adult	\		Only in crisis mode if adult needs it
Success reminded	\		
Simple listening	\		
Acknowledgement	\		
Apologising		\	For positive handling to reassure
Agreeing	\		
Removing audience	\		
Others			



Stage 1

Examples of low level behaviours

- Individual shows signs of anxiety
- Hands over ears
- Hiding face in hands or bent over / under table
- Pulling up collar or pulling down hat
- Rocking or tapping
- Withdrawing from group
- Refusing to speak or dismissive
- Refusing to co-operate
- Adopting defensive postures

Examples of primary and secondary interventions to minimise low level behaviours

- Ensure risk and restraint reduction plans are in place (whatever name they are given)
- Read the behaviour and body language
- Intervene early to remove sources of frustration
- Offer reassurance – including positive physical prompts
- Explain clearly what is happening and what will happen next
- Communicate – 'Talk and I'll listen'
- Use appropriate humour
- Display CALM body language
- Talk low and slow and quietly
- Assess the situation
- Divert and distract by introducing another activity or topic

Stage 2

Examples of medium level behaviours

- Individual begins to display higher tension
- Making noises and moving around
- Belligerent and abusive
- Talking louder – higher – quicker
- Adopting aggressive postures
- Changes in eye contact
- Pacing
- Breaking minor rules
- Low level destruction
- Picking up objects which could be used as weapons
- Challenges – 'I will not…you can't make me'

Examples of primary and secondary interventions to minimise medium level behaviours

- Continue to use Level One de-escalation responses
- State desired behaviours clearly
- Use distraction to refocus attention on something positive
- Set clear enforceable limits
- Offer alternatives and options
- Offer clear choices
- Give a get out with dignity
- Assess the situation, consider making the environment safer and getting help
- Remove audience
- Guide the elbows towards safety

Stage 3

Examples of high level behaviours

- Shouting and screaming
- Crying
- Head banging against people or surfaces
- Slapping or punching self
- Damaging property
- Moving towards danger
- Fiddling with electrics
- Climbing trees, roofs or out of windows
- Tapping or threatening to break glass
- Moving towards weapons
- Picking up objects which can be used as weapons
- Grabbing or threatening others
- Hurting others (Head butting – pinching – biting – kicking – slapping – punching)

Examples of primary, secondary and tertiary interventions to minimise high level behaviours

- Make the environment safer
- Move furniture and remove weapon objects
- Guide assertively – hold or restrain if absolutely necessary
- Ensure face, voice and posture are supportive not aggressive
- Use Help Protocol to save face by changing face

Stage 4

Examples of recovery behaviours

- The recovery stage can easily be confused with the anxiety stage
- People may sit quietly in a hunched position
- The difference is that they can revert to extreme violence without the build up associated with the normal escalation at stage 2

Examples of recovery responses

- Support and monitor
- This may not be a good time to touch, as touch at this stage can provoke a reversion to crisis
- Give space and time
- Insulate from sources of frustration
- Look for signs that the person is ready to communicate

Stage 5

Depression

- After a significant incident people can become depressed.
- They may not want to interact but still need support and reassurance.
- Consideration should be given to the possibility of previous trauma and continuing support through trauma informed approaches.

Stage 6

Post incident support

- Support, reassure and monitor.

Appendix 13: Reintegration Meeting Template

Meeting Details

Pupil Name: _____
Date of Meeting: _____
Date of Suspension: _____
Length of Suspension: _____
Staff Present: _____
Parent(s)/Carer(s) Present: _____

Purpose of the Meeting

- To reflect on the behaviour that led to the suspension
- To re-establish shared expectations for behaviour and conduct
- To plan and agree on appropriate support strategies
- To support a positive reintegration into school life
- To ensure continuity of learning following the suspension

Reflection on Incident

1. Summary of the incident (to be completed by a member of staff):

_____
_____

2. Pupil's perspective (voice of the child):

_____
_____

3. Parent/Carer comments:

_____
_____

Agreed Actions and Support Plan

Focus Area	Action/Support	Responsible Person	Deadline/Review Date

Reaffirming Expectations

☐ Behaviour expectations discussed
☐ Positive behaviour plan reviewed/updated (if applicable)

☐ Risk assessment reviewed (if applicable)

☐ Agreed that each new day is a fresh start

☐ Commitment from all parties to support a successful return

Signatures

Pupil: _____

Parent/Carer: _____

Staff Lead: _____

This meeting supports a restorative, inclusive approach to behaviour management. The aim is to move forward with understanding, clarity and shared commitment to success.

Appendix 14: Safeguarding and Risk Assessment for pupils on Part-Time Timetables/ Reduced Timetables

A risk assessment **must be completed for all part-time timetables**. Any part-time timetables that are submitted without its completion will be challenged and returned asking for this to be completed.

Sections 157 and 175 of the Education Act 2007 places a duty on Local Authorities and schools to exercise their functions with a view to safeguarding and promoting the welfare of children.

Schools must consider safeguarding issues and the impact this might have on a child when considering a part-time timetable.

Schools have safeguarding responsibility for all pupils on roll and therefore must be aware that even with parent/carer agreement to any part-time timetable arrangement they make, they are responsible for the safeguarding and welfare of all pupils on roll who are off-site during school hours.

It is clear that where a child is not in school, their vulnerability is likely to be increased. When deciding whether a part-time educational provision is appropriate, consideration must always be given to the welfare and safety of the child, as well as the risk of the child engaging in criminal activity, substance misuse or being at risk of exploitation or radicalisation whilst not in receipt of education during the school day.

This must be part of the risk assessment process.

If evidence suggests that the child will be exposed to significant risk if not in school, then a part-time timetable should not be a considered option.

As this type of intervention is likely to have a significant impact on the family, it should only be chosen, if after all other strategies have been implemented, reviewed and exhausted and the guidance provided in this document is adhered to.

When a child is Looked After (LAC), receiving support from a social worker, family support practitioner, Early Help Assessment & Plan (EHAP) or involved with the Youth Offending Team (YOT), a part-time timetable should be agreed with the parent/carer and the other professional(s) working with the child.

Schools need to undertake a risk assessment of the pupil's needs to assess the impact that a part-time timetable would have on the pupil. It is essential that the pupil's welfare during any absence from school is considered. Risk assessments should follow the five steps identified by the Health and Safety:

Step 1: Identify possible hazards.

Step 2: Decide who may be harmed and how.

Step 3: Evaluate the risks and decide on precaution.

Step 4: Record your findings and implement them.

Step 5: Regularly review your assessment and update if necessary.

School also needs to consider the impact of a part-time timetable on the educational and social development of the child. Unless there is evidence to indicate the child is unable to manage, the combination of work completed at home and in school should constitute a full-time education.

The school should consider how work during those periods the child is not in school will be provided, sent home, and marked and how constructive feedback will be given. In those periods where work is provided to complete at home, it is not appropriate to use the B code in the attendance register in line with the guidance laid out in 'Working together to improve school attendance'.

Planning should also consider how the child will be included in school life, for example, how they will continue to have contact with the rest of their class and key staff or how they would access support whilst completing work at home.

Activity List the significant hazards you have identified

Action Levels	**How risk should be managed**
Unacceptable	**PTTT to stop/ not go ahead. Substantial / Immediate improvement or additional measures needed.**
Significant	**PTTT to stop/ not go ahead. Improvement or additional measures needed.**
Adequate	**PTTT may continue or go ahead but risk may be further reduced by some improvement to safety arrangements**
Acceptable	**No further action, but ensure measures ae maintained and reviewed.**

Risk assessment for pupils on a Part time timetable/ reduce timetable

Under 32.5 hours per week.

To be completed by the school in consultation with parents and other professionals.

Pupils name:	Click or tap here to enter text.				
Date of birth:	Click or tap to enter a date.		**Year group:**	Click or tap here to enter text.	
School:	Click or tap here to enter text.				
Completed by:	Click or tap here to enter text.		**Completed on:**	Click or tap to enter a date.	
Part time timetable start date:	Click or tap to enter a date.	**Part time timetable review date:**	Click or tap to enter a date.	**Part time timetable proposed end date:**	Click or tap to enter a date.
Agreed with parent/ Career on:					

Pupil Voice:	
Pupils' comments/ concerns:	**Click or tap to enter a date.**
Details of SEN need / Medical need:	**Click or tap to enter a date.**
Provision to support SEN/ Medical need:	**Click or tap to enter a date.**

Parent/ Carer agreement:				
Name:	**Click or tap here to enter text.**	**Date:**	**Click or tap to enter a date.**	
Signature:			**Relationship:**	Click or tap here to enter text.
Name:	**Click or tap here to enter text.**	**Date:**	**Click or tap to enter a date.**	
Signature:			**Relationship:**	Click or tap here to enter text.
By Signing this form, I understand that I am given the school consent to process personal data relating to my child, for the purpose of a reduced/ Part time time table.				

1. Activity ***List of significant hazards identified***	**2. Who maybe harmed** ***The child, staff, family members, other pupils***	**3. Risk Control** ***Brief description of what you are already doing to reduce the risk***	**Additional action needed to further risk control** ***Details of further controls to reduce risk***	**Outcome of Risk rating** **Acceptable, Adequate, Significant, unacceptable**	**Notes/ considerations:**
Missing education **Example:**	Student	Time table for 6 weeks, with the pupil returning to	Work will be provided online for the 6 weeks for	Acceptable	The PTTT is for 6 weeks due to a family bereavement

		full time education	the AM missed sessions		At home morning learning is supported to support the family
Being at home **Example**	Student	Pupil will be supported by the parent	Not home alone	Acceptable	

Please ensure the PTTT is recorded online:

We are aiming to implement three links for schools to record PTTT, which schools will complete.

1. New Cases: https://forms.office.com/e/LqXrB6HWdX
2. Nil Returns: https://forms.office.com/e/Fx032EbbSc
3. Record a Change (Extensions & Closures): https://forms.office.com/e/4Q2fPkDVfU