

Our Lady of Perpetual Succour Catholic Primary School

Behaviour Policy and statement of behaviour principles



We learn to love everyone as Jesus loves us

This policy will be reviewed annually by the full governing body

Written: Autumn 2024

Reviewed: September 2025 (prior to ratification by the governors)

Date of Next Review: September 2026 or in the event of changes to legislation.

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave, ensuring that all pupils with SEND or any other increased vulnerabilities have those needs taken into account
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

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

- Behaviour in schools (February 2024)
- Searching, screening and confiscation at school (July 2023)
- The Equality Act 2010
- Use of reasonable force in schools (January 2025)
- Supporting pupils with medical conditions at school (August 2017)
- Exclusion Guidance (August 2024)
- Special educational needs and disability (SEND) code of practice (September 2024)

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online (February 2024)

3. Definitions

School Staff are defined as any paid member of the school community or any person that the headteacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip.

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

This school recognises and endorses OFSTED's review of sexual abuse in schools and colleges (2021). Sexual abuse, sexual harassment and online sexual abuse are not tolerated or accepted in this setting. In addition to our work in RSHE and safeguarding work, we will utilise all of the range of sanctions in this policy to address it. We will treat all allegations of this nature as both behavioural incidents and safeguarding incidents and will act accordingly.

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

Type of bullying Definition

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

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

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. School Rules

Pupils are expected to:

- Be happy
- Be kind
- Be respectful
- Try your best

7. Rewards and sanctions

It is appreciated that most children respond to being rewarded for their achievements. Most children want to recreate the behaviour that resulted in the reward. Rewards can be given to individuals, groups or classes; this encourages children to work together in creating a positive classroom atmosphere.

It is also acknowledged that a hierarchy of planned sanctions provides consistency in dealing with children whose behaviour needs modification. It is the consistency and

inevitability of the consequence that helps the pupil to choose appropriate behaviour. The intention is to give the children the opportunity to think about the choices that they have in improving their behaviour.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- House points
- Stickers
- Certificates
- Headteacher awards

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Spoken to by the class teacher/ Teaching assistant
- time out
- Spoken to by a member of Senior Management
- Spoken to by the Headteacher
- Missed play
- Parents informed

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. This includes the right to exclude a pupil for behaviour that has taken place off-site but may have a detrimental impact on the management of the school.

7.3 Sexual Violence and Sexual Harassment

Our Lady of Perpetual Succour has a zero tolerance approach to sexual violence and sexual harassment. We recognise allegations of sexual violence and sexual harassment as potential serious breaches of our Behaviour Policy and reserve the right to enforce our behaviour policy on that basis.

We will ensure that processes and protocols are put in place to ensure the protection of any 'victims' as well as attempting to ensure the anonymity of the 'perpetrators'.

We will consider whether any such allegation highlights safeguarding concerns and will make appropriate referrals if harmful sexual behaviours are identified.

We acknowledge that our burden of proof in such allegations is 'on the balance of probabilities' and not 'beyond reasonable doubt' as it would be in the case of a criminal investigation.

If the allegations are found to be untrue or malicious, we also reserve the right to enforce our behaviour policy.

7.4 Malicious allegations

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

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

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

8. Behaviour management

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct and school rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Guidance on the use of reasonable force can be found [here](#)

8.3 Confiscation, Searching & Screening

School staff have a right to screen and search any pupils with consent. They also have the right to search pupils without consent if they suspect that the pupil is carrying any prohibited item. Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

School staff will liaise with the police and other agencies if pupils are found to be in possession of any illegal item, including data, images or videos on their mobile phone. We reserve the right to delete any data or files from a pupil's mobile phone if we think there is a good reason to do so.

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

8.4 Pupil support

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

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Supporting Pupils with SEND

The school aims to create a culture that promotes high standards of behaviour and provide the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom.

The school recognises that a whole-school approach is needed in order to meet the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

Schools with good behaviour cultures create calm environments which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction.

The school recognises that behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

The school aims to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour.

In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;

and

- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, the school will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- training for staff in understanding conditions such as autism. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Responding to the behaviour of pupils with SEND

The school aims to consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. As a school we do not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation. School will also consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil.

In considering this, school will refer to the Equality Act 2010 and schools guidance.

The school will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. The school recognises the importance of seeking to try and understand the underlying causes of behaviour and whether additional support is needed.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every 12 months. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Equality Policy
- Anti- Bullying Policy

14. Detentions

In line with government guidance, we reserve the right to issue detentions to pupils who do not comply with our rules and we expect parents to support us in the application of this policy. We always aim to give 24 hours' notice of detention via email/text message/letter. The length of detention is dependent on the incident and the pupil's overall conduct in school.

15. Suspensions

In some instances, we may consider it necessary to suspend pupils. This decision can be made by the Headteacher of the school and parents can expect to be informed in writing of the decision to suspension. The reasons to suspend are listed below;

- Abuse against sexual orientation or gender identity
- Abuse relating to disability
- Bullying
- Damage
- Drug or alcohol related
- Inappropriate use of social media or online technology
- Persistent disruptive behaviour
- Physical assault on a pupil
- Physical assault on an adult
- Racist abuse
- Sexual misconduct
- Theft

- Verbal abuse or threatening behaviour to an adult
- Verbal abuse or threatening behaviour to a pupil
- Wilful and repeated transgression of protective measures in place to protect public health.

Fixed Term Suspension/ Permanent Exclusion

- Fixed Term Suspension. These can be for part of a school day (including lunchtime suspensions) or for whole school days. Schools can issue up to 45 days of fixed term suspensions in a year but must provide education from day 6 of a fixed term suspension (it is advised from the first day of absence). Fixed term suspensions do not have to be for a continuous period.
- Permanent Exclusion. In the most serious cases, it may be necessary to permanently exclude a child from this school. The decision to permanently exclude is never taken lightly and has to be ratified by the governing body.

Appendix 1: Governors' Written Statement of Behaviour Principles

Under the Education and Inspections Act 2006, the governing board is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

The purpose of this statement is to give guidance to the Head teacher in drawing up the behaviour policy by stating the principles which governors expect to be followed. The policy aims to underpin the governors' duty of care to pupils and employees: promote teaching and learning and high standards of attainment and preserve the reputation of the school. The statement is available from the school and can be found on the schools' web site. It is also held in the school office.

This statement and the behaviour policy will be reviewed on an annual basis, unless changes at national or local level necessitate and exceptional review.

This statement is informed by our mission and value statements:

MISSION STATEMENT

We learn to love everyone as Jesus loves us.

Our mission statement is encapsulated in our aims and objectives which underpin all aspects of school life:

We aim to:

- Foster communication and co-operation between home, school and parish
- Foster in a Catholic setting the acquisition of skills, knowledge, values and attitudes needed for life

- Foster in all pupils' self-esteem and a sense of self-worth, respect for themselves and the needs of others
- Foster in pupils a respect of God's world
- Ensure that pupils have equal access to all areas of the curriculum without discrimination.
- Support and encourage pupils and staff (teaching and non-teaching) to develop personally, spiritually and professionally.

We the governing board of Our Lady of Perpetual Succour Catholic Primary school, believe that all members of our school community should be able to learn and achieve their full potential in a safe, secure and orderly environment.

We believe that each pupil should be given every opportunity to take responsibility for and to make a full contribution to improving behaviour in school.

We value the strong relationships that exist throughout the school, which leads to the mutual respect that encourages good behaviour.

We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.

The behaviour policy is based on our beliefs in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; and praise and rewards. It is recognised however, that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community and to deter other pupils from similar behaviour. Sanctions will enable the pupil to reflect on, and learn from, their behaviours and to make reparation wherever possible. Because of our focus on positive behaviours and the opportunities for pupils to learn from their mistakes, we expect lower than the national average rates of suspensions/permanent exclusions.

Some pupils, for example those with Special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive support according to their needs. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. Similarly, given the overriding need to keep children safe, the school will utilise their powers to search and to use reasonable force in order to keep individual from harming, or further harming, themselves or others.

Given the importance of the safety of the pupil body, the Governing board support the right of the school to exclude for a single offence where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem and are influenced by it (for example behaviour and anti-bullying) applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of Our Lady of Perpetual Succour Catholic Primary off-site.

Appendix 2: behaviour log (Recorded on CPOMS)

Pupil's name:

Name of staff member reporting the incident:

Date:

Where did the incident take place?

When did the incident take place? (Before school, after school, lunchtime, break time)

What happened?

Who was involved?

What actions were taken, including any sanctions?

Is any follow-up action needed? If so, give details

People informed of the incident (staff, governors, parents, police):

Appendix 3: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date:

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____,
I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could contact the School Office to arrange a meeting with
myself so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher and myself, to discuss how we can best support your child in improving their behaviour.

(Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.)

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: