

Our Lady of the Assumption Catholic Primary

Open Loving Aspirational



"Let your light shine before others, so they may see your good deeds and praise your Father in heaven." (Matthew 5:16) – Be the light

Behaviour and Relationships Policy

Date:	September 2026
Reviewed by:	Headteacher
Approved by:	Local Governing Body
Date of next review	September 2027

Behaviour Principles

At Our Lady of the Assumption Catholic Primary School, everyone has the right to feel safe, valued, respected and learn free from the disruption of others. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: Open Loving and Aspirational.

At Our Lady of the Assumption Catholic Primary School we aim to encourage all children to practise good behaviour by operating a system of praise, rewards and sanctions. These expectations are based on the need for us all to care for other people's safety, health and wellbeing.

We expect our community to be friendly and polite, not act in an aggressive or dangerous manner, and show respect for others.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Aims of the Behaviour Policy

- To create an environment that encourages and reinforces excellent behaviour.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage each child to take responsibility for their own behaviour, leading to increasing independence and self-discipline.
- To create a consistent whole school approach to behaviour management throughout the school.
- To ensure that the school's expectations and strategies are widely known and understood.
- To work in partnership with parents in dealing with any behavioural issues.
 - To lead by example in the way that we treat each other and the children in our care, and to follow the example of Jesus.

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff \(Feb 2024\)](#)
- [Searching, screening and confiscation: guidance for schools \(July 2022; page updated July 2023\)](#)
- [The Equality Act 2010](#)
- [Keeping children safe in education \(KCSIE\) 2025 \(in force from 1 Sept 2025\)](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires 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 must publish their behaviour policy online.

Roles and responsibilities

We believe that adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As adults we should aim to:

- Foster the belief that there are no 'bad' pupils, just 'bad choices'
- Encourage pupils to recognise they can, and should, make 'good choices'
- Be consistent in dealing with individual children and following the policy (however, there may be a difference in approach when dealing with children with particular needs)
- Follow the protocol of rewards and sanctions
- Deal with problems or incidents calmly
- Make children aware of appropriate behaviour in all situations
- Ensure that each child has work appropriate to their ability
- Work in partnership with parents in line with the Home School Agreement
- Act as a role model for desired behaviour, treating all adults and children with respect
- Focus on catching good behaviour and positive reinforcement to raise self esteem
- Display the expectations, rewards and sanctions and mention them frequently
- Escort the class when moving around school, ensuring all children are monitored – stop the children at regular intervals, walk with staff at the front and end of the line so all children can be seen at all times
- Create a calm working atmosphere in the classroom, with well-established routines
- Work closely with the SLT and outside agencies in implementing advice for children with behavioural difficulties

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children,

strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

- Classrooms are organised to develop independence and personal initiative. Displays help develop self-esteem through demonstrating the value of every individual's contribution and overall the classroom should provide a welcoming environment.
- Additionally, we see positive relationships as being key to our daily work with children. Teachers especially try to engage with pupils who may be disaffected, and build positive relationships with them.

Our Lady of the Assumption's school rules:

- We care
- We learn
- We respect

Our rules can be seen around school and they are visible in each classroom and have been designed to make clear to the children how they can achieve acceptable standards of behaviour. They are discussed regularly with the children.

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. We set out the rules, relentless routines and visible consistencies that all children and staff follow. Based on the work of Paul Dix, we believe that, **"visible consistency with visible kindness allows exceptional behaviour to flourish."** Good behaviour is recognised sincerely rather than simply rewarded. Children are praised publicly and reminded in private.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Children will be recognised for their good behaviour. Staff will deliberately and persistently catch students doing the right thing and praise in public when they do.

Children's names will be moved onto "Shining Lights" boards when they have exhibited the target behaviour for that week. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child's name will not be removed from the board once it is on.

Certificates and other positive messages will be sent home regularly by class teachers and members of SLT to inform parents of good behaviour. Every week in each class a child who is recognised as going above and beyond will celebrate this by receiving the Shining Light Award.

We have a House Team system, which uses the names of the four patron saints of countries in the United Kingdom; St Andrew, St David, St George and St Patrick. Team points can be earned for friendship, behaviour, or learning. Awards will be presented publicly as part of the weekly celebration assembly. House point totals will be recorded weekly, with the winning house team each term being awarded a special privilege.

Sanctions

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

The use of sanctions should be characterised by certain features:

It must make it clear that unacceptable behaviour affects others and is a serious offence against the school community.

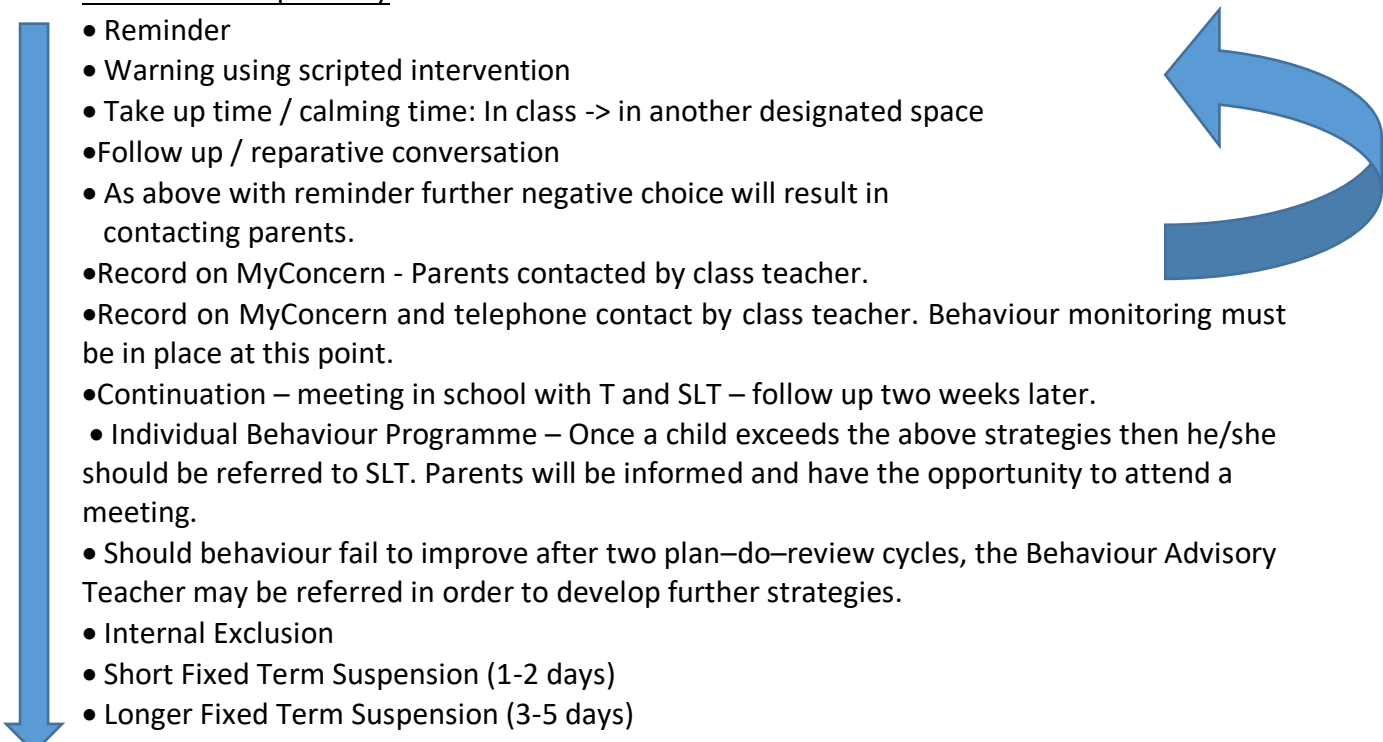
It must be clear why the sanction is being applied and must be in proportion to the offence.

It must make it clear it is the behaviour rather than the person that is punished.

All classes follow the same procedures for sanctions.

Support and intervention will be used alongside sanctions to help pupils understand, repair and improve their behaviour. This may include restorative conversations, pastoral support, time-limited behaviour targets, and involvement of parents/carers and external agencies where appropriate.

Our behaviour pathway

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- Reminder
 - Warning using scripted intervention
 - Take up time / calming time: In class -> in another designated space
 - Follow up / reparative conversation
 - As above with reminder further negative choice will result in contacting parents.
 - Record on MyConcern - Parents contacted by class teacher.
 - Record on MyConcern and telephone contact by class teacher. Behaviour monitoring must be in place at this point.
 - Continuation – meeting in school with T and SLT – follow up two weeks later.
 - Individual Behaviour Programme – Once a child exceeds the above strategies then he/she should be referred to SLT. Parents will be informed and have the opportunity to attend a meeting.
 - Should behaviour fail to improve after two plan–do–review cycles, the Behaviour Advisory Teacher may be referred in order to develop further strategies.
 - Internal Exclusion
 - Short Fixed Term Suspension (1-2 days)
 - Longer Fixed Term Suspension (3-5 days)
 - A maximum of 45 days in one academic year (this resets each academic year) – please see the school’s Suspension and Exclusion Policy.
 - A managed move may be discussed with a school within the BEBCMAT family of schools, where appropriate.
 - Potential placement Alternative Provision for six week block.
 - Permanent Exclusion

Please note starting position on the behaviour pathway is determined by the seriousness of the behaviour demonstrated.

Suspension and Exclusions

Where behaviour is deemed to have been of a serious breach of this policy – suspension or permanent exclusion will be considered as an option by the Headteacher.

Examples may include –

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school’s behaviour policy. A ‘knife’ applies to an article which has a blade or point – see government guidance for child knife possession offences.
- The use of threat with any item in a threatening or offensive manner.

- Possession of an offensive weapon or prohibited item in school in line with school's behaviour policy and government guidance for child knife possession offences.
- Bullying in any form in line with school's behaviour policy.
- Racist abuse in any form in line with KCSIE
- Abuse in any form in line with KCSIE guidance against sexual orientation or gender reassignment
- Abuse relating to disability in line with KCSIE.
- An accumulation of suspensions for repeated disruptive or threatening behaviour of any of the above.

This list is not exhaustive and is intended to offer examples rather than be complete or definitive and suspension or permanent exclusion will remain at the discretion of the Headteacher.

Strategies to support inclusion:

- Any child who requires support will be referred to the school behaviour support team. This support will be differentiated to meet the needs of the individual child – this could involve 1-1 support on the playground, teaching strategies for developing and maintaining positive behaviour etc.
- A consistent whole-school approach to regulation and de-escalation (including the use of Zones of Regulation, where appropriate).
- Working in partnership with parents and carers to agree consistent approaches and support plans.
- Involvement of external agencies where appropriate (e.g., behaviour support, SEND support, early help).
- Access to SEND support services and reasonable adjustments, where required.

All punishments must be proportionate. In determining whether a punishment is reasonable, in line with [DfE Behaviour in schools](#) guidance (Feb 2024).

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	Excluding, tormenting

TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please see our Anti-bullying Policy for further information.

Searching, screening and confiscation of inappropriate items

A member of staff can confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances (see DfE "Behaviour in schools" guidance, Feb 2024)

Power to search without consent for prohibited items including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for (see associated resource – [Searching, screening and confiscation guidance for schools](#)). However, force cannot be used to search for these items.

Sanctions for inappropriate behaviour at breakfast club or after school club

We expect children to conform to the same behaviour expectations at all times during the day.

If a child is unable to follow the rules at breakfast or after school club all staff must follow school procedure:

- Any incidents are passed onto senior staff. These could include; not playing appropriately with equipment; name calling; not behaving appropriately.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps that are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to senior staff so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership in line with the Home School Agreement is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation.

Pupils' conduct outside the school gates – teachers' powers

Teachers are able to discipline pupils for misbehaving outside of the school premises 'to such an extent that is reasonable'.

Teachers may discipline pupils :

Misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

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

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member

Power to use reasonable force

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm.

See DfE guidance [Restrictive interventions, including the use of reasonable force, in schools](#) (effective from 1 April 2026) – see *Appendix: Key legislation and guidance referenced in this policy*.

Please refer to the school's Care and Restraint Policy regarding the physical 'handling' of children, should the safety and welfare of the child or those around them be compromised.

We pay due regard to the most updated Prevent Duty guidance.

Online misbehaviour

The school's approach to online behaviour is informed by the Online Safety Act 2023 and [Keeping children safe in education \(KCSIE\)](#).

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment and will seek guidance from other professional agencies, including MASH, LADO, Police, Social Care of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the SLT will make the report and parents will be contacted.

The school will not interfere with any police action taken following guidance from appropriate services. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Please also refer to the school's Sexual Harassment Policy and the Appendix (Key legislation and guidance) for related documents.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

- Responding to a report either verbal or written.
- Carrying out risk assessments, where appropriate and to seek appropriate guidance from appropriate services. to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed by Mr Peter Duffy, Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

Monitoring this policy

This policy has been reviewed by the Headteacher in September each year in line with legislation and guidance published by the DfE (as stated above) and has been ratified by the Chair of Governors.

It is published on the school's website.

Written statement of behaviour principles

- Every pupil at Our Lady of the Assumption CPS understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort.
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life in line with Our Lady of the Assumption's Home School agreement

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

This written statement of behaviour principles is reviewed and approved by the governing body of Our Lady of the Assumption's Catholic Primary School annually.

Appendix: Key legislation and guidance referenced in this policy

This appendix lists the main legislation and external guidance documents referenced in this Behaviour and Relationships Policy.

Document	Publisher	Version/date	Link
Behaviour in schools: advice for headteachers and school staff	DfE	Feb 2024	GOV.UK
Searching, screening and confiscation: guidance for schools	DfE	July 2022 (page updated July 2023)	GOV.UK
Equality Act 2010: advice for schools	DfE	As published on GOV.UK	GOV.UK
Keeping children safe in education (KCSIE)	DfE	2025 (in force from 1 Sept 2025)	GOV.UK
Supporting pupils with medical conditions at school	DfE	As published on GOV.UK	GOV.UK
Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years	DfE / DHSC	As published on GOV.UK	GOV.UK
Education Act 2002, section 175	Legislation	As enacted	legislation.gov.uk
Education and Inspections Act 2006, sections 88 to 94	Legislation	As enacted	legislation.gov.uk
Online Safety Act 2023 (c. 50)	Legislation	Royal Assent 26 Oct 2023 (as amended)	legislation.gov.uk
What maintained schools must publish online (behaviour policy)	DfE	As published on GOV.UK	GOV.UK
Sexual Harassment Policy (school/trust policy)	School/Trust	Current (see school policy portal)	School policy portal / internal document
Restrictive interventions, including the use of reasonable force, in schools	DfE	Effective from 1 April 2026	GOV.UK
Child knife possession offences	Government	As published on GOV.UK	GOV.UK