



# St. Alban & St. Stephen

## Catholic Primary School & Nursery



*'Learning and Growing with God by our Side'*

## Behaviour Policy

Reviewed by:	T. Hackett
Approved by:	Governing Body
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*'Learning and Growing with God by our side'*

## 1. Our Aim

At St. Alban and St. Stephen Catholic Primary School and Nursery, we are committed to supporting the emotional, social, and academic growth of all children to ensure that they thrive, grow and become life-long learners within our nurturing and compassionate setting. Positive interpersonal relationships between staff, pupils and families are central to our approach. Trust, understanding and strong relationships form the foundation for supporting children to feel safe, secure and develop a sense of belonging. We work in partnership with parents and carers to live out our school's mission statement of:

***'Learning and Growing with God by our side'***

This behaviour policy outlines our principles, strategies, and expectations for managing behaviour, based on the therapeutic thinking approach. Staff apply this behaviour policy consistently and fairly to establish high standards of behaviour in our school so that children can learn in a calm, safe, and supportive environment that brings out the best in every pupil and enables them to fulfil their unique, God-given potential. Our aim is to create a school culture and climate that fosters connection, inclusion, respect and value for all members of the school community. Understanding that we all depend on each other enables everyone to work together to create a supportive and caring community by showing respect for themselves, respect for those around them and respect for their environment.

## 2. Our Whole-School Statement of Behaviour Principles

- We expect every member of the school community to try their best to follow our golden rules and to demonstrate our core values. This applies to all areas of school life, not just during lessons, and also applies to extra-curricular activities including After-School Clubs and trips.
- We continually teach, model and reinforce the valued positive behaviour outlined in our core values and golden rules.
- We believe that everyone has the right to learn, to feel that they belong, and to feel safe and happy in school. This comes with a personal responsibility to make sure that everyone else has these same rights.
- We expect every member of the school community to show respect to themselves, to others and to the world around them.
- We have high expectations of behaviour and apply these consistently across the school following the behaviour policy.
- We recognise that every child is unique. Our behaviour approach is based on equity rather than equality. We provide all children with the support and opportunities they need to reach our behaviour standards.
- We understand that all behaviour is communication, and we seek to understand the underlying messages in children's behaviour.
- We teach children that all our actions have a positive or negative consequence. The consequence for a negative behaviour choice will always be relevant.
- When children do not meet our behaviour expectations, we are compassionate and kind, demonstrating that it is the behaviour that is unacceptable, not the child.
- We teach children strategies for self-regulation, encourage them to reflect on their actions, and expect them to make amends.
- We show children that a fresh start is always possible and that, once they have made amends for their actions, they will always be forgiven.

***'Learning and Growing with God by our side'***

At St Alban & St Stephen Catholic Primary School & Nursery we teach and model our valued behaviour in a positive way through our core school values and golden rules.



Our school values are mentioned every day, are constantly modelled and highlighted and are the 'golden thread' running through our daily interactions, curriculum and behaviour policy. Our values underpin every aspect of School life. Within the Catholic community of St Alban & St Stephen Primary School and Nursery, we aim to foster the spiritual and moral development of the children through the teachings of Jesus Christ, helping children to understand the true meaning of kindness and what it means to be loving and caring.

*"In this activity, you will need to show unity by..."*

*"Well done for demonstrating friendship when you..."*

Our Golden Rules are explicitly and consistently taught, modelled, practised and reinforced every day in the same way as the academic curriculum through PSHE lessons, assemblies, 'in-the-moment' interactions and planned interventions.

*"When you are a good listener, you...."*

*"My expectation is that you will show me that you are working hard by..."*

*"Well done for following our School Golden Rule of being honest by..."*

We encourage every child to make the right choices to meet their full potential as they grow and learn. As part of our Catholic Social teaching about Rights and Responsibilities, we teach children that they have the right to learn, be happy and feel safe at school, but that this comes with a personal responsibility to make sure that all children have these same rights. If a child's detrimental behaviour takes away another person's right to learn, be happy or feel safe at school, action will be taken according to this behaviour policy.

### 3. The Therapeutic Thinking Approach

Therapeutic Thinking is the preferred approach towards behaviour in Hertfordshire. Every member of staff completes appropriate training. The Therapeutic Thinking approach is focussed on relational practices. It:

- Encourages staff to curiously consider the underlying emotional or developmental needs that may drive certain behaviours. Our first step is to understand the root cause of the behaviour.
- Emphasises the importance of consistency and establishing expectations, teaching internal, rather than imposing external, discipline (self-regulation).
- Focusses on building and maintaining relationships.
- Prioritises the helpful feelings of everyone within the dynamic.
- Promotes emotional regulation by encouraging children to understand and manage their emotions in a healthy way and develop emotional resilience.
- Focuses on care and control, consequences not punishment and rewards rather than bribes.
- Takes a proactive approach to behaviour, intervening early to support children who may be struggling emotionally or socially. This helps to predict, prevent and de-escalate behaviour before it happens.
- Involves a graduated planning response based on mitigating risk and consistent analysis tools.
- Has a shared focus on inclusion of all children and young people within our school
- Involves guiding children to reflect on their actions, understand the impact of their behaviour, and repair harm and restore relationships.

## 4. Definitions of Vocabulary

### 4.1 Valued Behaviour

A child is showing valued behaviour when they demonstrate our school values and follow the golden rules. Valued behaviour benefits the child, their class, others in the school community and the environment. Valued behaviour respects the rights of others.

### 4.2 Detrimental Behaviour

A child is showing detrimental behaviour when they do not demonstrate our school values and do not follow the golden rules. Detrimental behaviour hurts or hinders an individual, the community or the environment and is likely to cause injury, harassment, alarm or distress. Detrimental behaviour violates the rights of others. Detrimental behaviour may be difficult or dangerous but is always unacceptable.

**Difficult detrimental behaviour may include, but is not limited to:**

- distracting others
- ignoring instructions
- talking over staff or when silence is asked for
- answering back
- shouting out
- name-calling, unkind comments, imitating or making fun of someone else
- unwanted touching of another person e.g. poking, tugging clothes
- making inappropriate facial expressions at others
- encouraging others to do any of the above

- possessing or using a mobile phone on any part of school property without express permission from a member of staff
- disrupting lessons

**Dangerous detrimental behaviour** (Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility) **may include, but is not limited to:**

- vandalism or destruction of property
- throwing objects/furniture around classroom
- repeatedly refusing to co-operate
- leaving class, the building or school without permission
- theft
- fighting
- racist, sexist, homophobic or other discriminatory behaviour
- licking or spitting at another person
- deliberately hurting another person e.g. pinching, biting, punching
- attacking another person
- making inappropriate gestures
- swearing
- being verbally abusive to others including shouting at them
- sexual harassment meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- any form of bullying (also refer to the Anti-Bullying Policy)

#### **4.3 Bullying**

Bullying is a form of child-on-child abuse and is not tolerated at our school. We recognise, in line with *Keeping Children Safe in Education (KCSIE)*, that children can be both victims and perpetrators of child-on-child abuse. Bullying is defined as: “Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”. This means that to be described as bullying, behaviour has to be deliberately hurtful and repeated often over a period of time. It is difficult for those being bullied to defend themselves.

Bullying can be:

- direct physical bullying (pushing, hitting, punching, kicking).
- direct verbal bullying (yelling abuse at another, name-calling, insulting someone, using verbal threats, offensive mimicry of accent and/or pretending not to understand what is said, using discriminatory language).
- indirect bullying, also known as social bullying or relational bullying (spreading rumours, social exclusion, disclosing another's secrets to a third party, graffiti).

- cyberbullying –bullying using electronic media, such as email and texts, chat rooms, blogs and social networking sites, sharing derogatory videos and photos via mobile phones

If an adult is made aware that someone is using bullying behaviour they will act immediately. If a child is being bullied, or sees bullying they should tell an adult straight away. In line with our Anti-Bullying Policy, all incidents of bullying will be taken seriously, investigated promptly and addressed through appropriate support and sanctions, with a focus on safeguarding, education and positive behaviour. Pupils are encouraged to report concerns, knowing they will be listened to and supported.

## 5. Our Behaviour Curriculum

Our valued behaviours are set out in our St Alban & St Stephen Behaviour Curriculum, which identifies what each golden rule means, gives examples of each golden rule in action and identifies daily routines linked to each golden rule.

Our behaviour curriculum also sets out our age-related expectations of behaviour for the end of each phase and suggests ways that parents can work in partnership with us at home to support their child's behaviour.

Our Behaviour Curriculum is taught in two key ways:

### **Explicit teaching of the content of the behaviour curriculum:**

There is a half termly focus on each golden rule. Assemblies have a focus on a Golden Rule and leaders use stories from Scripture, real-life examples, and role-play to illustrate its meaning. These assemblies provide a chance for all students to understand, reflect on, and share their own experiences with each rule.

Explicit teaching of the golden rules in assemblies, PSHE lessons and circle times is linked wherever possible to Scripture and Catholic Social Teaching principles eg 'We are kind' is linked to 'Option for the Poor and Vulnerable'.

Daily routines are taught, modelled, rehearsed and maintained through whole-school PowerPoints to ensure consistency.

### **Ongoing teaching of the behaviour curriculum which takes place through:**

- Daily Classroom and Playground Routines: Staff model the Golden Rules in their interactions with children and integrate them into daily routines in all aspects of school life, allowing students to see these values in practice.
- Whole school 'How we behave at SSAS' PowerPoints are used for regular teaching, modelling and reinforcement of specific daily routines.
- Circle Time and Class Discussions: Teachers lead regular discussions and activities based on the Golden Rules, helping children practice social skills and explore the importance of kindness, gentleness, honesty, and respect.
- Reflection and Prayer Time: Guided reflections help children think about their actions and the ways they can grow in alignment with the Golden Rules. These moments are tied to Gospel values and help children to understand the importance of seeking forgiveness and making positive changes.
- Zones of Regulation: These are on display in each class showing four colour-coded categories, each representing a different level of emotional state and energy.. Teachers encourage children to identify feelings, recognise how their emotions affect their behaviour, and encourage them to use taught strategies for self-regulation.

- Pupil role models, including Squabble Squashers, our Peer Mediators, who have been trained to mediate and resolve minor conflicts at breaktime; Pupil Chaplaincy Team and School Council members, who help to model and reinforce behaviour expectations and Eco Warriors, who teach children to take care of their environment.

Our behaviour curriculum is supported through positive and consistent classroom and playground management which sets the culture for behaviour throughout the school. An engaging curriculum, positive experiences such as trips, religious celebrations and whole school celebration and learning events such as Anti-Bullying Week, Wellbeing Week and Green Day build the school's culture and promote helpful feelings in children, encouraging them to view their learning and the school environment positively. Pupils are encouraged to feel that they belong to the school community and can make a valuable contribution through their leadership responsibilities and through frequent opportunities to have their ideas and opinions taken into account eg the weekly Books, Bites and Bingo sessions and the fortnightly Pupil Discussion Questions.

## 6. Responding to Valued Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Consistent demonstrations of valued behaviour linked to our school values and golden rules will be recognised by:

- **Praise:** Immediate and specific praise linked to a value or golden rule to reinforce positive behaviour.
- **Star of the Week Certificate:** Weekly awards in assemblies celebrate individual in following the Golden Rules or demonstrating a School value. Every child will receive this at least once a year.
- **Recognition from another adult:** Visit to another adult to share an achievement and receive praise.
- **Secret Star of the Day:** A child's name on a certificate is placed inside an envelope at the start of the day. If the child demonstrates 'always golden' behaviour all day, the child's name is revealed at the end of the day, they receive the certificate, and the adult speaks to their parent/carer or calls home.
- **50/100 House Point certificate:** If a child reaches a total of 50 or 100 House Points, they will receive a certificate to take home. During each Monday celebration assembly, any child who has reached 50 or 100 House Points will be asked to stand up for applause if they would like to. House Points are cumulative, so children may reach this total at different times.
- **Class Mascot:** The class mascot will sit on the table of the group demonstrating the valued behaviours for the lesson, session or day.
- **House Points- Class Dojo:** House points awarded and recorded on Class Dojo for following the Golden Rules, which contribute to a collective house score, encouraging teamwork and shared responsibility. The winning House is announced in assembly each week and at the end of the half term, the winning House receives an extra playtime.
- **Bead String:** A bead is awarded when the whole class carries out a task well and demonstrates a school value or Golden Rule. Once 10 beads have been awarded, the whole class receives an extra 15-minute treat decided on by the class, such as an extra breaktime (aim to award this once or twice during a half-term).

Positive recognition will never involve food or physical items other than stickers or certificates. House points

cannot be removed once awarded.

## 7. Responding to Detrimental Behaviour

Whenever possible, we anticipate and prevent the behaviour in advance. Our first step is always to ensure that every student can access the learning and is engaged.

### 7.1 Early Prediction and Prevention

- Moving over to the child and standing nearby or offering help.
- Non-verbal re-direction.
- Movement break or asking the child to do a job or moving to the book corner for a short, timed period.
- At breaktime, the adult joins in a game which is becoming rough and praising good teamwork,
- Social norms behaviour scripts- Praising a child or group nearby for showing the valued behaviour: 'Well done, Jess. I can see you are sharing the equipment on your table with your partner and taking it in turns. That shows me you are great at being kind and gentle. I can see that the middle table are all sharing their paints and water pots. That kind behaviour is a great example of good teamwork.'

<https://www.teachwire.net/news/behaviour-management-strategies-for-primary-school/>

### 7.2 Sequence of Response

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 detrimental behaviour will always be addressed.

When a pupil is not following the golden rules, the following sequence of responses will be followed for almost all children. If a child has a specific risk reduction plan, this will be followed instead.

1	ASK	The adult reminds the child of the rule eg 'In our school, we always listen. This means that we wait for our turn to speak.'
2	TELL	The adult tells them what they expect to see with the child's name eg . 'Stephen, I am expecting you to put your hand up and wait your turn to speak. Thank you.'
3	WARNING	The adult will give them a final reminder of the rules. 'Stephen, you are choosing to shout out and interrupt the class instead of listening. If you choose to carry on, you will have to... so that...(set the consequence).
4	TIME OUT IN CLASS OR ON THE PLAYGROUND	They sit in a quiet part of the classroom on their own. At breaktime, they come out of the game and either stand at the side of the playground or with an adult for a set period of time. The adult sending the child for time out must explain why the consequence step is happening, how long it will last and what will happen next.
5	TIME OUT- BUDDY CLASS OR OTHER PLAYGROUND	They go to their buddy class for the rest of the lesson. The child may need to be accompanied by the support staff member from their class. They should take work from their lesson to complete. At breaktime, they are sent to a different playground and may be asked to stay with an adult there for a set period of time.

		The adult sending the child for time out must explain why the consequence step is happening, how long it will last and what will happen next. It is expected that the adult who sent them will take the first appropriate opportunity when the child returns for a restorative conversation to reflect on what has happened with the child and agree a way to repair the situation.
6	SENT TO SENIOR STAFF	<p>They are sent to the Phase Leader or to a member of the Senior Leadership Team to discuss what has happened.</p> <p>The child may be asked to complete a behaviour reflection sheet which should be scanned and added to the CPOMS record of the incident.</p> <p>The Phase Leader or SLT will carry out a restorative conversation to reflect on what has happened with the child and agree a way to repair the situation. If necessary, further educational or preventative consequences may be agreed.</p>

- Children who make choices affecting the safety of themselves or others, including dangerous detrimental behaviours may move straight to Step 6.
- If a child reaches Step 6, parents will be telephoned or spoken to in person by the teacher or member of the leadership team as soon as reasonably possible. If a child repeatedly reaches stages 4 or 5, the class teacher should speak to the parents/carers about their child's behaviour choices and work together on a plan to support the child to improve. Parents/ carers should always be made aware of detrimental dangerous behaviour or persistent detrimental difficult behaviour.
- All incidents of serious unacceptable behaviour must be recorded on the school's recording system, CPOMS, by the adult who witnessed and dealt with the behaviour. If a senior member of staff is asked to speak to the child or deal with an incident, they should add this to the initial CPOMS record as an action.

### **7.3 De-escalation**

At each step, the adult will attempt to de-escalate the situation using the following strategies and give the child the opportunity to make better choices.

#### **De-escalation script:**

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

- Positive phrasing: "Stay seated in your chair." "We walk in the corridor."
- Limited choices: 'We can talk here or in the library.'
- Disempowering the behaviour: "You can listen from there."
- Reflect what the student has said back to them and repeat your expectation of appropriate behaviour.
- Take-Up time- after giving the warning, move away and give the child a short while for 'take-up time' to follow your instruction.

### **7.4 Restorative Conversations: Reflect, Repair, Restore**

Reaching steps 5 or 6 should always result in a restorative debrief with an adult when the child is calm. The process is also known as 'Reflect, Repair, Restore'. The purpose is to re-visit the experience by re-telling and exploring what happened with a changed set of feelings so that the child will be able to make better behaviour choices in similar situations in the future. Restorative conversations should only take place after the incident when the child is calm, relaxed and reflective. Sometimes, this may be some time after the incident.

#### **Restorative questions:**

- What happened? (The adult must then 'reflect' back to the child what happened as they have understood and check that this is a correct understanding of their version of events)
- Which of our rules should you have followed? Which of our values should you have shown?
- How is X feeling now? How are you feeling?
- What would you like to happen next?
- How can we make things better for the other person / you?
- How can you help to put this right?
- How can we make it ok for you to go back to class?
- What do you think others might need first to make them feel ok?
- What will you do differently next time?

#### **Restorative activities:**

- Supported thinking book / area
- Social stories
- Role-play with dolls/ teddies/animals/puppets
- Use signs, symbols or pictures to talk about emotions
- Complete 'Wishes and Feelings' activities

### **7.5 Consequences for detrimental behaviour**

Consequences should always be relevant to the behaviour, and this should be apparent to the child. Before giving a consequence, staff will always consider the following:

- Does the consequence match up to the behaviour and take motive into account?
- Can the consequence teach the child what the behavioural mistake was? Does it help them to understand what to do next time?
- Does the consequence teach the child how their action has affected others and motivate them to behave differently in the future? (Educational) OR
- Does the consequence manage or prevent harm and keep the child or other children safe? (Protective)

**Educational consequences** relate directly to the need to educate the child in acceptable behaviours and involve learning, rehearsing or teaching so the freedom can be returned. Educational consequences might mean completing a piece of work at break time, checking that the child understands a story that they have missed before they go out for break time, rehearsing how to help another child when they are upset or helping an adult to repair the item broken. Educational consequences can include:

- Restorative Conversations: Engaging in a structured conversation with the child to understand their actions, discuss their impact on others, and agree on how to make amends.
- Apology/Amends: Encouraging the child to make a meaningful apology or perform an act of kindness to restore relationships (e.g., writing an apology note or helping tidy a shared area).
- Reflective Time: Time allocated for students to reflect on their actions using a reflection sheet.
- Educational Conversation: Learning more about why their behaviour is not acceptable eg from community police support officer.
- Rehearsal of Expected Behaviour: Practising appropriate responses or actions in a calm, supportive environment to build positive habits.
- Learning about Emotions: Activities that focus on recognizing and managing emotions, such as identifying feelings, understanding triggers, and learning coping strategies.
- Problem-Solving Session: Helping the child identify alternative actions or solutions for the next time they encounter a similar situation.
- Involvement in Classroom Repairs: Taking responsibility for repairing or tidying any physical or emotional disruption caused (e.g. cleaning up, repairing or reorganizing materials).
- Behaviour Chart or Goal Setting: Creating a behaviour chart with specific, achievable goals and regular check-ins to recognize improvement and discuss areas for further growth.
- Classroom or School Service: Involvement in helpful tasks or classroom jobs to develop a sense of responsibility.
- Mentorship with Older Students or Adults: Pairing the child with a trusted peer or adult mentor to build positive relationships, model constructive behaviour, and provide guidance.
- Completing work at home which was missed in class due to detrimental behaviour: Children are asked to complete work at home which was missed due to behaviour. This must be agreed with parents/ carers in advance.

**Protective consequences** involve the removal of a freedom to manage or prevent harm and keep the child or others safe. Protective consequences might mean spending break-time indoors, restricting movement around the school, not being allowed to play football at lunchtime or working in a different space. Further consequences may be agreed if appropriate, relating directly to the need to educate the child in acceptable behaviours or to keep them or others safe. Protective Consequences may include:

- Temporary Removal from Group/Activity/Class: Moving the child away from a group, activity or class to another space to maintain or restore a calm and safe environment for other pupils, to enable the pupil to self-regulate or as a signal that their behaviour has been unacceptable. This may be a time out space within the class, a time out space outside the class in the shared area or other space, a time out in a 'buddy class'. The temporary removal may last for a short timed period, the rest of the lesson, day or the whole day (on the same day or, in some cases for Year 2 and KS2 children, the next day). The child will always be supervised by an adult.
- Time-In with an Adult: Spending time in with a teacher or assistant to calm down and reflect on the behaviour.
- Increased Supervision: Requiring additional supervision for the student during specific activities or transitions.
- Alternative Play Arrangements: Limiting access to certain areas, activities, or peers to prevent escalation or ensure safety.
- Parent Notification: Contacting parents to discuss behaviour concerns and set consistent expectations and boundaries.

- Suspension: In some circumstances, suspension from school or permanent exclusion may be necessary to ensure the safety and wellbeing of the child or of other children or staff.

### **7.6 Suspension and Permanent Exclusion**

The whole team works diligently to avoid suspensions from our school long before they occur. In cases of repeated difficult, detrimental behaviour or dangerous detrimental behaviour, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures will take place to eliminate these as contributory factors.

For most pupils, suspensions and permanent exclusions may not be necessary, and their behaviour can be managed by other strategies. However, we follow Government guidance that if other approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary, with permanent exclusion used as a last resort.

A range of appropriate strategies, practices and interventions will always be implemented first, but if these have not been successful in improving a pupil's behaviour, the use of more significant interventions or sanctions will be required. Suspensions and exclusions may be used to ensure that other pupils are protected from disruption and can learn in safe, calm, and supportive environments. A suspension or exclusion may be necessary so that teaching staff can work in safety and are respected. Finally, suspension may also be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and to show a pupil that their current behaviour is putting them at risk of permanent exclusion. The Head teacher reserves the right to consider suspensions or, in the most serious cases, permanent exclusions.

Only the Head teacher has the power to suspend or permanently exclude a child from school.  
Please refer to our Suspensions and Exclusions Policy for more information.

### **7.7 Off-site misbehaviour**

We will follow our behaviour policy and may apply consequences where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequence may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat or has caused harm or distress to another pupil
- Could adversely affect the reputation of the school

### **7.8 Online misbehaviour**

The school will follow our behaviour policy and may apply consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm or distress 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

## 8. A Graduated Approach- Supporting Children with Behaviour

Where there are ongoing concerns about a child's behaviour, we use a graduated planning response. We carefully analyse the child's behaviour to better understand their needs. From this, we plan and put in place a range of individualised appropriate strategies, practices and interventions to support the child to meet our behaviour expectations.

### Stage 1: Universal

The school behaviour curriculum and behaviour policy are meeting the child's needs.

### Stage 2: Universal Plus

Following reflection on teacher and colleague observation and CPOMS behaviour records of ongoing detrimental behaviour, staff will identify and implement appropriate personalised support for the child which may include some of the following:

- Adjusted work at the child's level.
- Physical supports eg wobble cushions, tension band, small fidget toy
- Initial meeting with parent/ carer to discuss behaviour concerns.
- Seating plan.
- Timed movement breaks- scheduled in with a set choice of activities.
- Now and next charts.
- Expectations / timetable/ activities discussed in advance.
- Help card to show the adult that the child needs some support or a break.
- Visual reminder cards for behaviour.
- Giving responsibility.
- Additional scaffold and support for academic work if needed
- Targeted adult support

### Stage 3: Targeted (Early Prognosis): Assess / Plan / Do / Review

If the detrimental behaviour is still regularly seen, a more formalised support plan will be put in place for the child in discussion with SLT and / or the SENDCo:

- **Behaviour Plan:** A behaviour plan is discussed and agreed with the child or parent in a behaviour plan meeting. The behaviour plan identifies detrimental behaviours, valued behaviours which need to be shown and the support and strategies which home and school will put in place and a review date is set. OR
- **Individual Learning plan:** The ILP will be used for children with additional needs and will be discussed and agreed with the parent, child, class teacher and SENDCo in an ILP meeting and reviewed each term.
- External advisers.
- 1:1 regular check-ins or planned 1:1 adult support at certain times of the day.
- Use of social stories.

- Reward Chart Goals: Individual reward charts with personalised goals-achieving a set number of positive and /or stickers is shared with the parent/carer each day or results in a short time to do a chosen activity from a selection.
- Communication book: Home/school communication book possible with reward chart informs parents of behaviour.
- Activity / calming box for timed breaks.
- Individual or small group support from pastoral mentor.

#### **Stage 4: Targeted Plus**

If there is no improvement, detailed analysis of the behaviour will take place.

- **Risk calculator** will be completed to assess risk.
- **Anxiety Analysis** completed to identify possible triggers.
- **Dysregulation and Values/Beliefs Analysis** completed to reflect on possible underlying reasons for behaviour.
- **Predict, Prevent & Progress / Risk Reduction plan** completed with fine-tuned strategies and a clear plan for each part of the school day where detrimental behaviour occurs.
- External colleagues may be asked to offer support eg counsellors, external mentors, Family Support Workers

#### **Stage 5: Specialist**

If the strategies and interventions have not been successful in improving a pupil's behaviour, the use of more significant interventions or sanctions will be required. Multi-agency colleagues will be involved eg Links Behaviour Outreach, Inclusion Team, Complex Cases Advisory Team, Educational Psychologist.

- A **Therapeutic Tree** will be completed for the individual tree, leading to the creation of a detailed **Therapeutic plan**, which will be reviewed with multi-agency colleagues

## **9. Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding Policy for more information.

## **10. Searching, screening and confiscation**

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

## **11. Roles and Responsibilities**

**The Governing Board is responsible for:**

- Reviewing and approving the written statement of behaviour principles at the start of this policy
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

**The headteacher is responsible for:**

- Reviewing this policy in conjunction with the Governing Board
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

**Staff are responsible for:**

- Developing a positive relationship with pupils
- Creating a calm and safe environment for pupils where pupils feel supported and listened to
- Planning and teaching engaging lessons which encourage pupils to develop a positive attitude towards learning
- Greeting pupils in the morning
- Displaying the school values and golden rules
- Establishing, teaching and rehearsing clear daily routines based on the school's agreed routines
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently and fairly with all pupils
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Challenging pupils to meet the school's expectations
- Highlighting and promoting the school's valued behaviour through positive reinforcement
- Providing a personalised approach to specific behavioural needs of pupils, particularly those with SE
- Following the graduated approach to ensure that a pupil's detrimental behaviour has been considered and analysed, and that a range of appropriate strategies, practices and interventions have been planned and implemented to support the pupil to improve their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS

- Liaising with parents to inform them about their child's behaviour
- Seeking advice from SLT, phase leads or the SENDCO to manage a child's detrimental behaviour.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

**Parents and carers, where possible, should:**

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Sign the Home/School agreement

The school will work in close partnership with parents to support their child's behaviour. The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour, strategies and interventions in place, and the school's behaviour policy.

**Pupils will be made aware of the following through the school's behaviour curriculum:**

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key values, golden rules and routines
- The positive reinforcement for showing the school's values and following the golden rules and the consequences if they don't
- The pastoral support that is available to them to help them to make positive behaviour choices

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

## **12. Legislation and statutory requirements**

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

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[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 gives schools the authority to confiscate pupils' property.

This policy links to our Anti-Bullying, Child Protection, Equalities, Online Safety and Suspension and Exclusion policies and is part of our approach and commitment to promoting positive behaviour, dealing with inappropriate behaviour and improving the health and wellbeing of children. It also links to the Hertfordshire Therapeutic Thinking approach to behaviour management.

## Appendix A

### PHYSICAL INTERVENTION IN SCHOOL

#### Introduction

At St Alban & St Stephen Catholic Primary School & Nursery we practise the principles of Hertfordshire Therapeutic Thinking. We believe that pupils need to feel safe, that they belong and that they are valued. They also need to understand expectations and to know that the adults around them are able to manage situations safely and confidently. Only for a very small minority of pupils will the use of physical intervention be needed. On such occasions, only acceptable and appropriate forms of physical intervention are used.

#### Acceptable forms of physical contact and intervention in St Alban & St Stephen Catholic Primary School & Nursery

Physical Intervention (PI) is the term used to describe contact between staff and children where no force is involved. There are occasions when it is entirely appropriate and proper for staff to have contact or PI with children, however it is crucial that they only do so in ways appropriate to their professional role and the child's individual needs, and in accordance with the therapeutic thinking principles followed by the school. These are examples of occasions when PI may be necessary:

- To comfort a distressed child. The school recognises that some younger pupils may seek comfort through appropriate physical contact when they are distressed or upset. EYFS and KS1 staff, or staff working with children who have communication needs may respond to a distressed child's emotional needs using safe, proportionate and age-appropriate contact, such as offering a side-on hug, providing reassuring pats or holding a child's hand. Such contact must be child-initiated or clearly consented to, carried out in an open and observable environment, and be time-limited, with the purpose of supporting emotional regulation. Staff must maintain professional boundaries at all times and ensure that the dignity and safeguarding of both the child and adult are upheld.
- To provide intimate care, as set out in our intimate care policy.
- To gently direct a child to move to another area, using the 'open mitt' hold.
- For curricular reasons (eg. dance, gymnastics), supporting or guiding.
- First aid and medical treatment.
- To avert danger, using open mitts to guide, redirect or restrain.
- In very rare cases, when Restrictive Intervention is warranted – see below.

#### Restrictive Physical Intervention

Restrictive Intervention is a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. 'Restrictive interventions' is the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force includes physical restrictive interventions. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. All members of school staff have the legal power to use reasonable force in limited circumstances:

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise.

All school staff should feel confident in managing behaviour and understanding what difficult or dangerous behaviours may be communicating. They should know the options available for managing behaviour safely and be supported so that they are not unduly worried about legal risk when using appropriate restrictive interventions in line with national guidance. When a Restrictive Physical Intervention (RPI) is used, parents/carers will be informed promptly with clear information about what took place, why it was necessary, and the outcome, in line with statutory duties.

The decision to use restrictive force should recognise the individual pupil's vulnerabilities, including age, SEND, mental health needs or medical conditions, and should always follow de-escalation and least intrusive approaches first. Our approach is proactive, prioritising prevention through analysis of risk, early de-escalation, positive behaviour support and therapeutic practice to reduce the need for restrictive interventions. Pupils with a risk reduction plan will have a comprehensive plan in place which adults will use to give the pupil time, space and strategies to calm down before their behaviour escalates.

Restrictive Physical Intervention:

- Must always be a last resort
- Must be for the shortest time necessary
- Must maintain the dignity and safety of all involved
- Must never be used as punishment or routine discipline
- Must be carried out only by staff who are trained or have responsibility for the child's well-being, unless in a clear emergency situation.

All significant incidents of restrictive interventions, including reasonable force, must be:

- Recorded accurately and without delay on CPOMS by the member of staff involved and reported immediately to the head teacher.
- Reported to parents/carers as soon as practicable, normally the same day
- Recorded factually and include details of the incident, why the intervention was judged necessary, any preventative and de-escalation strategies used, the nature and degree of force applied, and any follow-up support.
- Followed up with a debriefing conversation to facilitate learning reflection and to support pupil and staff wellbeing with the aim of reducing further incidents of restrictive intervention.

The school's leaders and governing body will regularly review use of restrictive interventions to ensure consistent practice, identify training needs and reflect on how individual pupil needs are being met safely.

The principles of the Therapeutic Thinking Approach remain fundamental: behaviour is communication, and we support pupils through understanding and de-escalation rather than control wherever possible. This policy takes into account the DfE Restrictive Interventions guidance (effective April 2026) and underpins our commitment to safeguarding the well-being and dignity of all pupils in our care.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>