Behaviour Policy

Date	Review Date	Coordinators	Nominated Governor
October 2026	October 2027	Nick James	Mari-Anne Chiromo

This policy is written in accordance with KCSIE 2026 and all relevant statutory and DfE guidance, ensuring Our Lady & St Joseph Catholic Primary School meets its duties to safeguard and promote pupils' welfare.

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1. Aims

- To provide a holistic environment where children can develop socially, emotionally, physically, spiritually, and academically in a safe and secure environment.
- To encourage a calm, purposeful learning environment in the school.
- To create an ethos that makes everyone in the school community feel valued and respected.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school; to shine with love, kindness and respect.
- To encourage increasing independence and self-discipline.
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To ensure compliance with all relevant legislation connected to this policy

2. Legislation, statutory requirements and statutory guidance

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

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

- Preventing and tackling bullying (updated July 2026)
- Behaviour in schools: advice for headteachers and school staff (February 2024)
- Searching, screening and confiscation: guidance for schools (2022)
- Mobile phones in schools: statutory guidance (2026)
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Suspension and permanent exclusion: statutory guidance (effective July 2026)
- Restrictive interventions, including use of reasonable force, in schools (effective April 2026)
- Supporting pupils at school with medical conditions
- Working Together to Safeguard Children 2026

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years.
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

3. Our Vision at Our Lady and St Joseph Primary School

Our vision is to create a learning environment where all pupils feel safe, secure and able. We believe that by working together, we can establish a climate where learners work collaboratively and in partnership to ensure the quality of education and learning is of the highest standard.

We believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise pupils' behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will be able to maximise their learning in a happy, stimulating and ordered school environment.

We are aware that during a school inspection the inspection team will make a judgement on behaviour and attitudes by evaluating among other aspects whether:

- we have high expectations of pupils' behaviour and conduct and whether these expectations are applied consistently and fairly;
- pupils:
  - have a positive attitude to their education
  - are committed to their learning
  - know how to study
  - are resilient to setbacks
  - take pride in their achievements
  - have good attendance

- the relationships between pupils and school personnel reflects a positive and respectful culture
- school personnel and pupils have created a school environment where all forms of bullying are not tolerated
- school personnel deal with incidents of bullying quickly and effectively; they work hard to prevent bullying from spreading.

We all have a responsibility to ensure equality permeates all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

4. Core Values in Our Lady and St Joseph Primary School

- Love
- Kindness
- Respect

5. Responsibility for the Policy and Procedure

5.1 Role of the Governing Body

The Governing Body is responsible for:

- reviewing and approving the written statement of behaviour principles (appendix 1)
- reviewing this behaviour policy in conjunction with the headteacher
- monitoring the policy's effectiveness
- holding the headteacher to account for its implementation
- nominating a link governor to:
  - visit the school regularly
  - work closely with the Headteacher and the coordinator
  - ensure this policy and other linked policies are up to date
  - ensure that everyone connected with the school is aware of this policy
  - attend training related to this policy
  - report to the Governing Body every term
  - annually report to the Governing Body on the success and development of this policy

5.2 Role of the Headteacher and Senior Leadership Team

The Headteacher is responsible for:

- ensuring all school personnel, pupils and parents are aware of and comply with this policy
- creating an ethos that makes everyone in the school community feel valued and respected by encouraging positive behaviour and respect for others
- monitoring that the policy is implemented by staff consistently with all groups of pupils

- 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 sanctions and support when necessary
- working closely with the link governor and coordinators
- monitoring the effectiveness of this policy by regularly analysing data on:
  - the number of suspensions and permanent exclusions
  - incident logs, rewards and sanctions
  - the number of reported cases of bullying
  - Class Dojo percentages

The Headteacher, along with all members of the Senior Leadership Team, will:

- maintain a regular visible presence throughout the school day, especially when pupils arrive, at break times and lunchtimes
- carry out termly/half-termly assemblies, focusing on behaviour and expectations
- ensure pupils move around the school in an orderly manner
- praise good behaviour and celebrate achievements
- ensure school staff understand the additional needs of all pupils in their care
- monitor the number of sanctions and rewards given via Class Dojo
- have in place support mechanisms for pupils with behavioural challenges

5.3 Role of School Staff

Staff are responsible for:

- creating a calm and safe environment for pupils
- establishing and maintaining clear boundaries of acceptable pupil behaviour
- implementing the behaviour policy consistently
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- modelling expected behaviour and positive relationships
- providing a personalised approach to the specific behavioural needs of pupils
- follow the staff code of conduct
- recording behaviour incidents promptly
- consistently encouraging pupils to meet the school's expectations.

5.4 Role of pupils

Pupils will be made aware of the following:

- 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 rules and routines
- the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- the pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and to develop an understanding of the school's behaviour policy and wider culture.
Pupils will be asked to give input in relation to the behaviour policy in order to support the evaluation, improvement and implementation of the behaviour policy.

Pupils will:

- be aware of and comply with this policy
- show consideration to others
- talk to others respectfully and will use language which is neither abusive nor offensive
- listen carefully to all instructions given
- ask for further help if they do not understand
- treat others, their work and equipment with respect
- follow all health and safety regulations in all areas of the school
- follow class charters/contracts outlining expectations
- liaise with the School Council and make suggestions about improving school behaviour
- take part in questionnaires and surveys.

5.5 Role of Parents/Carers

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, whilst continuing to work in partnership with the school
- take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

We ask that all parents read and abide by the Family School Partnership Agreement.

6. Definitions

Inappropriate behaviour is defined as:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes
- hitting, kicking, pushing, or threatening others
- putting someone down by belittling, embarrassing or humiliating them
- being coercive, domineering or controlling

Serious misbehaviour is defined as:

- repeated breaches of the school rules
- any form of bullying
- sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - sexual comments
    - sexual jokes or taunting
    - physical behaviour like 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, or sharing of unwanted explicit content
- 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
- pornographic images
- 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)

7. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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
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.

- Pupils and staff are expected to adhere to the behaviour policy and maintain effective and proactive communication with parents to limit repeated incidents.
- Bullying incidents should be reported to the class teacher in the first incident, either face-to-face, over the phone or in an email to admin admin@olsj.hackney.sch.uk The class teacher will liaise with the behaviour lead/SLT and log the incident on CPOMS.
- Pupils involved in the incident/s will be spoken to and parents informed.
- The class teacher/behaviour lead/SLT will decide on appropriate sanctions and reflections and carry out a restorative justice approach.
- Where bullying outside school is reported to school staff, it will be investigated and acted on. Parents should consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority.

While school staff members have the authority to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

- All bullying incidents are recorded and monitored on CPOMS and reported to governors.
- Sanction procedures include missing playtimes/golden time/football and pupils will have the opportunity to reflect on their behaviour during these times. Repeated or more serious incidents may result in removal from class or suspension. Any suspension or permanent exclusion will be carried out by the headteacher in line with current statutory guidance, with the required notifications made to parents/carers, governors and the local authority.

8. School behaviour curriculum

Pupils are expected to:

- demonstrate self-control in line with school expectations and routines
- show respect to all members of the school community
- in class, make it possible for all pupils to learn
- move quietly around the school
- treat the school buildings and school property with respect
- always wear the correct uniform
- accept sanctions when given
- refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

8.1 Quality of Education – Teaching and Learning

- Aim for high quality teaching across a broad and balanced curriculum.
- Ensure work is well planned and adapted to meet the needs of all pupils.
- Vary lesson pace and teaching style to meet the needs of pupils.
- Create a climate where children have equal status. Establish a climate where there are clear expectations about behaviour and work habits structured.
- Plan for and support SEND students.
- Plan for other adults in the classroom.
- Set challenging but achievable goals.
- Explain tasks well.
- Provide extension work.
- Support children to try new things and learn from mistakes.
- Encourage resilience and growth mindset.
- Be explicit in your expectations of what constitutes achievement and encourage children to work towards relevant standards.
- Providing a comprehensive programme of personal, social, health and citizenship education.

8.2 Classroom management

Teaching and support staff have an important role for setting the tone and context for positive behaviour within the school.

They will:

- create and maintain a stimulating environment that encourages pupils to be engaged
- display the class behaviour charter
- ensure resources are easily available and well organised
- develop a positive relationship with pupils, which may include:

- greeting pupils in the morning
- establishing clear routines
- communicating expectations of behaviour in ways other than verbally
- highlighting and promoting good behaviour
- concluding the day positively
- having a plan for dealing with low-level disruption
- using positive reinforcement

9. Responding to behaviour

9.1 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.

9.2 Responding to positive behaviour

Our approach to promoting positive behaviour is rooted in a belief that positive reinforcement is more effective than negative and that there is often an underlying reason for reoccurring negative behaviour.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

All staff promote positive behaviour through:

- the use of a class behaviour charter which all children have developed together and agreed to (displayed in all classes)
- having high behavioural expectations
- the RE, PSHE and RSE curriculum
- authentic and meaningful use of praise and acknowledgment of achievement and positive behaviour
- celebrating positive behaviour and achievement in assemblies and in-class celebrations
- learning opportunities linked to the personal, social, health (PSHE) curriculum and our school values

Positive behaviour will be rewarded with:

- verbal praise
- positive points on Class Dojo, making it explicit what the positive behaviour was
- praise notes (EYFS and KS1) which will in turn lead to a bronze, silver and gold award for every 15 praise notes collected
- positive Postcards (KS2) which are collected and lead to rewards
- communicating praise to parents in person, via a phone call or written correspondence
- certificates, prize ceremonies or special assemblies
- positions of responsibility, such as class monitor roles
- whole class or year group rewards, such as a popular activity
- 'Golden Time' on a Friday afternoon (extra golden time when earned)

9.3 Responding to unacceptable behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond 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.

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

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- a verbal reminder of the expectations of behaviour
- a warning, followed by a minus dojo point for repeated negative behaviour
- sending the pupil to another class
- setting of written tasks such as a reflection on their behaviour
- expecting work to be completed at home, or at break or lunchtime
- loss of privileges – for instance, the loss of a responsibility
- loss of 'Golden Time' for a specified percentage of negative dojo points (percentage dependent on year group)
- referring the pupil to a senior member of staff
- letter or phone call home to parents
- removal of the pupil from the classroom
- suspension
- permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

9.4 Reasonable force

Reasonable force is a restrictive intervention involving physical contact. All members of school staff have the legal power to use reasonable force, where it is necessary and proportionate, to prevent or stop a pupil from:

- causing disorder
- hurting themselves or others
- damaging property
- committing an offence

Incidents of reasonable force must:

- only be used when necessary, after considering less restrictive approaches where practicable
- 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 in line with the statutory requirements for significant use of force

When considering any restrictive intervention, staff will use prevention and de-escalation wherever practicable and carefully consider the pupil's individual circumstances, including SEND, mental health needs, medical conditions and other vulnerabilities. Significant incidents of force, and any use of seclusion or restraint covered by the 2025 Regulations, will be recorded in writing and reported to parents/carers as soon as practicable.

10. Confiscation and searches

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

10.1 Confiscation

Any prohibited items (listed in section 6) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

10.2 Mobile phones and smart devices

Pupils are not permitted to bring mobile phones or smart devices to school unless an exception has been agreed by the school. Where an exception applies, the device must not be accessed or used during the school day unless specifically authorised. Any unauthorised device may be confiscated in line with this policy. Reasonable adjustments and individual safeguarding, medical or SEND needs will be considered.

10.3 Searching a pupil

Searching can play a critical role in ensuring that school is a safe environment for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

School staff can search pupils with their consent for any item. Headteachers and authorised staff also have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item/s.
List of prohibited items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks; and
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or
- to cause personal injury to, damage to property of; any person (including pupil)

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or tray and for the pupil to agree. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag.
A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the school should follow appropriate disciplinary procedures.

School staff can seize (confiscate) any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Informing parents
Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened?
- What was found, if anything?

- What has been confiscated, if anything?
- What action has the school taken, including any sanctions that have been applied to their child?

Support after a search
Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

11. Off-site misbehaviour

The school expects pupils to uphold high standards of behaviour at all times. While the school is not responsible for pupils' general behaviour outside school, it may apply sanctions where misbehaviour has a direct and demonstrable impact on pupils, staff, or the wider school community.

Sanctions may be applied 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

Sanctions 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 to another pupil
- could adversely affect the reputation 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 (e.g. on a school-organised trip).

12. Online misbehaviour

The school recognises that most online activity that takes place outside of school is the responsibility of parents and carers. The school will only consider sanctions in exceptional cases where online behaviour has a direct and demonstrable impact on the safety and welfare of pupils or staff.

The school may 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.

13. Suspected criminal behaviour

All suspected criminal behaviour will be reported to the **safeguarding team (DSL or a deputy DSL)**. The safeguarding team will assess the situation and decide whether the matter should be referred to the police and/or children's social care, in line with safeguarding procedures.

The school will cooperate fully with any police investigation but will continue to uphold its duty of care to the pupil, ensuring their welfare and safeguarding needs are prioritised. Pupils suspected of criminal behaviour will be treated first and foremost as children in need of support.

Parents/carers will normally be informed unless there is a clear safeguarding reason not to.

All incidents of suspected criminal behaviour will be recorded on CPOMS.

For allegations involving sexual harassment or sexual violence, please see Section 14.

14. 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.

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
- carrying out risk assessments, where appropriate, 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.

15. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will decide whether a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.
Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

16. Suspensions and permanent exclusions

16.1 Removal from the classroom

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff, but it may differ from the mainstream curriculum.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- allow the pupil to regain calm in a safe space
- allow the pupil to continue their learning in a managed environment
- minimise disruption to other pupils' learning
- maintain the safety of all pupils

Pupils who have been removed from the classroom are supervised by a member of staff (agreed by SLT).

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.
Any significant changes or alternative arrangements will be communicated to parents.
The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- meetings with the class teacher, Learning Mentor or SENCO
- use of teaching assistants
- long term behaviour plans
- multi-agency assessment
- the REU (re-engagement unit)

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on CPOMS.

16.2 Suspension and permanent exclusion

The school may use suspension (previously known as a fixed-term exclusion) or permanent exclusion in response to:

- serious breaches of this behaviour policy
- persistent poor behaviour that has not improved following other in-school sanctions and interventions

The decision to suspend or permanently exclude a pupil will be made by the headteacher or acting headteacher.
When a suspension or permanent exclusion is issued, the school will:

- inform parents/carers in writing, stating the reason, length of suspension, and their right to make representations to the governing board
- notify the governing board and local authority in line with statutory requirements
- record the exclusion on CPOMS
- inform the safeguarding team (DSL or deputy) so that any safeguarding risks are assessed and support put in place

Reintegration after suspension
Following any suspension, the school will hold a reintegration meeting with the pupil, parents/carers, and relevant staff. The purpose of this meeting is to support a successful return to school and may include:

- a personalised behaviour or pastoral support plan

- adjustments to provision or timetable
- access to additional pastoral or SEND support

Permanent exclusion will only be considered when:

- allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, and
- the decision is lawful, reasonable and proportionate, having regard to the circumstances and current statutory guidance

17. Responding to misbehaviour from pupils with SEND

17.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- if a pupil has an education, health and care (EHC) 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 these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.
Provision may include, but is not limited to:

- short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for a prolonged period of time
- adjusting seating plans to allow a pupil with visual or hearing impairments 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
- use of quiet spaces where pupils can regulate their emotions during a moment of sensory overload

17.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- whether the pupil was able to understand the rule or instruction?
- whether the pupil was unable to act differently at the time as a result of their SEND?
- whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Reasonable adjustments may include:

- providing a quiet space for the pupil to regulate before rejoining learning

- adjusting expectations for work completion or participation during times of heightened emotions.
- offering additional adult support (SEND staff/TA/pastoral team) at key moments of difficulty.
- allowing alternative ways to show understanding (e.g. oral instead of written responses).
- implementing a personalised behaviour regulation plan/positive management plan.
- mutual agreement with the parent/carer to come to school to support the pupil or take them home if they are dysregulated or distressed (and other strategies have not worked).

17.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

17.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

18. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- daily check-ins with the class teacher or teaching assistant working in class
- timetabled sessions with the Learning Mentor
- personalised behaviour charts or home/school communication books

18.1 Recording Incidents

- All significant incidents of poor behaviour are recorded on CPOMS.
- Records to be kept of children missing Golden Time each week.
- All records to be monitored to identify any trends or pupils with consistently poor behaviour.

18.2 Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from external agencies, including:

- educational psychologist
- educational welfare officer
- school health nurse
- Children's Social Care
- CAMHS
- HEALS

19. Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the coordinator at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by full governing body annually.

Headteacher:	Aoife O'Grady	**Date:**	October 2026
Chair of Governing Body:	Mari-Anne Chiromo	**Date:**	October 2026

Appendix 1: written statement of behaviour principles

At Our Lady and St Joseph Catholic Primary School, our behaviour principles are guided by our motto: 'Shine with love, kindness and respect'.

- Every pupil 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 are expected to model high standards of behaviour at all times.
- Rewards, sanctions and reasonable force (where necessary) are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, staff and families.
- The policy outlines the processes for suspension and permanent exclusion clearly.
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and home.

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 full governing board annually.