Behaviour Policy

'United in love and the light of Jesus, we inspire one another to learn, grow and shine'.

Headteacher	Miss K. A. Harvey
Behaviour Lead	Mrs N. Pilkington
Date of this policy review	September 2026
Date of next policy review	September 2027

Our Lady and St. Gerard's is a Catholic school where the message of Christ inspires the curriculum and all aspects of school life. We aim to bring Jesus into our school; at all times, in everything. As a Catholic school, our Faith in God and His only son Jesus, guides our ethos and daily life. Jesus Christ is "the way, the truth and the life" (John 14:6) and by proclaiming this, we promote the fullness of Christian life. The Catholic social teaching principle of human dignity is about understanding that each of us is made in God's image. Every person has an innate human dignity no one can take away. This belief directs our social and moral teaching and the awareness raising of how our actions impact others. Our children are gifts from God, thus the safeguarding and protection of our children is our highest priority. Our mission statement ***'United in love and the light of Jesus, we inspire one another to learn, grow and shine'*** guides everything we do. Our Behaviour Charter ***'Be safe, be a learner, be kind and respectful'*** guides our behaviour choices to ensure we can follow our mission statement to be missionary disciples.

Statement of Intent

> *'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.'* (Behaviour in schools February 2024)

Our Behaviour Charter is central to this policy: **'Be safe, be a learner, be kind & respectful'**. All aspects of pupil behaviour are covered within this charter which is fully understood and embedded by all. The intention of this policy is to state clearly expectations about the **behaviour of everyone** within our school community; pupils, staff, parents, governors and visitors. It also serves to provide guidance to staff and parents on how we effectively manage children's behaviour at Our Lady and St Gerard's Primary School to ensure a positive school environment and good attitudes to learning. The policy relies on **a consistent** approach in order to provide **certainties.** The policy incorporates 'trauma informed' and evidence based approaches. Our policy is built upon the '5 pillars of Pivotal Practice' ('When Adults Change, Everything Changes', Paul Dix):

- Consistent, calm adult behaviour
- Relentless Routines
- First attention to best conduct
- Scripting difficult conversations
- Restorative Follow-up.

Fostering strong relationships aligns with our Catholic ethos and is key to success.

This policy aims to:

- Encourage good behaviour and respect for others
- Promote self-discipline and proper regard for authority

- Provide a consistent approach to behaviour management
- Recognise that behaviour is communication and to adopt a 'trauma informed' approach
- Define what we consider to be acceptable/unacceptable behaviour, including bullying
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management and keeping children safe
- Outline our system of interventions, rewards and sanctions

At OLSG, our aim is not simply to manage behaviour but to teach behaviour. Through explicit teaching, consistent routines, positive recognition and restorative practice, we help every child develop the self-regulation, responsibility and respect needed to flourish as learners and as children of God. Behaviour is everyone's responsibility and every interaction is an opportunity to teach.

Policy Formation and Consultation Process

This policy applies to all pupils, staff (including agency/supply), Governors and volunteers working in school. In addition, the policy should reflect the behaviour of everyone at before/after-school clubs and when the school is represented at outside events.
This policy was developed in consultation with pupils, parents, governors and school staff. It will be publicised in writing to staff, parents and pupils at least once a year.

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

- Behaviour in Schools (February 2024)
- Searching, Screening and Confiscation (July 2023)
- Keeping Children Safe in Education (2026)
- Suspension and Permanent Exclusion Guidance (July 2026)
- Use of Reasonable Force and Other Restrictive Interventions (2026)
- Mobile Phones in Schools: Guidance for Schools in England (2026)
- Working Together to Improve School Attendance (2026)

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years.
In addition, this policy takes account of:

- Section 175 of the Education Act 2002, which places a duty on schools to safeguard and promote the welfare of children.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils 'behaviour and publish a behaviour policy and written statement of behaviour principles.
- The Equality Act 2010.
- Children and Families Act 2014.
- Human Rights Act 1998
- Department for Education guidance relating to safeguarding and child protection.
- Department for Education guidance requiring maintained schools to publish their behaviour policy online.
- Improving Behaviour in Schools (Education Endowment Foundation).
- The school's Safeguarding and Child Protection Policy.
- The school's Online Safety Policy.
- The school's Anti-Bullying Policy.
- The school's SEND Policy.

Aims and Values

At Our Lady and St. Gerard's Catholic School, we wish to provide opportunities for every child to develop spiritually, socially and academically. We have high expectations with regards to behaviour of everyone at our school, and strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. Positive behaviour enables maximum learning and success in all areas of the curriculum and school life. Teachers have the right to teach, free from disruptive behaviour, and each child has the right to learn and to be safe in an atmosphere in which pupil self-esteem can flourish. There should be recognition that we can all be good role models to enable positive behaviour in our community. Through teaching and learning, our intention is that children should ultimately assume responsibility for their own actions and achieve self-discipline.

Through the behaviour policy we hope to achieve the following aims:

- Children will learn to care for one another and appreciate the value of friendship.
- Give the children confidence in themselves and a pride in their achievements and their school.
- Foster the acquisition of self-control, responsibility and accountability amongst pupils.
- Create a learning environment which enables the children to make choices and to learn from the restorative approaches and relational practice.
- Provide mentor support for children to make a positive impact on learning and behaviour
- Promote good behaviour which impacts on positive learning experiences.
- To provide a safe, secure learning environment where the children can develop both socially and academically.
- To encourage involvement of parents and carers in the behaviour of their children.

Implementation
We believe that building relationships with our pupils is a key strategy for promoting positive behaviour. We have three simple rules: **be safe, be a learner, be kind and respectful**. These can be applied to the many situations and contexts which arise in school and are explicitly taught and modelled. These goals are guided by scripture and Gospel values.
"***…but whoever trusts in the LORD is kept safe***." Proverbs 29:25
"***But you should be strong. Don't give up, because you will get a reward for your good work***." 2 Chronicles 15:7
"***Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you***." Ephesians 4:32

We recognise the importance of a consistent approach, underpinned by clearly stated values that are shared with all members of the school community in order to develop excellent standards of behaviour.

We recognise that behaviour is taught, learned and strengthened through consistent practice. Staff explicitly teach, model and reinforce positive behaviours through routines, direct instruction, positive recognition and our whole-school Behaviour Curriculum.

We understand the link between self-esteem and poor behaviour; we focus on the development of self-confidence, self-discipline, and reflective behaviour conversations that are restorative in their approach. We provide a safe environment free from disruption, violence, bullying and any form of harassment. We recognise that where unwanted behaviour is observed, this is a pupil's way of communicating their emotions. We use consistent approaches, with consistent language, in order to maintain fairness and expectation with equality in mind.

We encourage a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure. When behaviour becomes a

concern, children may have individual Regulation Plans/Behaviour Plans in place that may include rewards to reinforce positive behaviour, and outside agencies may be involved.

We have a blueprint for behaviour which exemplifies the consistent approaches that are designed to create an ethos of reflection and repair: rules, relentless routines, visible consistencies and scripted responses, that all children and staff follow.
We ensure that good behaviour is about relationships rather than a pursuit of rewards. Children are praised publicly and reprimanded in private and are rewarded for 'Above and Beyond' behaviour. In accordance with the recommendations from the EEF, we aim to:

- Know and understand our pupils and their influences
- Teach learning behaviours alongside managing misbehaviour
- Use classroom management strategies to support good behaviour
- Use simple approaches within regular routines
- Use targeted approaches to meet individual needs

Behaviour Curriculum

At Our Lady & St. Gerard's, we believe that behaviour must be taught, modelled and practised in the same way as any other curriculum subject. We explicitly teach the behaviours, routines and conduct that enable pupils to be successful learners, positive citizens and active members of our Catholic community.

Our Behaviour Curriculum is built around our Behaviour Charter:

Be Safe, Be a Learner, Be Kind and Respectful.

Each half term, pupils focus on a key behaviour theme which is taught through assemblies, classroom discussions, worship, PSHE, pupil reflection and daily modelling by staff.

Half Term	Focus	Examples of Learning
Autumn 1	Respect	Greetings, manners, helping others, courtesy and kindness
Autumn 2	Responsibility	Playground conduct, shared spaces, following instructions, lunchtime routines
Spring 1	Resilience	Learning from mistakes, accepting feedback, perseverance and positive learning habits
Spring 2	Co-operation	Working together, taking turns, listening respectfully and valuing others
Summer 1	Growth	Reflecting on learning, improving work and developing a growth mindset
Summer 2	Readiness	Worship expectations, transition preparation and preparing for the next stage of learning

Expected behaviours are explicitly taught, modelled and celebrated throughout the school day. Staff use a consistent language and approach to reinforce these expectations and help pupils understand the behaviours which contribute to a safe, respectful and successful learning environment.

The Behaviour Curriculum is revisited regularly throughout the academic year to ensure expectations remain embedded and children understand how positive behaviour contributes to a safe, respectful and successful learning environment.

Impact
Implemented consistently and positively by all members of the Our Lady & St Gerard's Community, we aim for our Behaviour Policy to have the following impact:

- Positive, respectful attitudes towards each other, the environment and learning.
- A calm approach that is applied with consistency and fairness.
- Adults and pupils who take responsibility for their behaviour, develop reflection and become role-models.
- Active promotion of positive behaviour and restorative approaches.
- A safe, comfortable and caring environment where optimum learning can take place.
- Respect for others within the whole school community; a caring ethos across the school without exception.

Recognition and Rewards

At OLSG, we believe positive recognition is one of the most effective methods for promoting excellent behaviour and developing positive relationships.
Children are recognised for consistently demonstrating our Behaviour Charter and Behaviour Curriculum values.

Recognition includes:
- Verbal praise
- Recognition Boards
- House Points
- Class Dojo Points
- Praise Assemblies
- Positive phone calls home
- Positive messages to parents
- Headteacher recognition
- Certificates
- Above and Beyond Awards

Class Dojo is used as a whole-school recognition system. Dojo points are linked to our house point system and are awarded when pupils demonstrate behaviours linked to our Behaviour Charter and Behaviour Curriculum values.

Children are encouraged to become positive role models who consistently demonstrate our school values and expectations. Recognition focuses on encouraging positive behaviours that help all pupils to flourish and succeed.

Behaviour Curriculum Awards

At the end of each half term, teachers may nominate children who have consistently demonstrated the focus behaviour value.

These awards celebrate children who are role models within our school community and who consistently demonstrate our Behaviour Charter.

Award recipients are celebrated during whole-school assemblies and serve as ambassadors of positive behaviour throughout school

Our Lady & St. Gerard's R.C Primary School

United in love and the light of Jesus, we inspire one another to learn, grow and shine

Our Behaviour Charter

Our Charter	Visible consistencies for staff	Recognition and Rewards
Be Safe Be a Learner Be kind and Respectful	• We meet and greet • We give positive praise first • We use calm adult responses • We listen, follow up and restore	• Class Dojo Points (linked to House Points) • Recognition Boards • Praise Assemblies • Positive Parental Contact • Above and Beyond Awards • Behaviour Curriculum Awards

Relentless Routines (Every day, with pride!)

1. We wear full school uniform
2. We walk calmly and quietly when moving around school and respect all areas of school
3. We follow instructions first time
4. We allow teachers to teach and learners to learn
5. We are kind and respectful to everyone

Be Safe	Be a Learner	Be kind and Respectful
Our school is a safe place to be. We make choices which keep us, and those around us, safe. ***"…but whoever trusts in the LORD is kept safe."*** Proverbs 29:25	Our school is a place to learn, grow and shine. We make the choice to be ready to learn and to allow others to learn. ***"But you should be strong. Don't give up, because you will get a reward for your good work."*** 2 Chronicles 15:7	Our school is a place where we are considerate of others. We make the choice to be kind and respectful to everyone. ***"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you."*** Ephesians 4:32
To be safe at OLSG I will… ✓ Share my worries and concerns with an adult ✓ Stay safe online by following the SMART guidelines ✓ Walk quietly and safely inside the building and when moving around school ✓ Use equipment in the way it is meant to be used ✓ Use all areas of school safely	**To be a learner at OLSG I will…** ✓ Use 'active listening' when the teacher is teaching ✓ Try my best and never give up ✓ Use my brain, buddy and books to become an independent learner ✓ Follow instructions first time ✓ Aim high in everything I do ✓ Try new things	**To be kind at OLSG I will…** ✓ Use kind hands, feet and words ✓ Listen carefully to others ✓ Show kindness to everyone ✓ Think before I speak out ✓ Be considerate of others ✓ Respect my environment and school property

When we choose to behave in ways that do not reflect this charter, follow-ups may include:

- **Catching up** on lost learning in our break times
- Spending own time '**fixing**' any damage done to property or clearing any mess made
- Spending own time '**repairing**' broken relationships with adults or other children
- **Learning** about self-control, regulation, anger management in own time
- '**Giving back**' to someone we have upset, hurt or disrespected
- **Missing** a team game/activity when we have not followed the charter/rules of that game

When we continually do not follow the charter, consequences may include:

- Working away from the classroom and peers to allow the teachers to teach and learners to learn
- Missing break times/team games or activities for longer periods to allow peers to play safely and without conflict
- Regulation Plan/Behaviour Support plan with behaviour carefully monitored
- Suspension from school/Exclusion from school

This sequence shows the steps staff will take to give the child an opportunity to reflect on their behaviour and follow the charter. Each situation is different, but the sequence is followed until positive changes in behaviour are noticed.

Stepped boundaries

Reminder of our charter Be Safe Be a learner Be kind & respectful
Reminder of choice (30 second script)
Restorative behaviour conversation with teacher/TA (in class time)
Restorative behaviour conversation with teacher (part of break time or lunchtime – teacher may increase the length of time as required)
Mentoring behaviour conversation (10 minutes at lunch) with Pupil & Family Support Worker
Mentoring behaviour **meeting** with parent, Behaviour Lead, teacher & pupil (Regulation Plan/Behaviour support Plan)
Mentoring behaviour conversation with Behaviour Lead (Individual)
Mentoring behaviour conversation with Senior Leader (with parent present)

Consequences for Inappropriate Behaviour

At OLSG, we use proactive approaches, rewards and restoration which are central to the encouragement of good behaviour. Children are taught that actions have consequences and that they are responsible for making the right choices. At each stage of the stepped process, the adult makes clear that the child has choices by stating the positive behaviours needed. Reminders of the child's God-given strengths and talents will be used to build self-esteem and encourage positive choices. Staff should use the scripts (see Appendices) and remain calm. Through using the stepped approach, it is anticipated that the majority of issues will be resolved quickly. Adults need to follow through on this process to avoid negative behaviours escalating. Adults also need to reflect on their own behaviour/teaching practices/class provision if a child is regularly behaving in a negative way. Staff will need to make changes if there are repeated behaviours. Sometimes, a simple reward/star chart or a brain/movement break planned into the day is enough to make a change. The teacher may need to seek support from the Senco/Pastoral Team to ensure that provision is meeting the child's needs or if there are barriers to learning which need to be addressed. Addition to the Special Needs register or referrals to outside agencies may be required. **Parents must be kept informed of behaviour incidents which are repeated, escalating or impacting on the learning/wellbeing/safety of their child or other pupils. Class teachers will need to ensure that no part of the process comes as a surprise to parents – at each stage parents will be informed of the possible next steps.**

Restorative conversation in class – these are conversations which happen during class time. Teachers can speak to individuals on a 1-1 basis in private. See Appendix A for scripts.

During a restorative conversation, children are encouraged to reflect on their behaviours, the impact this may have on others and the consequences of this. The consequences are logical and relate directly to the behaviour choice. It should be clear in all classes that positive behaviour is noticed and rewarded. It should be equally clear that negative behaviour is not tolerated. Part of the restorative conversation is for the child to consider how to 'put right' any issues caused by their behaviour choices. Children are encouraged to think beyond 'say sorry' and consider how they can make up lost learning time, repair a relationship or repair damaged property. They are also encouraged to reflect on the triggers of their behaviours to avoid making the same choices again. Children need to develop the tools of self-reflection and empathy; this process, when done correctly, can be powerful in ensuring pupils learn from their actions. Sometimes, a restorative conversation may need to be held with another pupil i.e. the victim of any inappropriate behaviour. It is important that the adult supports both pupils to feel heard and understood. When children have had a restorative conversation with class staff, it should be emphasised that the next lesson is a fresh start. Children may also be reminded that the next step would be to miss part of their break time if there were repeated behaviours. Staff can demonstrate and encourage compassion and forgiveness during each stage of the restorative process.

Restorative conversations at break/lunch time with class teacher - If the child continues to display inappropriate behaviours, the teacher should remind the child of the warning about missing part of break times if behaviour did not improve. See Appendix A for scripts.
This is an opportunity to reflect with the child to work out any repeating triggers/patterns etc. This is a more detailed conversation to outline the negative behaviours, the impact on others and next steps should the behaviour continue. The staff member should remain positive that the child can 'turn it around' and show what is expected. Many children need regular reminders of the expected behaviour – this is more powerful than telling them what we don't want. It is important that staff log on cpoms frequent behaviours to build up a picture and inform next steps. The Behaviour Lead monitors entries on cpoms and will need a record of the behaviours to inform the Behaviour Plan and parental meetings if required.

Lunchtime mentoring conversation – these are discussions with the Pupil & Family Support Worker (PFSW) in The Hive at lunchtime.

Children who are needing restorative conversations with class staff 4 or more times per week will need to move to targeted mentor support. Teachers must make clear on their cpoms log the day that the lunchtime discussion is required.
Example cpoms log: *As this is the fourth time I have discussed this same behaviour with John and there have been no improvements, John will have a lunchtime discussion with the Pupil & Family Support Worker on Wednesday*.

At times, a child may have a lunchtime discussion which may not be preceded by restorative discussions. This may be for more extreme behaviours. Teachers must log the behaviour and record that this consequence is required E.g. '…John deliberately punched a child and *will have a lunchtime discussion with the Pupil & Family Support Worker on Wednesday*.'

During this session, the PFSW may draw upon knowledge of the child, background information and cpoms logs to facilitate a deeper discussion about the behaviours, so it is important that these logs and actions to date are clear.
Prompt cards and activity sheets may be used to encourage a deeper reflection and identify any barriers to learning. The PFSW will record on cpoms any outcomes of the discussion and agreed next steps. It is important that the teacher and child implement any strategies agreed. The Learning Mentor (LM) and PFSW may 'check in' with children and staff. If pastoral support needs are identified and support is not already in place, the PFSW will liaise with staff and LM to arrange this.

Monitoring, Patterns of Behaviour and Staged Response

The school recognises that behaviour is communication and that patterns of behaviour may develop over time. In order to respond effectively, behaviour incidents are recorded on CPOMS and monitored regularly. The Behaviour Lead will routinely review behaviour records to identify any emerging patterns, frequency of incidents or escalation in behaviours. Where patterns are identified, the Behaviour Lead will become actively involved in supporting staff, pupils and families.

A staged approach will be implemented where behaviours are repeated, persistent or begin to impact on the learning or wellbeing of the child or others. Parents will be informed at each stage and will be involved in supporting improvements in behaviour.

Stage 1 – Behaviour Monitoring and Early Support
Where a pattern of low-level behaviours is identified (e.g. repeated low-level disruption, off-task behaviour or reluctance to follow instructions), the child will be placed on Stage 1 monitoring.

- Behaviour will be closely monitored by class staff and the Behaviour Lead
- Parents will be informed through a formal Stage 1 communication letter
- Strategies such as reward charts/regulation plan and targeted encouragement will be implemented
- The focus will be on early intervention and reinforcing positive behaviour choices

The aim of Stage 1 is to secure improvements through consistent support and monitoring.

Stage 2 – Behaviour Support Plan (Ongoing Concerns)
If behaviours persist despite Stage 1 support and begin to impact the learning or wellbeing of others, the child will move to Stage 2.

- A Charter Support Plan (Behaviour Support Plan) will be implemented
- Clear targets, strategies and support mechanisms will be agreed
- The Behaviour Lead will be directly involved in planning and reviewing provision
- Parents will attend review meetings regularly to ensure a consistent approach between home and school
- Progress will be closely monitored and reviewed (e.g. fortnightly)

The aim of Stage 2 is to provide structured support and clear targets to bring about sustained improvement.

Stage 3 – Escalated Concerns and External Support
If behaviour does not improve following targeted intervention, or concerns escalate further, the child will move to Stage 3.

- An urgent meeting will be arranged with parents, the Behaviour Lead and senior leaders
- The child's behaviour history, support and impact will be reviewed
- Additional interventions may be considered, including referrals to external agencies or specialist services
- Further assessments or alternative provision may be explored where appropriate

The aim of Stage 3 is to ensure that all appropriate support is in place to meet the child's needs while maintaining a safe and positive learning environment for all.

Regulation Plan – A Regulation Plan allows a child to reflect on their repeated negative behaviours/choices and the triggers/emotions which lead to these. The aim is to develop a plan which is agreed by teacher and child, which allows regulation activities to take place to prevent these behaviours. For example, a child may notice a change in energy levels at certain points in the day. In collaboration with the teacher, strategies and activities can be agreed to help this. It will be made clear to the child that any strategies are to be used, not abused.

Behaviour Support Plan – A Behaviour Support Plan may be used to provide specific targets for a child in order to focus on specific aspects of their behaviour. If mentor support at lunchtime proves to be ineffective and inappropriate behaviours continue, parents will be invited by the teacher to discuss next steps. At this point, parents will be informed that The Behaviour Lead will be involved and a Behaviour Plan will be in place.

Teachers should agree a timescale for improved behaviours with parents and child. Further stages will be outlined to the parent i.e. SLT support. The Behaviour Lead will be part of this meeting and a Behaviour Support Plan will be agreed. The behaviour support plan will be implemented, with targets and strategies agreed with the family/teacher. The aim of this plan is to encourage the child to recognise their learning needs and patterns of behaviour and use strategies to allow themselves and others to **Be safe, Be a learner, Be Kind and Respectful**. This will be time-bound (usually targets will be reviewed and updated each week) and success will be celebrated. Parents will be involved if the inappropriate behaviours continue. Further intervention will then be agreed. In this instance, depending on the types of behaviour being displayed, there may need to be 1:1 TA support, class withdrawal or referrals to outside agencies. The behaviour support plan would be adapted as appropriate to reflect the changing needs.

On rare occasions, children may become angry and purposely hurt others. In this instance, the behaviour reminders and 30 second scripts would not be appropriate and teachers first priority is to ensure all parties are safe, de-escalate the situation and calm the children involved. This may involve 'time out' in a safe space. Where a child has been hurt due to the actions of another child then the class teacher (or person teaching the class) is responsible for informing both sets of parents. This must be done as soon as possible, either immediately or at the end of the day depending on the severity of the incident. The teacher must make a note on CPOMS that the parents of both children have been informed. Any injury must also be recorded on CPOMS.

When this type of behaviour occurs, a Senior Leader will be involved in managing the incident. Each incident will be dealt with according to circumstances and sanctions/solutions may vary. Senior leaders may be called for extreme behaviours to support the staff in any de-escalation and/or actions.

The Headteacher will be involved if all stepped approaches have failed. The Headteacher may exclude children on a fixed term or permanent basis (see Exclusions below).

Child on Child Abuse

Child on child abuse occurs when a young person is exploited, bullied and / or harmed by another child (under the age of 18). This type of abuse can relate to various forms of abuse (not just sexual abuse and exploitation). Child on child abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

It can even include grooming children for sexual and criminal exploitation.

Children are taught about respect and keeping themselves safe through our Behaviour Charter, our Online Safety work and our PSHE/RSHE curriculum. We have high expectations of behaviour and children are made fully aware when their language/behaviours are inappropriate. Children have taken part in the Speak Out, Stay Safe assemblies (NSPCC) and are aware of the methods of reporting concerns in school. We have a zero tolerance approach to sexual violence and harassment. Behaviours such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts are not tolerated and are never dismissed as 'play'. Sexual harassment may involve sexual comments, displaying pictures of a sexual nature, upskirting (which is a criminal offence) and online sexual harassment. Staff training ensures that staff are equipped with the skills to respond appropriately to disclosures made by children and know to report concerns to the Designated Safeguarding Lead. Staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. Departmental advice What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Staff follow the Child Protection Policy and the procedures within it.

When dealing with child on child abuse, each case is investigated fully. Both the victim and the perpetrator may be victims of abuse or at risk of harm. Each case is handled with sensitivity and compassion. The type of child on child abuse may require a multi-agency approach. The victim and the perpetrator may require different types of support following incidents of peer on peer abuse.

When a report of child on child abuse is made, staff are advised to follow procedures shown in the Safeguarding Handbook for Schools (see appendices).

Incident Log

If any incident is deemed to be sufficiently serious or it is a re-occurring problem, it will be recorded on CPOMS by a member of staff. Each incident recorded should contain the following information:

- Details of when and where the incident took place
- The circumstances and the significant factors which led to the incident
- Details of any intervention by a member of staff
- The names of pupils and staff involved
- A description of any injuries sustained by pupils or staff
- A description of action taken after the incident
- If appropriate, reports are also made to RIDDOR.

Misbehaviour is defined as any behaviour which goes against our charter Be Safe, Be a Learner, Be Kind and Respectful:

- Infrequent low-level disruption in lessons
- Unsafe behaviours in corridors/communal areas between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Infrequent poor attitude/defiant behaviour
- Infrequent rudeness/disrespect to adults

Serious misbehaviour is defined as:

- Repeated and escalating behaviours deemed as breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Inappropriate language or swearing

- Prejudice-based incidents including racism, faith-based prejudice, sexism, homophobia, transphobia, disability discrimination and any other discriminatory behaviour.

All prejudice-based incidents will be recorded, investigated and addressed in line with safeguarding and equality duties.

Severe Behaviour Clause

Certain behaviours require pupils to be automatically removed from the classroom or playground. **The school also reserves the right to withdraw or exclude pupils from school trips and excursions.**

These include:

- Severe physical or verbal abuse to a child or adult
- Serious non-accidental damage to property/equipment
- Frequent and severe disruption which is impacting upon the education of the other children within the class
- Self-abuse

When any of these behaviours occur the Head teacher or a Senior Teacher will be involved in managing the incident. Each incident will be dealt with according to circumstances and sanctions/solutions may vary.

School staff can use reasonable force to control or restrain a pupil in specific circumstances (when a child presents a danger to him/herself or to other children or staff).

In cases of severe behaviours, school would actively seek to support the child by targeting the root of the behaviours e.g. through pastoral support, counselling, family therapy etc. There may also be instances where the school seeks to involve Golden Hill (the local Pupil Referral Unit) for outreach support or assessment place. Alternative provision (AP) may also be used. This may be through the use of a tutor in school, at home or at an alternative venue depending on the needs of the child and the nature of the behaviours/needs. Our school retains full safeguarding responsibility for any child in AP – this includes pre-placement checks, oversight of the provision, safeguarding practices and maintaining regular communication and monitoring. This is in line with Keeping Children Safe in Education 2026.

Restrictive Interventions

The school aims to minimise the need for restrictive interventions through early support, de-escalation and regulation strategies.

Where reasonable force or restrictive intervention is required to prevent harm, incidents will be:

- Reported to senior leaders.
- Recorded appropriately.
- Shared with parents/carers.
- Reviewed to identify preventative strategies for the future.

Consideration will be given to whether amendments are required to risk assessments, Regulation Plans, Behaviour Support Plans or SEND provision.

The school will always seek to preserve the dignity, safety and wellbeing of all pupils involved and will follow current Department for Education guidance regarding reasonable force and restrictive interventions.

EARLY HELP

Early Help is a child-centred and coordinated safeguarding approach. At OLSG, we provide a wide range of 'Early Help' strategies to support families. Pre-loved uniform, signposting to external agencies, access to family support etc. are all used regularly with our families. Some families or individual children may be experiencing difficulties which require co-ordinated/targeted intervention. Designated Senior Leaders will discuss any needs with parents to establish if an assessment is required. The Early Help Assessment is an intervention with a family to gather, explore and analyse with them information about all aspects of the child or young person (and their family's) life and then to identify areas where change will address support needs and positively impact on their lived experiences. Working alongside families from a holistic, strength-based approach when areas of support are first identified will stop escalation towards crisis and the need for more intensive and specialist intervention.

Through the Early Help Assessment, Plan, and reviews via Team Around the Family meetings the wider partnership of services can provide families with the right support at the right time. Behavioural needs may be significantly improved if the right help can be provided at the right time.

EXCLUSIONS

Internal Exclusions

Internal exclusions are used when a child has not responded to the stepped approaches and/or their behaviour has escalated. Internal Exclusions are used when there is a risk of exclusion. This approach would be discussed with the parents with reasons for this approach outlined. This approach is time away from the class/year group for an identified length of time. This may involve moving to another class or working in a senior leader's office. The purpose of this is to help the child to consider the impact of their actions on others, with a view to improved behaviour when they return to class.

Suspensions/Fixed term exclusion

If a child's behaviour is sufficiently serious the Headteacher or designated person may issue the child with a fixed term exclusion (suspension). The parent will be notified of the suspension immediately and a letter will be sent home within one day detailing the reason for the suspension. The parent will also be provided with a leaflet explaining the suspension process, their responsibilities and providing contact numbers. The Headteacher can exclude a pupil for a fixed period (up to a maximum of 45 school days in a school year).

Suspension lengths are decided by the Headteacher. The decision will be based on a variety of factors such as the type of incident, prior incidents and whether there has been as escalation in behaviours.

Parents and/or the excluded pupil can make representations to the Governing Body. These can be in writing or verbal at a meeting. For exclusions of 5 school days or fewer in a term any representations made will be considered. There does not have to be a meeting. The Headteacher's decision cannot, however, be overturned, but the governors' views will be place on the pupil's record. For exclusions of more than 5 and up to 15 school days in a term a meeting will only be arranged at a parent's specific request. For exclusions of over 15 school days in a term there must be a meeting. For all fixed period exclusions of over five school days in a term the governors can overturn the Headteacher's decision and can reinstate the pupil. This may not be possible where the meeting is held after the exclusion has ended but a note of any decision will be placed on the pupil's record.

The Local Authority can provide information and advice and will also recommend other sources of information and support depending upon the circumstances. https://www.lancashire.gov.uk/children-education-families/schools/exclusions-from-school/?page=3 The Local Authority cannot overturn any exclusion decision made by a Headteacher. The Local Authority will provide written comments for exclusions of over 15 school days and may attend the Pupil Discipline Committee meeting.

For short exclusions it may not always be possible for work to be provided, for example a single one day exclusion. Generally, however, work will be provided to be completed at home for the first five school days.

Parents will usually be required to collect this from school and deliver it back to school to be marked. It is expected that parents should co-operate about arrangements for work during this initial period. From day 6 of any fixed period exclusion, full-time alternative education will be provided. For children in care (Looked After Children) provision should be from day 1. The school will contact carers to confirm what arrangements have been made if the child is in care.

Pupils with disabilities can be excluded but there must not have been discrimination. If you consider that the pupil has a disability you can raise any issues in your representations to the governors (Pupil Discipline Committee). If the pupil has a statement for special educational needs you can contact the Area Special Educational Needs and Assessment Team. The Parent Partnership Service can also be contacted on 0845 6014284 or at lpp@lancashireparentpartnership.org.uk If the pupil is in public care (a looked after child) you must discuss matters with your Social Worker (who may wish to attend any relevant meetings). Looked After Children should only be excluded as an absolute last resort.

Independent advice about exclusions is available from the Advisory Centre for Education (ACE). ACE is not connected to the Local Authority and can be contacted via the ACE website at www.aceeed.org.uk or on their advice line on 03000 115 142 on Monday to Wednesday from 10am to 1pm during term time. Where relevant parents will be provided with links to other local services.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school.

Permanent Exclusions

A permanent exclusion is where a child is permanently barred from the school premises. This action is not taken lightly and is a last resort. In the case of a permanent exclusion, the child is removed from the school's roll and should not return to the school. Further information can be found at https://www.lancashire.gov.uk/children-education-families/schools/exclusions-from-school/?page=4
Parents would be informed of the decision verbally and then in writing. For permanent exclusions, the School Governors' Pupil Discipline Committee must meet to consider the head teacher's decision. The meeting must be held within 15 school days of a headteacher's decision. Parents are entitled to attend this meeting, the school will write to parents with details. Parents can attend and give their views to the governors, or you can send in your written views for the governors to consider. In the case of a permanent exclusion, the school will provide all relevant information to parents/carers in writing.

Communication and Parental Partnership

As a caring community we expect a calm and happy environment, in which all children will develop. We recognise that parents are the first and most important educators of their children and value parental involvement, co-operation and support. We recognise that close co-operation with parents is central to this policy and every possible effort should be made, on the part of both home and school, to work in partnership in the interests of the child.
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 which 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 concern should be communicated to the Senco/Learning Mentor/Behaviour leads so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given opportunity to discuss the situation. Parents will be involved in devising individual behaviour plans for children when necessary.

When other children have been impacted by the behaviour of a child, parents may express any concerns to the Headteacher. We respect the privacy of our children and their families. The Headteacher is not obliged to discuss strategies, sanctions and consequences which are in place for any children, unless with the child's own parents/carers.

Behaviour Curriculum and Personal Development
Positive behaviour, friendships and relationships are explicitly taught throughout the curriculum and wider school life. Our Behaviour Curriculum forms a central part of pupils' personal development and supports our Catholic mission to develop respectful, responsible and compassionate citizens.

Through assemblies, worship, PSHE, RSHE, Catholic Social Teaching, pupil leadership opportunities and classroom teaching, children learn the behaviours, attitudes and values required to:

- Be safe
- Be successful learners
- Develop positive relationships
- Show kindness and respect
- Contribute positively to the school community
- Take responsibility for their actions
- Prepare for future stages of education and life
-

Behaviour is regularly taught, revisited and celebrated to ensure children understand what positive conduct looks like and why it is important. Positive behaviours displayed by pupils are recognised publicly and used as models for others to follow.

Online Behaviour and Digital Citizenship

Behaviour expectations apply both online and offline. Through our Online Safety curriculum, Behaviour Curriculum, PSHE and assemblies, pupils are taught how to behave safely, respectfully and responsibly when using technology.

Pupils learn about:

- Cyberbullying and online harassment
- Respectful communication online
- Safe use of social media and gaming platforms
- Misinformation and disinformation
- Responsible use of artificial intelligence (AI)
- Reporting online concerns to trusted adults

We expect pupils to demonstrate the same standards of kindness, respect and responsibility online as they do in school. Online behaviour that impacts the wellbeing, safety or reputation of members of the school community may be investigated and addressed in line with this Behaviour Policy and the school's Online Safety Policy.

Mobile Phones and Smart Device

Mobile phones, smart watches and other devices capable of communication, recording or internet access should not be used by pupils during the school day unless authorised by school staff for educational, safeguarding or medical reasons.

Devices brought onto school premises must remain switched off and stored safely in accordance with school procedures.

Any unauthorised use may result in confiscation and parental involvement.

CHILDREN WITH SPECIFIC BEHAVIOURAL ISSUES

Whilst our procedures for managing behaviour are successful in most cases, occasionally a child with specific behavioural issues may need an alternative approach if they do not respond to the regular course of action. Staff and parents will be made aware of actions used in these cases. These children may be given additional support and strategies to manage their behaviour which may be targeted on a written plan, in line with the Special Educational Needs Policy. There may also be a Risk Assessment for pupils who may present a risk in school.

The school recognises that reasonable adjustments may be required for pupils with SEND, SEMH needs, communication difficulties, trauma experiences or medical needs. High expectations remain for all pupils, but support strategies may be adapted to ensure equitable access to learning and successful participation in school life.

A Behaviour Plan may include:

- A description of the inappropriate behaviour
- The target behaviour (preferred behaviour)
- Strategies in place to teach/reach the target behaviour
- Known triggers
- Strategies to avoid incidents (de-escalation)
- Adult response
- Closure
- Follow Up/Further Action
- Date for Review

The Behaviour Plan should be signed by the relevant staff, parent/carer and class teacher **before** it is implemented. The Behaviour Support Plan is titled 'My Charter Support Plan'. Depending on the age/development of the child, the plan may be in a child-friendly format.

For some children with behavioural issues, the advice and expertise of external agencies may be sought. This may involve referrals to outreach support, counselling services or mental health services. These referrals would be completed by the Senco, with the input and support of the parent/carer.

BULLYING

Bullying is not tolerated at Our Lady and St Gerard's School. We strongly recognise the importance of the effects of this complex aspect of social behaviour.

We define bullying as a <u>repeated</u> attack by someone in or assuming a position of power, with the intention of causing distress for the bully's gain or gratification. The following behaviours may constitute bullying:

- **Physical** e.g. pushing, kicking, hitting, punching, violent threats
- **Verbal** e.g. name-calling, sarcasm, spreading rumours, persistent teasing
- **Emotional** e.g. tormenting, threatening, ridicule, humiliation, exclusion from groups

- **Racist** e.g. racial taunts, graffiti, gestures
- **Sexual** e.g. abusive comments, unwanted physical contact
- **Cyber-bullying** e.g. Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Preventing Bullying

We actively seek to prevent bullying through raising awareness of the impact of bullying. We do this via Anti-Bullying themes/activities on a regular basis. We also raise pupil and parental awareness of Internet Safety and online bullying through curriculum activities and information on the school website. We also create a supportive environment where pupils take responsibility for supporting others in school and know where they can seek help. We strive to make pupils aware of our differences, similarities, special gifts and talents through our R.E. and PSHE work. We aim to support all parties involved in bullying. We not only support the victim but seek to support the offender. This support may be to develop empathy, build confidence and increase their sense of worth, support self-regulation etc.

The Headteacher must be informed of all reported or alleged incidents of bullying and a record of such incidents or allegations must be recorded on CPOMS and given to the member of staff responsible for maintaining records.

All incidents or allegations of bullying should be dealt with as quickly as possible and when appropriate parents will be informed. Incidents of bullying will be monitored termly in order to identify patterns and take appropriate action.

As a school we recognise that creating and maintaining an ethos of good behaviour where pupils treat one another and the school staff with respect will minimise the likelihood of bullying occurring. Therefore, we aim to address and reinforce issues throughout the school day, during assemblies, Circle Time and PSHE.

STAFF TRAINING AND DEVELOPMENT

All staff receive some basic training in behaviour management as part of their induction. The SENCO/behaviour lead/learning mentor keep abreast of new developments in behaviour management strategies. Specific CPD is given to staff when required e.g. a child in their class presents with new and challenging behaviours. Advice is sought from the Educational Psychologist and other agencies in relation to supporting children with challenging behaviours.

Monitoring and Evaluation

Behaviour incidents are monitored through CPOMS and reviewed regularly by the Behaviour Lead and Senior Leadership Team.

Monitoring includes:

- Behaviour trends and patterns
- Behaviour of vulnerable groups including SEND and disadvantaged pupils
- Suspension and exclusion data
- Attendance links to behaviour concerns
- Impact of Behaviour Support Plans
- Impact of the Behaviour Curriculum
- Pupil voice regarding behaviour and safety
-

Information gathered through monitoring is used to inform staff training, curriculum development, intervention planning and governor reporting.

The Governing Body receives regular updates regarding behaviour, safeguarding and pupil wellbeing to ensure the effectiveness of the school's behaviour systems.

Behaviour Curriculum impact will be evaluated through lesson visits, pupil voice, staff feedback and behaviour data.

Roles and Responsibilities

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles. The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for:
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents through the stepped approach.

Parents are expected to:
- Support their child in adhering to the pupil code of conduct/rules and attend meetings to support the child
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend meetings

Parents have a clear role in making sure their child is well behaved at school.

MONITORING, EVALUATION AND REVIEW

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Reviewed September 2026

Behaviour Policy Appendix A - Scripts and Micro-scripts guidance for staff

Stepped boundaries		Micro-scripts
Reminder of our charter Be Safe Be a learner Be kind & respectful		Reminder of our charter "I can see that you are_____ (behaviour clearly labelled)" "Our charter is 'Be safe, be a learner, be kind'.
Reminder of choice (30 second script)		Reminder of choice Remember when you _____ (label positive/kind behaviour)?" "I'd like to see you_____(label expected behaviour)" "Thank you for listening."
Restorative behaviour conversation with teacher/TA (in class)		Restorative behaviour questions What happened? What were you thinking/feeling? Who has been affected? How? What could we do to put this right? What could you do differently next time/how could we help you next time? End with positive shared experience (e.g. that was a great goal you scored at break/ You were resilient in Maths today)
Restorative behaviour conversation with teacher (2 minutes break time or lunchtime)		
Mentoring behaviour conversation (10 minutes at lunch) with person in charge at lunch	Listen Ask Questions Check understanding Summarise	Mentoring behaviour questions What happened? What did you try? What worked? Why do you think that didn't help/work? Where do we go from here?
Mentoring behaviour **meeting** with parent, teacher & pupil (Behaviour support plan)		
Mentoring behaviour conversation with Behaviour Lead (Individual)		
Mentoring behaviour **meeting** with SLT (with parent present)		

Appendix B – Classroom approaches & Pastoral Support
Below is a list of some strategies and pastoral support options which should be used as part of the stepped approach.

- Individual prompts/reward chart/individual timetable
- Calm corner
- Zones of regulation
- Movement/Brain breaks
- Sensory Circuit
- Regulation Plan
- Behaviour Plan

Behaviour Policy Appendix C – Procedures for Child on Child abuse

Safeguarding Handbook for Schools

***PART FOUR: RESPONSE TO REPORTS**

See also KCSIE Part 5

REPORT RECEIVED
(from the victim or third-party)
[Onsite, offsite or online]

Definitions

Sexual Violence
Rape
Assault by penetration
Sexual assault

Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Victim reassured

- taken seriously and kept safe; and never be given an impression they are creating a problem
- confidentiality not promised
- listen to victim, non-judgementally
- record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 62)
- parents of victim informed, unless this would put victim at greater risk.

Anonymity

Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

Record-keeping
Remember, to record all concerns, discussions, decisions and reasons for decisions.

Considerations
(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)
Immediately: Consider how to support the victim and the alleged perpetrator

- wishes of the victim
- nature of the alleged incident
- ages of the children
- development stage of the child
- any power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risks to victim or others
- other related issues and wider context (eg. CSE)

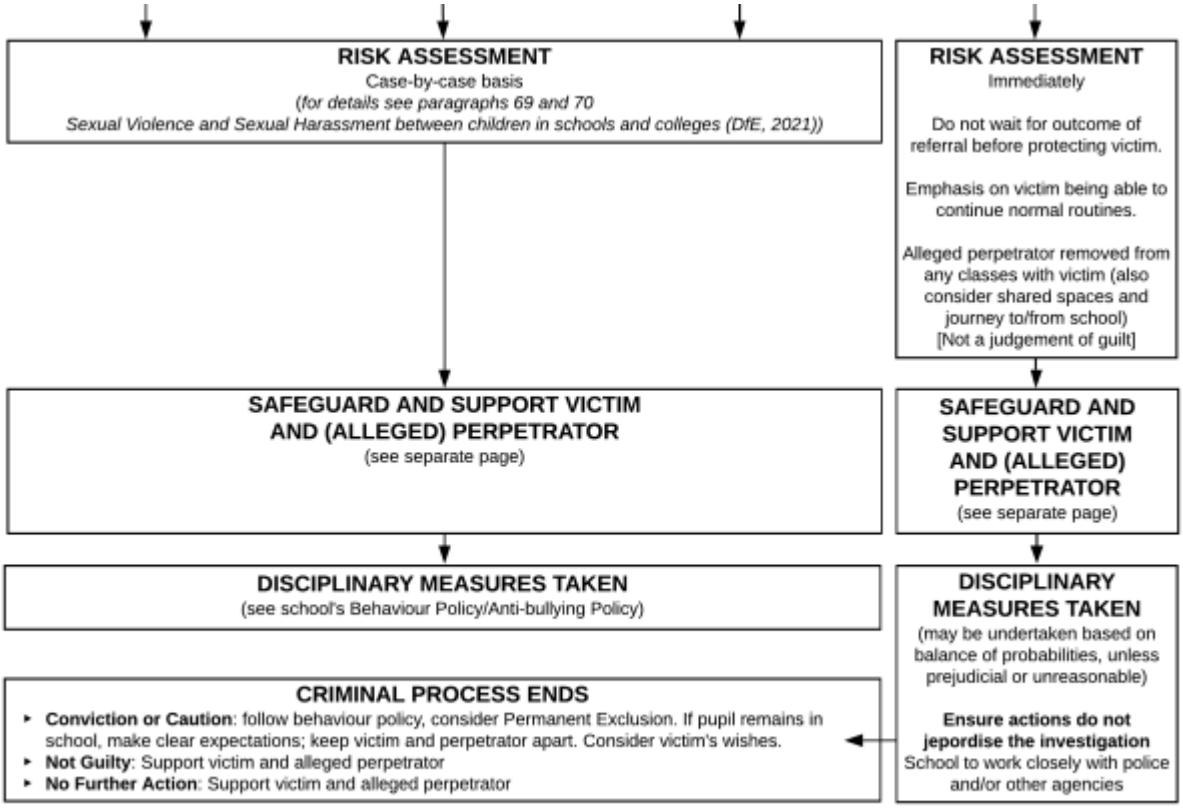
MANAGE INTERNALLY
One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.

EARLY HELP
Non-violent Harmful Sexual Behaviours
(see Harmful Sexual Behaviours Framework (NSPCC))

REFER TO SOCIAL CARE
All incidents where a child has been harmed, is at risk of harm or is in immediate danger.

Social Care staff will decide next steps. Be ready to escalate if necessary.

REFER TO POLICE
All incidents of rape, assault by penetration or sexual assault.
(incl. if perpetrator is 10 or under)
Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.



Source:
**Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021)*

SVSH Flow Chart for Schools 2021 v.1.0