Our Lady of Victories Catholic Primary School

Behaviour Policy

Our Mission Statement

We are committed to developing a diverse community of excellence driven by the values of love, forgiveness, trust and acceptance. With Christ at the centre of all learning we will inspire every individual to have the confidence to develop their unique potential and be a responsible, effective member of society. We offer a school that is: safe, creative and exciting. Together, we will achieve in God's love.

Achieving Together in God's Love.

Date of issue	Review date	Date ratified by Governing body
September 2026	September 2027	September 2026

Our Vision and Ethos

At Our Lady of Victories Catholic Primary School, our approach to behaviour is rooted in Gospel values. We are a nurturing, inclusive community where every child is valued and encouraged to “IAchieve Together in God’s love.”

We believe that good behaviour is learned through:

- Clear expectations
- Positive role models
- Consistent routines
- Strong relationships

We aim to help children develop self-discipline, take responsibility for their actions, and show respect, kindness, and compassion to everyone – just as Jesus did.

Legal Framework

This policy is based on current legislation and statutory guidance, including:

• Education Acts 1996, 2002 and 2006
• Equality Act 2010
• Children and Families Act 2014
• Special Educational Needs and Disability Regulations 2014
• *Keeping Children Safe in Education 2026*
• *Working Together to Safeguard Children 2026*
• DfE *Behaviour in Schools: Advice for Headteachers and School Staff* (2024)
• DfE *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement* (2026)
• DfE *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (2015, as amended)
• DfE *Restrictive Interventions, including the Use of Reasonable Force, in Schools* (2026)
• Human Rights Act 1998
• Education (Independent School Standards) Regulations 2014, where applicable.

It should be read alongside the school’s Safeguarding and SEND policies and the Blessed Christopher Wharton Catholic Academy Trust’s Anti-bullying, Exclusion, and Restrictive Interventions and Use of Reasonable Force policies.

Our Approach to Behaviour

We promote positive behaviour through:

- Gospel values and virtues
- Building strong positive relationships between Pupils, Parents and Staff.
- Consistent expectations across school
- Restorative Practices
- Regulation backpacks from The Good Morning Club
- My Happy Mind programme - to build resilience, emotional literacy, mindfulness, and wellbeing
- Sensory Circuits - to help children regulate energy, focus, and emotions before learning
- Class conflict resolution strategies
- Positive reinforcement and praise
- Clear, fair consequences
- Strong communication with parents

De-escalation and Nurturing Classrooms

We focus on creating calm, nurturing classrooms that reduce the likelihood of escalation.

Staff use strategies such as:

- Calm, clear instructions and tone of voice
- Positive reinforcement
- Scriptive sentences
- Offering choices and reflection time in calm corners
- Supporting children to self-regulate using emotional backpacks and My Happy Mind techniques and Sensory Circuits.

Classrooms are designed to promote focus, independence, and co-operation. By building strong relationships and modelling respect, we create a space where all children feel safe, valued, and ready to learn.

Expectations For Everyone

- Show respect, kindness, and good manners
- Listen carefully and follow instructions
- Work hard and allow others to learn
- Take care of the school environment

For Children

- Take responsibility for their behaviour
- Wear uniform with pride
- Look after property and resources
- Follow school rules in class, at break and lunch times, and on school visits

For Staff

- Be positive role models
- Be consistent, calm, and fair
- Build strong relationships with children
- Adapt approaches to meet individual needs
- Communicate regularly with parents

For Parents

- Support school expectations and values
- Communicate concerns promptly
- Work in partnership with staff
- Reinforce positive behaviour at home
- Follow the Trust's Parents, Visitors and Carers Code of Conduct Policy

Rewards

We actively recognise and celebrate positive behaviour and effort through:

- Regular praise – verbal or written
- Stickers
- Virtue or Star of the week certificates
- Headteachers Pupil of the week Award
- Sharing work with others – peers, staff, parents (e.g., in class or Celebration Worship)
- House Points (whole-school system)
- Communication with parents (in person, phone, or Arbor)

Consequences

Most low-level behaviour will be addressed by the class teacher.

We use clear and consistent steps to address low-level inappropriate behaviour.

All consequences focus on the behaviour, not the child.

Examples of Inappropriate Behaviour

- Calling out or disrupting learning
- Not following instructions
- Running or unsafe behaviour
- Misuse of equipment or environment

Step-by-Step Approach

1. Gentle reminder – Clear explanation of expected behaviour

2. Warning – Clear consequence explained

3. Reflection time and consequence – Loss of part of break/lunch time or loss of a privilege or responsibility to reflect or complete work.

4. Escalation – if the behaviour persists, SLT (phase leads) will become involved.

Clear consequences will be explained.

Behaviour will be logged onto CPOMs and parents will be contacted. Where appropriate, children are supported to reflect on their choices and consider how these have affected themselves and others, with guidance provided to help them make more positive decisions in the future.

At Stages 1 – 3, staff may offer the child some time away from a situation to help them regulate their behaviour, e.g.emotional backpack or My Happy Mind techniques or a Sensory Circuit.

Restorative Approach -

- Make sure everyone is regulated including the adult.This can be done on their own or by co regulation with an adult.
- Ask What Happened?
- What were you thinking and feeling?
- Who has been affected?
- What can you do to make things better? To repair
- What could you do differently next time?

There may be a natural consequence or a given consequence but there also may not need to be one if the incident has been repaired.

Children may repair in their own way by drawing a picture, high five, or hand shake, saying sorry, cleaning or tidying if they have thrown items or made a mess. This means more when it is their choice.

In some cases children can be so dysregulated that the other parts of this conversation may happen hours or even a day later. For these children a deregulation Plan needs to be put in place by the class teacher with the support of the phase leader.

Parallel positive track:

- Praise good choices at all stages
- Reinforce virtues, Gospel values and wellbeing strategies (The good morning Club resources, My Happy Mind, Sensory Circuits)
- Communicate achievements to parents

Lunchtimes and Lunchtime Supervisors

Lunchtime is an important part of the school day, and our staff ensure it is safe, calm, and nurturing. Lunchtime Supervisors (LSAs) are responsible for:

- Promoting the school's Christian values and behaviour expectations
- Supervising children in the dining hall, playground, and other communal areas
- Using the same positive reinforcement, consequences, and escalation procedures as classroom staff.
- Supporting children to use emotional regulation, My Happy Mind, and Sensory Circuits to manage emotions and behaviour.

- Communicating any incidents or concerns to class teachers (or SLT if needed) Children are encouraged to take responsibility for their own behaviour at lunchtimes, showing respect to supervisors and peers. Persistent or serious incidents during lunchtime follow the same escalation pathway as classroom behaviour.

Escalation Pathway

- Class Teacher: handles low-level classroom or playground incidents.
- Phase Leader/SLT: handles persistent/disruptive behaviour or more serious behaviour.
- Head of School: manages serious or repeated behaviour.
- Executive Headteacher or Head of School: manages extreme/high-risk behaviour (bullying, racism, aggression, theft, endangering safety).

We follow the Blessed Christopher Wharton Trust Suspensions and exclusions policy. This can be found on the school web site.

Serious Behaviour incidents include:

- Physical violence or aggression towards pupils, staff or visitors, including hitting, kicking, punching, biting, spitting or deliberately causing injury.
- Threatening or intimidating behaviour, including serious threats of violence or harm.
- Bullying, including persistent physical, verbal, relational or online bullying.
- Discriminatory or prejudicial behaviour, including racist, homophobic, biphobic, transphobic, sexist or disability-related abuse.
- Sexualised behaviour or sexual harassment, including inappropriate touching, sexual comments, gestures, sharing sexualised material or other harmful sexual behaviour.
- Deliberate and serious damage to property, including significant damage to school property or another person's belongings.
- Bringing prohibited or dangerous items into school, or using an item in a way that could cause harm.
- Serious disruption, including behaviour that significantly prevents teaching and learning or creates a serious risk to the safety or wellbeing of others.
- Leaving the school premises or designated area without permission, particularly where this creates a safeguarding or safety risk.
- Persistent defiance or refusal to follow reasonable instructions, where behaviour is repeated, significant and has not improved following appropriate support and intervention.
- Abusive, threatening or seriously inappropriate language or gestures directed towards pupils, staff or visitors.
- Theft or deliberate damage to another person's property.

- Online or digital abuse, including using devices, messaging or social media to threaten, bully, harass or humiliate others.
- Behaviour that places another person at significant risk of harm, even where no injury occurs.
- Repeated or persistent breaches of the school's behaviour expectations where previous interventions and support have not resulted in improvement.

Age, developmental stage, SEND and individual circumstances including for those children at risk at home will be considered when assessing the seriousness of an incident and deciding the appropriate response or consequence. De- escalation plans and learning plans will help support the behaviour of children with additional needs who may need more time to regulate themselves.

Bullying is not tolerated at Our Lady of Victories.

It is defined as behaviour that is:

- Repeated
- Intentional
- Hurtful (physically or emotionally)

We investigate promptly, support all involved, record incidents, and involve parents. Cyberbullying, racism, and sexual harassment are treated seriously. Children are encouraged to speak to a trusted adult if they are worried.

Safeguarding and Behaviour Behaviour is closely linked to safeguarding.

- All concerns are recorded appropriately
- Staff always follow safeguarding procedures
- External agencies may be involved where needed Special Educational Needs (SEND) We recognise that some children need additional support with behaviour.
- Adjustments are made where appropriate
- Individual plans may be used and/or a risk assessment
- The SENDCO works closely with staff and parents
- Expectations remain high, with appropriate support in place

Positive Handling and Restrictive Interventions

The school follows current DfE guidance on *Restrictive Interventions, including the Use of Reasonable Force, in Schools* (2026).

Restrictive interventions will only be used as a last resort where necessary to prevent injury, serious damage to property, criminal offences or serious disruption. Any physical intervention must be **necessary, proportionate and reasonable**, using the minimum force required for the shortest possible time.

Staff will prioritise positive behaviour strategies, de-escalation and other non-restrictive approaches. The individual needs of pupils, including SEND and disability, will be considered.

Any use of restrictive intervention will be recorded, reported and reviewed in line with the school's policy and current statutory guidance.

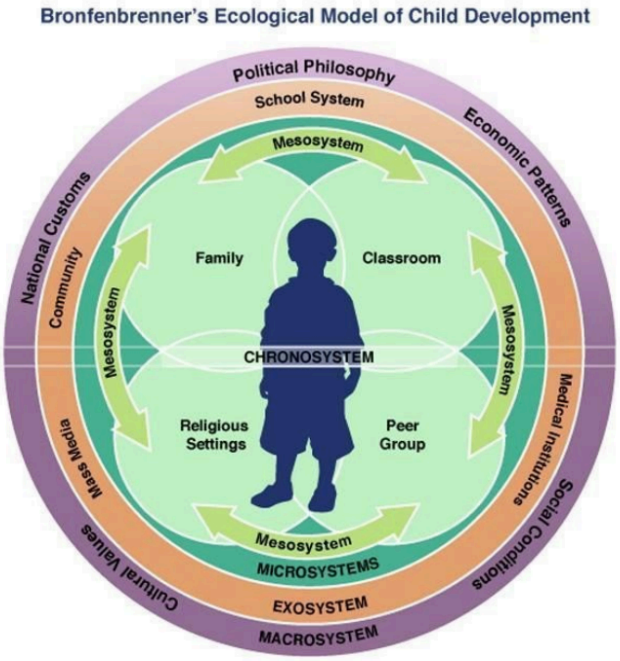
At Our Lady of Victories, we believe that every child can succeed. Through strong relationships, clear expectations, and a shared commitment to Gospel values, we create a school where everyone can flourish.

Date reviewed by Academy Council: September 2027 To be reviewed: September 2028

1: Bronfenbrenner's Ecological model of child development

Appendix

Children's needs must be understood within the contexts or environments in which they develop e.g. their family, school and community.



Appendix 2: Maslow's Hierarchy of Need



Appendix 4: Emotion Coaching

Emotion Coaching is a practical, evidence-based, relational approach grounded in neuroscience, which develops children's self-regulation skills. It involves regulating emotions through healthy relationships and promotes healthy brain development while dealing with behaviour in the moment. It provides a clear model for connecting feeling, thinking and behaving.

Four Steps of Emotion Coaching (Emotion Coaching UK)

'Connection Before Correction'

Recognise the child's feelings and empathise with them	• Recognising, empathising, soothing to calm • e.g. 'I can see you are upset; I'm here'.
Labelling feelings and validating them	• e.g. 'Sounds like you might be feeling angry about that'. I might be feeling angry too if that had happened to me.'
Setting limits on behaviour	• If needed • e.g. 'We can't always get what we want'.
Problem-Solving	• With the young person • e.g. 'We can sort this out'.

Appendix 5: Team Teach trained staff

J. Devlin
V. Earley
A. Harper
R. Los
K. Mitchell
R Peers