

Pope Paul Catholic Primary School

'Learning in the Light of Christ'



BEHAVIOUR POLICY

Mission Prayer

***We believe that we are all God's work of art.
We strive to respect and care for each other
And to use our talents to do our best, to build a better world.
By doing this, we are:***

'Learning in the Light of Christ.'

Amen.



BEHAVIOUR POLICY

February 2026



Pope Paul Catholic School

'Learning in the Light of Christ'

Validation grid

Title	Behaviour Policy
Author	Liz Heymoz
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Target Audience	All stakeholders
Stake holders consulted	All staff, governors and parents
Curriculum / non curricular	Non-Curriculum
Associated Policies / Documents	Anti -bullying Policy; Dealing with Racist Incidents Policy. Esafety Policy Child Protection Policy. Keeping Children safe in education
New Policy or Review of existing policy.	Review
Date of Submission	February 2026
Date for Review	February 2027
Date ratified by Governors	10 th February 2026

Signed*L Heymoz*..... Headteacher

Signed..... Chair of Governors

1 Rationale

This policy outlines the ways in which the school strives to ensure that the Mission Prayer is lived out in our community and how it promotes prosocial behaviour and relationships between all members of our school community.

Pope Paul School follows the Therapeutic Thinking Hertfordshire Steps approach which is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Therapeutic Thinking Steps approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer.

The Therapeutic Thinking Steps approach is based on the following principles:

- shared focus on inclusion of all children and young people within their educational settings
- a shared set of values and beliefs
- open and shared communication
- a shared commitment to diversion and de-escalation
- shared risk management
- shared reparation, reflection and restoration

2 Aims

2.1 We are a caring, Christian community and we aim to provide an environment where everyone feels happy, safe and secure. The primary aim of this policy is for every member of our school community to feel valued and respected and for each person to be treated fairly.

2.2 The procedures are primarily the means of promoting good relationships and positive behaviour choices which echo the underlying values of our Mission Prayer. These values are: respect, care for others, using our talents and trying our best.

Our aims are that:

- Every member of the school community behaves in a considerate way towards others.
- Every member of the school community is treated fairly.
- We provide a safe and secure learning environment in which children thrive and are helped to be prosocial, responsible, resilient and increasingly independent members of the school community.
- We focus on promoting prosocial behaviour, rather than deterring unacceptable behaviour. However, we aim to teach children that disturbing teaching and learning is not acceptable.
- Children learn to reflect on how their behaviour impacts upon others around them, both in a positive and in a negative way.
- Children come to make positive choices about behaviour in a range of contexts and circumstances.

- The procedures for both promoting positive behaviour and dealing with unacceptable behaviour are applied in a consistent manner.
- We work with individuals and groups of children, and their parents, to change behaviour patterns, where necessary.
- We promote reconciliation in line with our commitment to the Gospel values.

3 A Whole School Approach

All adults in the school community are expected to implement this policy consistently. There is an emphasis on teaching internal discipline and on care and control. We use positive language with pupils. For example, we would try not to say, 'Stop fiddling with that pen'. Rather we might say, 'It is time to start your learning'. We also give children limited choices when meeting resistance to instructions.

3.1

Promoting Positive behaviour :

- Each classroom has the Mission Prayer Values prominently displayed. Anyone who interrupts the teaching and learning in class is asked to reflect on the mission value that they should be following. Pupils may spend time at break or lunch working with teachers to understand how their behaviour has affected others and reflecting on the choices that they have made.
- Positive behaviour is rewarded
- Adults on duty on the playground are given information by class teachers/classroom LSAs regarding issues they need to be aware of.
- Adults should encourage positive play and ensure all pupils follow the playground rules, to ensure a safe and happy playtime for all.
- The adults on duty during break times deal with any incidents, in the first place. They listen to both side of any conflict and ask the children to reflect on their behaviour.
- They inform the class teacher of any incidents and the class teacher will decide if it needs to be taken further (e.g Headteacher and or parents informed).
- For more serious incidents of challenging behaviour (e.g. fighting), the adult on duty may feel it is necessary to remove the child from the playground and send them straight to a senior leader.

3.2

Rewards

- Via the house system, house points can be awarded for good behaviour and consistently good attitude and effort in learning. House points are given and pupils physically add them to the House point counter system. The house that wins over the term has an additional playtime at the start of the next term, or before the end of the Summer Term.
- Gold Awards: each week, class teachers nominate one or two children who have been exemplary models of positive behaviour during the week. The teacher identifies which of the four key mission values the child has demonstrated and writes a short explanation on the certificate. The children receive a certificate at the celebration assembly at the end of each week and their names are published on the newsletter.

- Headteacher's Award: this works in a similar way to the Gold Awards and is based on the same values. Teachers and other members of staff send children to the Headteacher for a special award for exceptional behaviour, effort or work. The children's names are recorded in a special book by the Headteacher. Teachers issue a special sticker when they nominate a child for the Headteacher's Award. The awards are given out and recorded in the same way as the Gold Awards
- In addition, each class teacher may have their own class behaviour strategy. This may include Star of the day, golden tie, star of the week.

3.3 Consequences:

- All incidents of unacceptable behaviour are taken seriously. We strive to ensure that every incident is dealt with fairly, with due respect to all concerned. We ensure that everyone involved has an opportunity to put forward their version of events and seek to verify the situation through witnesses, when possible. Parents are always informed of unacceptable behaviour and we work in partnership with them to support their children.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrence of such behaviour. All racist bullying or racist incidents are dealt with in line with our Anti- Bullying and Anti- Racism Policies. Whilst it is very difficult to eradicate bullying fully, we do everything in our power to ensure that all children attend school free from fear.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Section 93 of the Education and Inspections Act 2006 and in the *DCSF Use of Force Guidance*.
- All staff have received Herts Steps Behaviour Strategy training. Two members of staff complete annual Steps Trainers update training.

4 The Role of the Class Teacher and Support Staff

- All staff must maintain consistently high expectations of the children's behaviour and strive to ensure that the Mission Prayer is lived out in school.
- It is the responsibility of all our staff to ensure that they promote positive learning behaviour at all times.
- All staff must treat each child fairly and apply the school behaviour policy.
- Teachers should celebrate positive behaviour with parents as well as inform them of inappropriate behaviour. They must engage promptly with parents regarding any significant unacceptable behaviour from a child and endeavour to work with parents to help the child reflect on their behaviour, so that they can learn how to make good choices in the future.
- We acknowledge that the whole school approach may not work at times for some pupils who are experiencing difficulty in complying with school rules and expectations. The class teacher has a responsibility to refer such children to the SENCo.

- It is the class teacher's responsibility to liaise with any external professionals working to support a child or group of children. They must take account of advice received from external specialists when devising behaviour targets and ensure that targets and behaviour strategies are shared with support staff and other adults working with that child or group.
- During parent consultation evenings and in the written annual report, the class teacher should draw parents' attention to any positive behaviour awards their child has received.

5 The Role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- All records of serious incidents of misbehaviour are logged on our Arbor system by the member of staff who initially dealt with the incident and are passed on to the headteacher.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

6 The Role of Parents

- The Mission Prayer is shared with parents and we seek to work with parents in mutual co-operation to support their child.
- We encourage parents to inform the school when issues at home arise that may affect a child's behaviour (e.g. family illness or a change in employment etc.)
- We acknowledge that parents are the first educators of their children and so provide many opportunities to develop the partnership we have with our parents. Should parents have any concerns about how matters have been handled they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. In the unlikely event that there is still a concern, the parents may then write to the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- We encourage parents to read and support the Home School Agreement

7 The Role of Governors

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

- Only the Headteacher (or the acting Headteacher) can exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.
- If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the Governing Body about any permanent or fixed-term exclusions in any one term.
- The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- When an appeals panel meets to consider an exclusion they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

9 Monitoring and Review

- The Headteacher monitors the effectiveness of this policy on a regular basis. They also reports to the Governing Body regarding the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps records of behaviour incidents on Arbor. Midday supervisors liaise with class teachers regarding any minor incidents on the playground. Any more serious behaviour is referred to the Headteacher or other Senior Leader.

- The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.
- In reviewing the policy, the Headteacher and governors will take into account of feedback from pupils and parents.

10 Reasonable Adjustments for Children with Additional Needs

- Where a pupil has an identified additional need or an EHCP, the school will make reasonable adjustments within the behaviour management system. The adjustments that need to be made will be agreed as soon as possible after a child joins the school and may take into account information from previous settings, staff and parents. These will be reviewed on a twice yearly basis.
- Pupils in this bracket are not exempt from the school behaviour system and they and their parents should expect that a similar set of rules is applied.
- Where the school (and in partnership with parents) have agreed a set of protocols regarding the pupil, these will be communicated to all staff to help support the behaviour of the pupil.
- Staff will make reasonable adjustments in their classrooms and around the school site to accommodate the child's needs.
- These adjustments may include, but will not be limited to: time out, small group teaching, link staff, forward planning with the child before entering class, modified seating plans.
- Where pupils with additional needs demonstrate behaviour that is repeatedly difficult or dangerous to themselves or others, despite the intervention of staff and agreed approaches, the pupil will then be subject to the behaviour policy as per other children. An adapted approach for each child with additional needs will be used where possible.
- When a pupil with additional needs is removed from a classroom, they will be taken to an available free space. The professional judgement of the staff will determine whether the child returns to class or not.
Where there are patterns of challenging behaviour emerging, the school will communicate these to parents to inform them and design an agreed approach of how to move forward successfully.
- The school will carry out a reflection session with the pupil before they return to class, in an attempt to allow the child to understand the impact of their behaviours and how we can work together to restore a positive attitude.
- Some pupils may need extra behavioural support during unstructured times of day. Pupils may also meet less familiar adults who are supervising behaviour at these times. We will try to mitigate for this by communicating relevant information to staff and also to give the pupil strategies to cope with such situations. There may also be the need to planned activities away from the playground.
- Should it be deemed necessary, a risk reduction plan will be in place for students who demonstrate challenging or dangerous behaviour.

- Pupils with additional needs will be subject to suspensions/exclusions where reasonable adjustments have already been made.
- The school may identify alternative procedures for these events and ensure this is communicated to parents and the child.