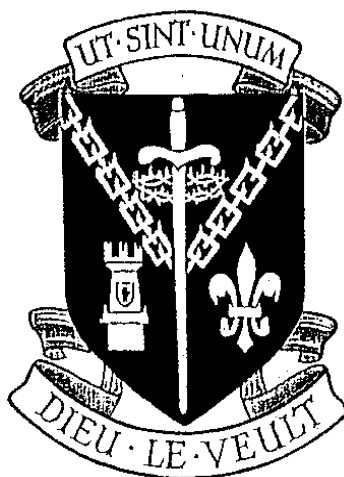


St Louis Catholic Primary School

"We work together, we pray together, we grow together"



Behaviour Policy

Approved by: Local Academy Committee

Date: September 2025

Review: September 2026

"Good behaviour is a necessary condition for effective teaching to take place."

(Education Observed 5 - DES 1987)

"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you."

(Ephesians 4:32)

At St Louis Catholic Primary School, we are a caring and supportive community and as a Catholic school our values are based on those of the Gospel and the example of Jesus: respect and love for one another and an ability to forgive. In accordance with our mission statement, St Louis is a place where *"we work together, we pray together, we grow together"*.

Our Aims and Expectations

- Living out the Gospel values in every aspect of school life.
- Fostering an atmosphere that is calm, focused, and happy for all.
- Building positive and caring relationships, where every achievement, big or small, is recognised and celebrated.
- Develop independence and self-discipline, helping each child take responsibility for their behaviour.
- Setting clear expectations for behaviour to guarantee a safe environment for everyone.
- Ensuring our approach to behaviour is consistent throughout the school, working hand-in-hand with our families.

St Louis Catholic Primary School is committed to creating a school community where exemplary behaviour is at the heart of productive learning. Everyone, staff, children and parents alike, are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and encourage others to do the same. Our behaviour policy guides staff to teach pupils self-discipline.

The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy in a consistent way.

The school rewards good behaviour, as it believes this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour in line with the school ABC values (Ambitious, Brave and Caring), rather than merely deter anti-social behaviour.

The school does not tolerate bullying of any kind and has a separate Anti-Bullying Policy.

Definitions

Inappropriate behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious inappropriate behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism, Theft or Fighting
- Racist, sexist, homophobic or discriminatory behaviour

Children's responsibilities

- Pupils should behave in a way that causes no harm to others. This means not saying or doing things that are hurtful or offensive
- Pupils should not damage property, nor harm the reputation of the school. This applies to school visits and/or when representing the school at events.
- Pupils should listen carefully to all school staff and speak to them politely and with respect.
- Pupils should display good learning habits at all times, not distracting or annoying others but showing courtesy and consideration to all.
- Pupils should behave in the 'online world' as they are expected to behave in the 'real world'.
- Pupils should wear full school uniform with pride and be appropriately dressed for all school activities
- Pupils should move calmly and safely around the school.
- Pupils must not leave the classroom or school premises during the day without permission.
- Pupils agree to abide by the behaviour policy of the school.

Staff responsibilities

- Meet and greet at the door/gate
- Form positive relationships with children and parents
- Be a presence and a role model at all times within the school building
- Refer to our school values at every opportunity (Ambitious, Brave and Caring) and CST and our Mission Statement
- Model positive behaviours
- Plan lessons/sessions that engage, challenge and meet the needs of all children
- Use stamps and stickers to reward behaviour
- Be calm and give appropriate time when dealing with incidents. Prevention strategies before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with children
- Use the agreed script when dealing with misbehaviours

- Never ignore or walk past children who are not meeting behaviour expectations.

Parent responsibilities

- Make children aware of appropriate behaviour in all situations
- Encourage independence and self-discipline
- Show an interest in all that their child does in school
- Foster good relationships with staff at school
- Support the school in the implementation of this policy
- To be aware of the school expectations for behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

The code of conduct is shared with all pupils and their parents when they join the school. They are expected to sign it and abide by it at all times.

We believe in fairness and an approach that celebrates difference. Fairness at St Louis does not mean everyone getting the same thing, but everyone getting what they need to be successful – equity rather than equality.

We believe that behaviour expectations begin the very first moment children are with us—from the second they enter our school site until they are safely home at the end of the day. Therefore, staff play an active role in ensuring behaviour across the school is consistently monitored, and appropriate interventions are used where necessary. It is particularly important to maintain consistency: all staff should expect movement through the school to be safe and calm, that doors are held open for one another, and that greetings are reciprocated, alongside other basic expectations that promote respect and responsibility.

Expectations of Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders will:

- Take time to welcome children at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing children with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy or practice
- Regularly review provision for children who fall beyond the range of written policies
- Ensure behaviour policy and practice form part of all new staff induction

Encouraging Good Behaviour for Learning

Encouraging good behaviour within the classroom is vital for creating a thriving learning environment. It's about teaching children self-discipline, respect, and cooperation, which are key to effective learning. By setting clear expectations, consistently praising positive choices, and modelling good conduct, we empower children to take responsibility for their actions. This builds a calm, safe, and supportive atmosphere where pupils feel secure to engage fully in lessons, build strong relationships, and ultimately, reach their full potential.

Our primary aim is to engage children with their learning activities in school. For the vast majority of our children a gentle reminder of our expectations is all that is needed.

We will always seek to praise the behaviour that we want to see. We aim not to give attention to poor behaviour and therefore not reward attention seeking behaviours.

Alongside the code of conduct, pupils and their teachers revisit the Learning Charter (see appendix 1) and in EYFS/KS1 a Class charter at the beginning of the academic year. With support from their teachers' classes will add 2 rules to personalise rules for their class. These are then signed by all individuals and displayed in the classrooms.

EYFS and KS1	KS2
<p>Our Learning Charter in classrooms</p> <p>Class charter is used to promote good routines for cloakroom, toilet, snack times, lining up and transition periods.</p> <p>5 mins before end of play a single bell rings- this is to prompt the children to tidy equipment away.</p> <p>At the end of breaktimes</p> <p>Bell 1: Children stand still Bell 2: Move quickly and safely into line Bell 3: Stop talking</p> <p>Lining up in alphabetical order (teacher can place certain individual where they see fit)</p>	<p>Our Learning Charter in classrooms</p> <p>5 mins before end of play a single bell rings- this is to prompt the children to tidy equipment away.</p> <p>At the end of breaktimes</p> <p>Bell 1: Children stand still Bell 2: Move quickly and safely into line Bell 3: Stop talking</p> <p>Lining up in alphabetical order (teacher can place certain individual where they see fit)</p>

Early Years

In the Early Years Foundation Stage, positive behaviour is encouraged through a nurturing, play-based approach that supports children's social and emotional development. Staff model respectful, kind, and cooperative interactions, helping children to understand expectations and boundaries in a safe and consistent environment. Behaviour is managed using age-appropriate strategies, such as praise, distraction, and clear routines, with an emphasis on teaching children how to express their feelings, take turns, and resolve conflicts. The focus is on building secure relationships and promoting self-regulation, resilience, and empathy from the earliest stages of learning. Children are also supported in understanding that their actions have consequences. While strategies are adapted to suit their developmental stage, the principles of the whole school behaviour policy apply, ensuring consistency and fairness across the school.

Rewarding Positive Behaviour Choices

The use of praise is key to developing a positive atmosphere in the classroom and around the school. It supports the development of positive relationships including those with children who are the hardest to reach. Although there are tiered awards, staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The following rewards are used school-wide:

- Verbal praise – ongoing and daily
- Visible rewards – stickers, merits, stamps and charts
- ABC value boards in the classroom
- Positive notes, messages/phone calls home
- Visits to other classes, and senior staff
- Pupil of the Week
- Completion of merit cards leading to award certificates and badges
- ABC stamps when children are showing values

Managing Poor behaviour

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of privileges or disapproval, is a powerful sanction. Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to members of the Senior Leadership Team, emails to parents and, ultimately and in the last resort, exclusion (following STCATS Exclusions Policy).

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

We have adopted a range of responses for dealing with inappropriate behaviour which we have categorised according to the nature of the intervention. Each 'step' is designed to give children the opportunity to rethink their behaviour and make positive choices, in line with our school values.

Steps of intervention are applied flexibly to consider the needs and behaviours of each child.

Throughout our approach to responding to poor behaviour choices, our aim is to de-escalate; always giving children time and space to make good choices in a calm and considered manner. For this reason, we must avoid confrontation wherever possible.

Within the classroom we use a dot system to deal with low level behaviours. Everyone begins the day afresh as we believe everyday is a new day.

Prior to dots being given children are redirected with a gentle encouragement, a 'nudge' in the right direction- this is delivered privately wherever possible. If after a redirection has taken place and the child continues to display poor behaviour then we begin to follow the dots system as outlined below. This is visible and the adults within the classroom will not stop the learning it will be discreetly applied.

EYFS/ KS1	KS2
Redirection with gentle encouragement	Redirection with gentle encouragement
Dot 1- 3 mins off next break Dot 2- 5 mins off next break Dot 3- Time spent in another classroom for 10 mins and parents are informed. This is also logged on CPOMS.	Dot 1- 5 mins off next break Dot 2- 5 mins off next break and 10 mins in another classroom Dot 3- Time spent out in another classroom for 20 mins and parents are informed. This is also logged on CPOMS.

Any dots received remain on the board for the day and boards are cleared each day.

The above approach is used for low level behaviour within classrooms. There are other times when sanctions need to be applied for certain behaviours. The following table details this.

Behaviour	Sanction	Communication/ Action
<p><u>Level 1- In the classroom</u></p> <ul style="list-style-type: none"> • Wandering about • Calling out and interrupting in class • Interrupting/annoying other pupils • Ignoring instructions • Talking when class asked to be silent • Making silly noises or fidgeting • Pushing in line • Swinging on chairs • Throwing objects • Not following rules • Not on task • Writing on own or others' books • Damaging classroom equipment such as rulers and pencils 	<ol style="list-style-type: none"> 1. Redirection with reminder of good behaviour expected e.g. Please stop calling out and listen to me when I am talking 2. Complete dot sheet 	<p>No further action if child responds to redirection</p> <p>Consequences in line with the dots</p> <p>If a child receives 2 dots within a week, parents will be informed. This is communicated verbally at dismissal or by phone to parents and recorded on CPOMS.</p> <p>Teachers will ensure Orla Cooper (Behaviour Lead) is aware of any children receiving dots consistently.</p>
<p><u>Level 1- In the playground</u></p> <ul style="list-style-type: none"> • Challenge to authority, talking back, disrespectful comments • Rough play in the playground • Unkind behaviour- any action or words that make another child feel hurt, sad, excluded, or uncomfortable • Causing unintentional injury/ marks to another child (e.g. as a result of playing a game/sport) • Aggressive football play <p>Not following the school rules for the end of playtime Bell 1: Children stand still Bell 2: Move quickly and safely into line Bell 3: Stop talking</p>	<ol style="list-style-type: none"> 1. Redirection with reminder of good behaviour 2. If behaviour continues then: KS1- 3 mins on bench KS2- 5 minutes on bench 3. If behaviour continues child stands with an adult for duration of playtime. 	<p>No further action if child responds to redirection</p> <p>Consequences in line with the sanction</p> <p>Parents will be informed if their child had to spend their lunchtime with an adult.</p> <p>On CPOMS staff will record if a child had to have time on bench or had to spend time with an adult.</p>

<p><u>Level 2</u> Continuation of above and/or</p> <ul style="list-style-type: none"> • General refusal to do anything including classwork • Telling lies • Deliberate poor behaviour designed to shock/provoke a reaction • Damage to property • Causing intentional injury/ marks to another child (e.g. as a result of playing a game/sport) • Biting • Swearing reported by children • Unintentionally humiliating another child • Unacceptable language to include- threatening, racial, sexual, homophobic or discriminatory • Fighting • Throwing objects in temper e.g. pens, pencils, books • Leaving class without permission • Intentional spitting at someone • Inappropriate touching of bodies or clothing (self or others) 	<ol style="list-style-type: none"> 1. Assistant Head or EYFS Lead involvement 2. Behaviour reflection completed- (Appendix 2) 3. Sat outside the staffroom for age appropriate time 4. Repairing a relationship e.g apology/letters or 'community service' to the school by undertaking a job to help staff <p>When incident has happened for second time/ third time</p> <ol style="list-style-type: none"> 1. Sent to Deputy Head or Head Teacher- behaviour reflection completed- (Appendix 2) 2. Explain actions and how to avoid a repeat 3. Repairing a relationship e.g apology/letters or 'community service' to the school by undertaking a job to help staff 	<p>Consequences should take place as close to the incident as possible</p> <p>Parents will be informed verbally at this stage and the incident recorded on CPOMS</p> <p>Email is sent to parents to outline the behaviour and invite them for a meeting.</p> <p>Where a pattern of behaviour is emerging SENDCO to support class teacher with additional management strategies (record on APDR or /produce individual behaviour plan)</p>
<p><u>Level 3-</u> <i>3 or more incidents from above</i> -continuation and repeated behaviour as above and/or:</p> <ul style="list-style-type: none"> • Deliberately harming someone/intending to harm someone • Swearing that is admitted to/ heard by an adult 	<ol style="list-style-type: none"> 1. Head teacher informed 2. ½ day internal suspension for first offence: work is 	<p>Internal exclusion to be recorded on CPOMS</p>

<ul style="list-style-type: none"> • Assault- resulting in a serious injury • Pupil is possessing a serious risk to themselves and others • Peer on peer abuse including; Taking and/or sending sexually explicit photographs or messages via mobile phone or other media Use of explicit or inappropriate language/sexual gestures in relation to their age (or exposing others to) including sexual jokes, comments, remarks or taunting • Entering an occupied toilet cubicle or looking over/under an occupied cubicle door • Repeated harmful/offensive language- threatening, racial, sexual, homophobic or discriminatory • Repeated fighting • Repeated refusal to do set tasks • Disrespectful/ challenge to authority • Repeated Deliberate/repeated humiliation of another child • Stealing • Wilful damage to school/pupil's property • Serious verbal abuse to any staff or pupil • Vandalism • Extreme damage • Extreme violence • Leaving the school premises without permission • Deliberate physical aggression resulting in significant injury to another person 	<p>completed out of the classroom environment e.g. in the SEN meeting room, supervised by an adult. No contact with other children and no playtime permitted.</p> <p>Internal suspension in line with STCAT Exclusions policy.</p>	<p>Behaviour management plan agreed with child/parent/school</p> <p>Other agency advice sought eg SEN team/ CAMHS/ PRU</p> <p>Parents informed and letter sent stating reason for internal suspension.</p>
<p><u>Level 4-</u> Repeated instances of behaviour set out above</p>	<p>External suspension (fixed term): child is not permitted to come into school for the duration of the exclusion</p> <p>Permanent exclusion</p>	<p>Chair of Governors and Buckinghamshire Council informed</p> <p>Letter sent to parents stating reasons for exclusion and the dates it applies to</p>

		<p>Advice sought from Exclusions and Reintegration team</p> <p>Other agency advice sought eg SEN team/ CAMHS/ PRU</p>
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Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist, or from CAHMS or the PRU may be necessary.

All incidents at Level 2 and above are recorded on CPOMS (Behaviour) and reviewed on a weekly basis by Behaviour Lead. Only Level 1 that has involved a child having to stay after school or stay with an adult at lunch would be recorded.

Wherever possible, we observe the principle of 'public praise, private sanction'. We aim to de-escalate behavioural mistakes and avoid confrontation. We do not use the terms 'Level 1', 'Level 2' or 'Level 3' etc with the children, preferring to speak to them quietly about their behaviour whilst making it clear our behavioural expectations and potential sanctions.

Reparation meetings are infrequently formal; they are more often over a jigsaw puzzle/ Lego, whilst walking around the grounds or after reading a book or completing a task with a child. The adult behaviour is key during these meetings – they are restorative and relationship focussed and not punitive.

If the interventions described above are unsuccessful for any child in securing behaviour which is conducive to learning for that child and others, the SLT will support the class teacher to introduce strategies which are additional to those outlined above. These may include:

- A daily log book of behaviour
- Meetings with parents
- Formal written warnings
- Behaviour support plan
- Pastoral support plan including social story work
- Support from the behaviour support team
- Internal exclusion
- Suspension
- Permanent exclusion

Although usually a last resort, a suspension or exclusion will always be considered appropriate in cases of violence, aggression or threatening behaviour towards an adult in school. Please see STCAT Exclusions policy. Only the Headteacher has the authority to suspend or exclude a child.

Child-on-Child Abuse

The above sanctions are in place should incidents of child-on-child abuse occur. Measures to prevent such incidents occurring can be found in our Anti-Bullying Policy, as can support measures for the victims of the abuse and the perpetrator.

De-escalation

All staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what the behaviour of a child might be communicating. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

In line a de-escalation approach, staff follow a number of principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example
- Staff should always help children to try to reduce conflict and to avoid escalating any situation
- The importance of using a calm stance and de-escalation script in a conflict situation
- ‘Recovery time’ should be given for the child to calm down after an incident, after which time there should be an opportunity for a restorative conversation.
- The importance of being proactive in managing children’s behaviour i.e. trying to avoid situations which may cause conflict
- The importance of recording incidents and the harm caused by them

The following de-escalation script is a prepared script to that will be used when a child is trying to engage adults or others in conflict. The script all staff should use is:

- *Child’s name - I can see something has happened.*
- *I’m here to help.*
- *Talk and I’ll listen.*
- *Come with me and*

It is important that all staff use the same script, although it can be in a different order. The de-escalation script should be used repeatedly, with no variation from it, until the child has been persuaded to leave the situation and calm down.

As a school, we use the zones of regulation to allow children to identify when they are becoming agitated or need support to help them maintain a positive attitude. This is very much orientated towards a de-escalation approach. Our behaviour support plans, used when there is a need to have a more structured approach for certain children, are clearly aligned with this approach.

Children with Special Educational Needs or Disability (SEND)

For some children, often classified as having social, emotional, behavioural or mental health difficulties, the school will need to respond in a way that is additional to or different from other children in order to positively manage their behaviour.

For children with SEND, the school will always seek to make reasonable adjustments to ensure that their needs are met in school.

Children with SEND will be supported through individual plans, which may include one or more of the following:

- ‘Assess, Plan, Do, Review’ summary
- SEND Plan - Behaviour Improvement Plan
- Social Story
- Pastoral Support Plan

Working with Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school behaviour code in information packs for new parents, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should speak to a member of the Senior Leadership Team.

Suspensions and Permanent Exclusions

In some cases, for a serious breach of the school's code or for persistent disruptive behaviour, the school will consider a suspension or permanent exclusion. Alternatives to suspension/ exclusion will always be considered.

Only the headteacher has the power to 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. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, she 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 board. The school informs the parents how to make any such appeal.

The headteacher informs the Local Authority and the governing board about any permanent exclusion, and about any suspensions beyond five days in any one term.

The governing board itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

Parents have a legal responsibility, under Section 103 of the Education and Inspections Act 2006, to ensure that their child is not present in a public place without reasonable justification during the first five days of each and every fixed term or permanent exclusion. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice if they fail to do this. The pupil may also be removed from the public place by the police and taken to designated premises.

Physical Intervention and Reasonable Force

There are occasions when physical contact with a pupil is lawful, proper and necessary, for example to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms.

The school has a separate policy on the use of physical intervention and reasonable force.

Search for, and Confiscation of, Inappropriate Items

A member of staff may confiscate, retain or dispose of a pupil's property. The member of staff has no liability for damage to, or loss of, any confiscated items.

A member of staff has the power to search, without consent, for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Stolen items
- Fireworks
- Pornographic images
- Illegal drugs
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscated items will be returned to the child's parent unless the headteacher deems it necessary to refer the item to an external agency, such as the police.

Monitoring

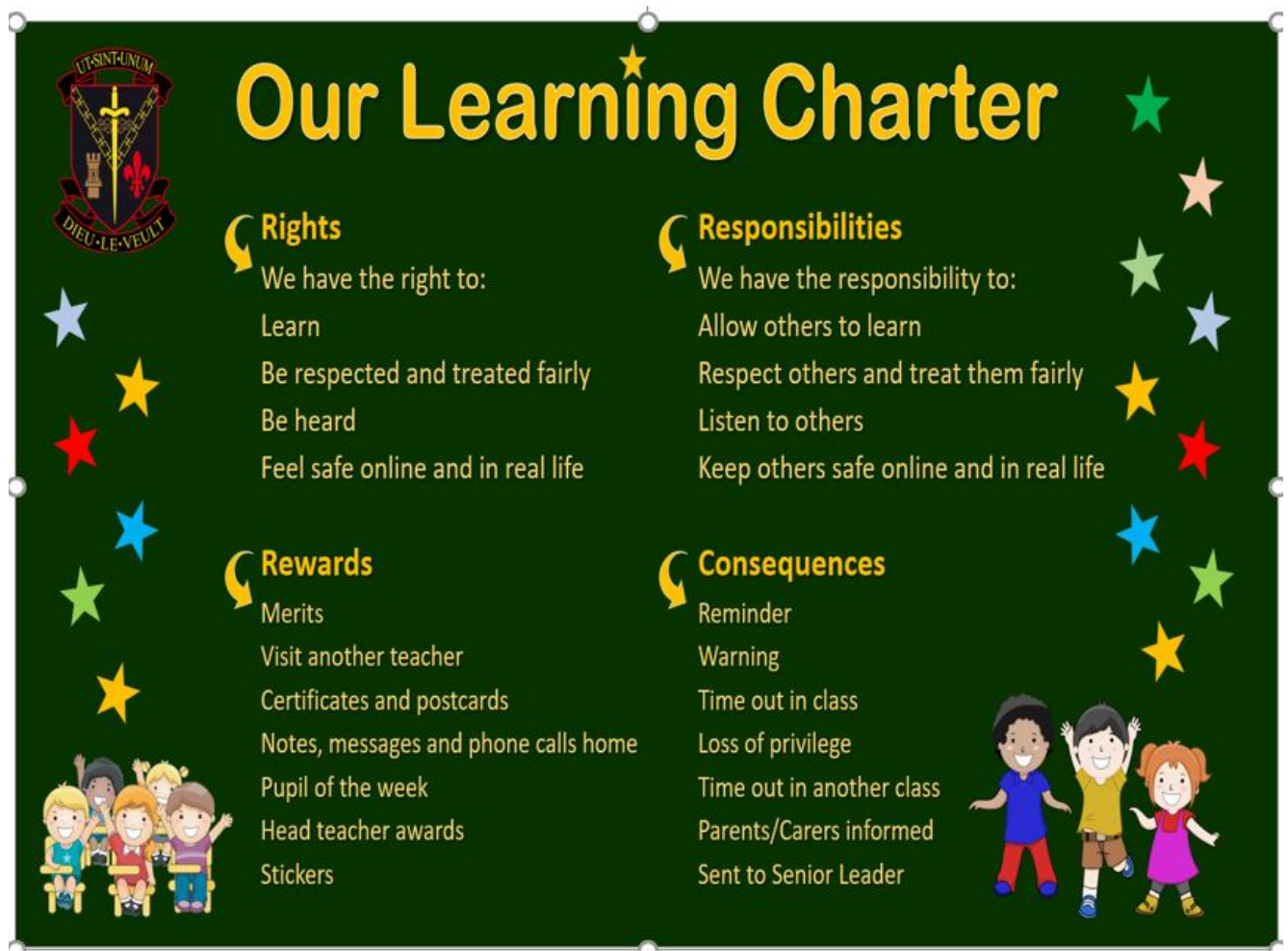
The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing board (local academy committee) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records those children who have had been responded to at Levels 2 or 3. And on occasions certain Level 1.

The headteacher keeps a record of any pupil who is suspended, or who is permanently excluded.


It is the responsibility of the governing board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Appendix 1



The poster is titled "Our Learning Charter" in large yellow letters on a dark green background. It features a school crest in the top left corner with the motto "UT-SINT-UNUM" and "DIEU-LE-VEULT". The content is organized into four sections: Rights, Responsibilities, Rewards, and Consequences. Each section is preceded by a yellow arrow icon. The poster is decorated with colorful stars and illustrations of children at the bottom corners.

Our Learning Charter



Rights

- We have the right to:
 - Learn
 - Be respected and treated fairly
 - Be heard
 - Feel safe online and in real life

Responsibilities



- We have the responsibility to:
 - Allow others to learn
 - Respect others and treat them fairly
 - Listen to others
 - Keep others safe online and in real life

Rewards

- Merits
- Visit another teacher
- Certificates and postcards
- Notes, messages and phone calls home
- Pupil of the week
- Head teacher awards
- Stickers

Consequences

- Reminder
- Warning
- Time out in class
- Loss of privilege
- Time out in another class
- Parents/Carers informed
- Sent to Senior Leader



Appendix 2



Behaviour Reflection

Name:

Class:

You have made a choice that you now need to stop and think about

What was my behaviour?

What were the reasons for my behaviour?

How did my behaviour affect others?

Who do I need to apologise to?

What do I need to do in the same situation next time?