PASTORAL AND POSITIVE BEHAVIOUR POLICY

2026–2027

"Learning, Living, Loving together in Christ."

Approval	Governing Body
Date approved	22.10.2026
Review	Autumn 2027

1. Our Catholic Ethos and Commitment

Our Lady and St Rose of Lima Catholic Primary School is a community in which each person is made in the image and likeness of God. Our mission, "Learning, Living, Loving together in Christ", and the Beatitudes shape the way we treat one another. We promote compassion, respect, reconciliation, justice and responsibility. Every pupil has the right to learn in a calm, safe and inclusive environment.

Positive behaviour is explicitly taught, modelled, recognised and supported. We combine high expectations with pastoral care, proportionate consequences and reasonable adjustments. We do not tolerate bullying, discrimination, sexual harassment, violence or intimidation. Safeguarding concerns always take precedence over ordinary behaviour processes.

2. Aims and Scope

- Establish clear, consistent expectations and routines across Nursery to Year 6, including breakfast and after-school provision, visits and school activities.
- Recognise and celebrate positive choices, effort, kindness, Catholic virtues and contributions to the community.
- Respond promptly, fairly and proportionately to behaviour, with appropriate support to prevent recurrence.
- Protect children from bullying, discrimination and child-on-child abuse, including online and off-site incidents that affect school life.
- Meet duties relating to safeguarding, SEND, disability, equality and pupil welfare; engage parents and carers as partners.

This policy applies to all pupils and is implemented by all staff. The school's lawful behaviour powers may extend to conduct outside school in the circumstances described in section 11.

3. Legislative and Guidance Framework

This policy is informed by the Education and Inspections Act 2006; Education Act 2002 safeguarding duties; Equality Act 2010; Children and Families Act 2014; SEND Code of Practice; and the current editions of DfE Behaviour in Schools, Keeping Children Safe in Education, Searching, Screening and Confiscation, Use of Reasonable Force, and Suspension and Permanent Exclusion guidance. The school will apply the latest statutory requirements if guidance changes during the policy year.

Read alongside the school's Safeguarding and Child Protection, Anti-Bullying, SEND, Online Safety, Mobile Phones and Smart Devices, Attendance, Suspension and Permanent Exclusion, Complaints, and Staff Code of Conduct policies. The Safeguarding and Child Protection Policy governs child protection decisions and referrals.

4. Responsibilities

- Governing Body: approves the written statement of behaviour principles, monitors the effectiveness and fairness of this policy, and holds school leaders to account.
- Headteacher — Mrs Hensman: leads the behaviour culture, ensures staff training and consistent implementation, oversees serious incidents and exclusions, and monitors CPOMS patterns and equality impact.
- Deputy Headteacher and SENDCo — Mrs Nicky Edgington: supports staff with behaviour responses, SEND-related adjustments, pastoral planning and safeguarding decisions.
- Office Manager/Pastoral and DSL team member — Miss Paula Kavanagh: contributes to pastoral support, family communication and safeguarding processes.
- All staff: explicitly teach expectations, model positive relationships, respond safely to incidents, record significant concerns on CPOMS and promptly alert leaders/DSLs as appropriate.
- Pupils: follow taught routines, treat others respectfully, take responsibility and tell a trusted adult when worried.
- Parents and carers: reinforce expectations, communicate relevant needs, engage with support plans and raise concerns constructively.

5. Behaviour Curriculum and Expectations

Pupils are taught to be ready to learn, respectful and safe. Expectations are explained in child-friendly language, revisited through class teaching, assemblies and induction, and adapted for age and need. Staff explicitly teach routines for entering and leaving rooms, listening, movement, playtimes, lunchtime, equipment, online activity and respectful disagreement.

- Show kindness and respect in words, actions and online communication.
- Follow reasonable adult instructions and established routines.
- Allow everyone to learn; take care of school property and the environment.
- Seek help, tell the truth, put things right and report behaviour that makes anyone unsafe.
- Represent the school positively on trips, journeys and other school-related activities.

Pupils joining mid-year, changing classes or requiring additional support will receive appropriate induction and re-teaching. Expectations must be applied equitably, not identically where a reasonable adjustment is required.

6. Positive Recognition and Rewards

Staff use frequent, specific verbal praise, positive reinforcement and opportunities for children to contribute. Rewards in the existing school framework include house points, Star of the Week certificates, Mission Statement Luminary, Catholic Virtue Luminary and Class Wish Luminary certificates and stickers. Rewards are applied fairly and should not disadvantage pupils whose SEND affects how they demonstrate an expectation.

Positive relationships, predictable routines and recognition of improvement are central to our pastoral approach. Staff will avoid public humiliation, collective punishment and approaches that undermine dignity.

7. Understanding and Classifying Behaviour

The school retains its established three-level framework. The levels guide consistent recording and escalation but do not replace professional judgement, risk assessment or safeguarding action. Serious single incidents may require immediate escalation regardless of prior history.

Level 1 — minor	Examples: occasional calling out, low-level disruption, running indoors, unkind squabbling, minor misuse of equipment or not following an established routine. Response: calm reminder, re-teaching, redirection, restorative reflection as appropriate and monitoring.
Level 2 — moderate or persistent	Examples: repeated Level 1 behaviours, dangerous or rough play, repeated refusal to follow instructions, misuse or throwing of equipment, or one-off rudeness. Response: clear consequence, parent communication when appropriate, phase/senior leader support and targeted plan if persistent.
Level 3 — serious	Examples: bullying, discriminatory abuse, violence or fighting, threatening or abusive behaviour, serious damage or theft, sexual harassment or harmful sexual behaviour, or persistent Level 2 conduct despite intervention. Immediate senior leader review, CPOMS recording, parent contact as appropriate and DSL involvement where safeguarding is indicated.

These examples are illustrative. A one-off racist or sexual incident may be serious even if it does not meet the repeated-behaviour definition of bullying. Staff must not describe harmful conduct as mere “banter”.

8. Responding to Incidents: Graduated and Pastoral Approach

Staff respond calmly and predictably: secure safety; establish what happened without assumptions; identify the level and any safeguarding concerns; listen to pupils separately when needed; explain expectations; choose a proportionate response; consider support and reasonable adjustments; record and follow up.

- Possible responses include reminders, re-teaching, supported reflection, repair or restitution where appropriate, loss of a privilege, parent contact, phase leader/SLT referral, individual behaviour targets, report cards or a behaviour support plan.
- Serious or persistent incidents may require supervised removal from class, suspension or permanent exclusion, subject to the applicable statutory tests and procedures. Only the Headteacher can decide to suspend or permanently exclude.
- Consequences must be reasonable, age-appropriate, proportionate and lawful. Personal circumstances, disability, SEND, trauma and any unmet needs are considered without overlooking harm to others.
- Restorative conversations are voluntary and used only when safe; they must not replace safeguarding procedures or pressure a child who has been harmed to reconcile.

Staff will not use humiliating sanctions or restrict access to basic needs, including drinking water, toilets or necessary medical care. Any detention or supervised time away from usual activity must comply with applicable rules and safeguarding duties.

9. Recording and Escalation: CPOMS

CPOMS is the school's recording system for significant behaviour, bullying and safeguarding incidents. Staff must make timely, factual records, distinguishing what was witnessed, what was reported and what has been established. Records should include date/time, children involved, location, nature of concern, immediate safety action, relevant pupil voice, adults informed, parent communication, actions, outcomes and review arrangements.

Level 3 incidents must be recorded on CPOMS and referred promptly to the appropriate senior leader. Level 1 and 2 incidents are monitored through class procedures; persistent patterns, escalation, safeguarding indicators or significant pastoral concerns must also be recorded on CPOMS. A CPOMS entry is not a substitute for speaking directly to a DSL when urgent safeguarding action is required.

Leaders review CPOMS patterns, repeat incidents, protected-characteristic trends, locations and pupils requiring additional support. Information is shared only with those who need it, in accordance with data protection and safeguarding procedures.

10. Safeguarding and Child-on-Child Abuse

Behaviour can signal abuse, exploitation, distress, unmet needs or risk of harm. Staff must consider the possibility that a pupil displaying harmful behaviour may also need protection. All concerns about child-on-child abuse, sexual violence, sexual harassment, coercion, serious threats, discriminatory abuse or harmful online content are referred without delay to the DSL team and managed under the Safeguarding and Child Protection Policy.

The DSL team comprises Mrs Hensman, Mrs Nicky Edgington and Miss Paula Kavanagh. The DSL determines risk assessment, protective arrangements and whether early help, children's social care or police contact is required. Staff must not investigate a potentially criminal or serious safeguarding allegation in a way that compromises evidence or further harms children.

Children who report concerns will be listened to and supported. No child will be expected to tolerate harm because the other pupil has additional needs. Support and consequences can operate together.

11. Bullying, Discrimination and Online/Off-Site Behaviour

Bullying is repeated, intentional harm, often involving an imbalance of power. It is classified as Level 3 serious behaviour and is managed through the Anti-Bullying Policy as well as this policy. Serious one-off incidents, including racist or sexual abuse, are acted on even if they do not meet the definition of bullying. Online bullying, manipulated or AI-generated harmful images, and prejudice-based harassment require a proportionate response and, where necessary, DSL referral.

The school may respond to behaviour beyond the school gate where pupils are representing the school, travelling to or from school, identifiable as pupils, or where behaviour threatens another pupil, disrupts school life or adversely

affects the school community, within lawful powers. Sanctions are imposed only on school premises or when pupils are under the lawful control of school staff. The school may work with parents, platforms, other schools and agencies.

12. Supporting Pupils with SEND and Additional Needs

The school meets its duties to make reasonable adjustments for disabled pupils, use its best endeavours to meet SEND and secure provision specified in EHCPs. Behaviour may be a communication of unmet need, but SEND does not automatically explain or excuse every incident. Responses must consider whether a child could understand the expectation, exercise control and access support at the time.

- Use individual plans, visual prompts, predictable routines, communication support, movement or regulation breaks, adapted environments and sensory support as needed.
- Seek SENDCo advice, review triggers and make adjustments to sanctions or processes where legally required.
- Work with families and external professionals where necessary, review interventions and ensure the safety and inclusion of all pupils.
- Where a pupil has an EHCP, liaise with the local authority about provision and consider an early review if necessary.

13. Removal from Class, Reintegration and Serious Sanctions

Removal from class is a serious response used only where necessary to restore safety or learning, after reasonable strategies have been tried unless the incident is sufficiently serious to justify immediate action. It must be supervised, purposeful, for no longer than necessary and accompanied by suitable education and reintegration planning. Parents will be informed on the same day when a formal removal occurs. The incident and rationale must be recorded on CPOMS.

Suspension and permanent exclusion are exceptional measures decided by the Headteacher in line with the school's Suspension and Permanent Exclusion Policy and current statutory guidance. Permanent exclusion is a last resort, following a serious breach or persistent breaches where remaining in school would seriously harm the education or welfare of others. Decisions must be lawful, reasonable, fair and non-discriminatory.

14. Reasonable Force, Searching and Confiscation

Any use of reasonable force must be lawful, necessary, proportionate and never punitive. Staff must consider the circumstances, risks and SEND, medical or other vulnerabilities, and use the minimum force necessary. Incidents must be recorded, reviewed and reported to parents in line with applicable guidance and safeguarding procedures. Staff should follow current DfE guidance and school training rather than treating physical intervention as a routine behaviour sanction.

Searching, screening and confiscation will be undertaken only by authorised staff and in accordance with current DfE guidance, safeguarding requirements and statutory limits. Any search presenting a safeguarding concern is referred to the DSL; required searches and outcomes are recorded on CPOMS. Staff must not conduct an unlawful search of digital content. Incidents involving nude or semi-nude images are referred immediately to the DSL; staff must not intentionally view, copy or share such material except where explicitly required by statutory procedures.

15. Parents, Pastoral Support and Reintegration

Parents and carers will be engaged early where behaviour is serious, repeated or linked to wellbeing. Staff will explain concerns, listen to context, agree achievable targets and communicate progress. Support may include regular check-ins, a trusted adult, individual behaviour goals, pastoral intervention, family support, early help or multi-agency working.

After a serious sanction, staff will plan reintegration and teach the skills needed for success. Pupils affected by harmful behaviour will receive support independently of the response to the pupil responsible. Parents may raise unresolved concerns through the school's Complaints Policy.

16. Transition, Staff Development and Monitoring

Staff receive induction and ongoing professional development in behaviour, safeguarding, SEND, de-escalation and positive relationships. Relevant information is shared securely at class and phase transitions on a need-to-know basis. Pupil voice and family feedback inform evaluation.

The Headteacher and SLT monitor CPOMS records, rewards and sanctions, suspensions, removals, attendance, pupil feedback and patterns by year group and protected characteristic. Governors receive appropriate anonymised reports. The policy and the governing body's written statement of behaviour principles are reviewed at least annually, or sooner if guidance or school circumstances change.

17. Linked Policies

Safeguarding and Child Protection Policy 2026–2027; Anti-Bullying Policy 2026–2027; SEND Policy; Online Safety Policy; Mobile Phones, Smart Devices and Wearable Technology Policy; Suspension and Permanent Exclusion Policy; Attendance Policy; Complaints Policy; Staff Code of Conduct.

Appendix A — Governing Body Statement of Behaviour Principles

- Every child has the right to be safe, valued and able to learn without disruption, bullying or discrimination.
- All members of the school community are treated with dignity, compassion and fairness.
- Staff model positive relationships and teach behaviour explicitly; rewards and consequences are consistent and proportionate.
- Safeguarding, SEND, equality duties and reasonable adjustments inform decisions.
- Families are engaged appropriately and pupils are supported to take responsibility and repair harm where safe.
- Violence, threats, sexual harassment and discriminatory abuse are not tolerated.
- Suspension and permanent exclusion are used only in accordance with statutory guidance and the school's published procedures.

Appendix B — Behaviour Response and Recording Summary

Level 1	Reminder → re-teach expectation → monitor; escalate if persistent.
Level 2	Proportionate consequence → reflect/support → phase/SLT and parent involvement where appropriate → CPOMS if persistent or significant.
Level 3	Ensure safety → notify SLT/DSL as appropriate → record on CPOMS → parent communication as appropriate → support, consequence and follow-up.
Safeguarding concern at any level	Speak to DSL immediately; follow safeguarding procedures and record on CPOMS. Do not wait for a behaviour stage.

Approval and Review

Approving body	Governing Body
Date approved	22.10.2026
Next review	Autumn 2027