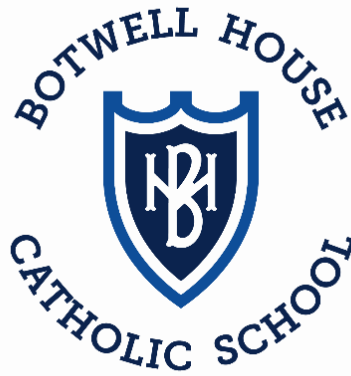




Positive Behaviour policy & statement of principles

Current revision:	22.10.2026
Further revision:	22.10.2028
Delegated to:	SLT (FGB)
Reviewer:	Kevin Oakley

(Nb. Written statement of Behaviour principles is reviewed every 2 years within the Curriculum and Standards Committee)

Mission Statement & Values

‘We place Christ at the heart of everything we do to inspire excellence’

- Compassion - Hope - Respect - Inclusion - Service - Trust

1. Rationale:

Botwell House Catholic Primary School has a positive and inclusive Christian approach to managing behaviour. We believe in encouraging behaviour through a range of positive and pro-active behaviour management strategies. We recognise that behaviour is a demonstration of communicating and expressing emotions. It can also be a learnt behaviour that children experience in the world that they are unaware is inappropriate.

We believe that by teaching our children how to express their emotions and self-regulate, we are empowering our future community with the ability to communicate emotions through words and not action; show tolerance and empathy; think about consequence and understand the ripple effect of their actions.

2. Aims:

We achieve this using a consistent whole school approach as part of our behaviour curriculum. By embracing and including our families in our approach, we nurture the investment in our pupil's emotional well-being by building a strong team around them.

The Zones of Regulation is a visual approach that teaches children how to recognise and self-regulate their emotions in an appropriate or 'expected' manner.

By providing a safe and nurturing environment with a consistent approach we aim to instil within the children the seven principles of Catholic Social Teaching:

- Human dignity;
- Solidarity and Peace
- Preferential Option for the Poor and Vulnerable
- Community and Participation
- Care for Creation
- Dignity of Work and Workers' Rights

As a child-friendly definition, we intend to help every child to:

- Welcome everyone
- Promote kindness and respect
- Support those in need
- Look after the environment
- Endeavour to be a responsible citizen

We believe that children should be treated fairly, consistently and with their individual needs accounted for, therefore being made to feel valued within our school.

By using this approach, we are able to involve the team around each child by using a shared language and shared strategies. We empower our children, families and staff through the Zones of Regulation by being pro-active in our behaviour management rather than reacting after a crisis has occurred.

Children are taught how to recognise 'expected' and 'unexpected' behaviours in themselves and others. They are supported with this through restorative discussion that is facilitated, allowing them to reflect upon their own behaviour and consequently build the underpinning skills that are a pre-requisite of self-regulation.

The school's positive 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.

3. Legislation and statutory requirements

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

4. Definitions

Typical examples of unexpected behaviour can be defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence and/or harassment,
- Vandalism
- Theft
- Physical altercations
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Threatening behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Family and staff can report any issues relating to bullying to the child's class teacher initially. The Class teacher liaises with their team leader or, in their absence, a senior member of staff. A full investigation will take place where accounts are taken from all parties involved in writing where possible with further probing questions by a single investigating officer.

Where a pupil has been found to be bullying another, family involvement will be sought and consequences agreed with the family. A restorative model will be put in place to enable the pupil to become aware of the impact of their actions on others. Restorative justice work will be undertaken to help sculpt a more purposeful and positive relationship between the children involved.

There will always be follow up work with ongoing monitoring to ensure that further issues do not occur.

6. Discrimination

Although bullying does not always relate to a protected characteristic, we acknowledge that some acts of bullying do.

The Equality Act 2010, identifies the 'protected characteristics' as:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Where it is agreed that an act of bullying or harassment relates to the protected characteristics:

- The event will be recorded on CPOMS
- Families will be spoken to
- Relevant teaching sessions around the specific characteristic delivered as appropriate

We actively promote diversity and inclusion within our curriculum and work to embed them into our whole school ethos.

6. Roles and responsibilities

6.1 The governing board

The Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Being aware and in agreement with this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

6.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Board.
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils that reflects the Zones of Regulation approach
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Family and carers

Family and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with family and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school and what is meant by 'expected' and 'unexpected' behaviour
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. Communication

Throughout the school, all adults will use the same language when talking about behaviour and emotions, using the terms 'expected' and 'unexpected' when describing a behaviour.

Children displaying 'expected' behaviour whereby they are working through emotions appropriately, trying their hardest and demonstrating behaviours linked to our values are praised accordingly.

Children displaying an 'unexpected' behaviour have a stepped approach in order to give the opportunity for reflection. Please See the 'Unexpected Behaviour' Section below

7.1 Expected Behaviour

Children are praised and rewarded whenever possible in a variety of ways:

The most common reward is praise, informal and formal, public and private, to individuals and groups. Children will be taught that there are positive consequences for following school rules and displaying 'expected' behaviour and that there will be negative consequences for breaking the rules and displaying 'unexpected' behaviour. Individual teacher's reward children and praise good effort and behaviour through; verbal praise, positive comments on work, celebration of efforts through display.

Assemblies

Every term there are two big celebration assemblies one for Reception and KS1 and the other for KS2. We take time as a school to celebrate each other's success, be them at home or within school. It is an important time for the children to come together and be proud of each other.

House Points

All staff award house points including T.As, SMSAs, the admin team, cleaners and the caretaker. House points are introduced at the end of the summer term for Reception children as part of their transition into year 1.

Generally, staff can give out between 1-3 HPs

Leadership team can give up to 5 HPs

The Headteacher can give up to 10HP for those really outstanding scenarios.

To support staff outside of the classroom, tokens will be made available to give to children that are displaying positive behaviours in the corridors and shared spaces. The token will be handed to the child to be given to the class teacher. This will be exchanged for a HP on DOJO.

At the end of each term, there will be a special reward given to a child from any year group who has shown improved behaviour throughout the term which should reflect their house points from the beginning and end of term.

There will also be another award given to the child who has got the most HPs that term.

Also, at the end of each term, the House which has gained the most house points that term, will be given a special whole school treat. The Leadership Team will decide the treat each term.

Star of the Week

Every Friday morning 'Star of the Week' a certificate is awarded for attitude and effort towards their academic work. The child receives a certificate to take home.

Following C.H.R.I.S.T award

Every half term, the children focus on a specific School Value and endeavour to demonstrate that in their behaviour and interactions with the school community. All classes focus on this value to help the children link the positive behaviours and traits to Christ's words and actions, living out the seven principles of catholic social teaching.

Assistant Headteacher / Headteacher's Award

A special head teacher's award can also be given for a particular achievement or act of character

7.2 Unexpected Behaviour

Children know the consequences of unexpected behaviour. All staff in the school follow the same steps using the Zones of Regulation approach (Reception follows this from the summer term,) to ensure fairness and consistency, whilst further supporting transition between year groups.

Children are reminded of expected behaviours via the Zones of Regulation approach throughout the school day.

Children are given the opportunity to communicate and discuss unexpected behaviour by using the restorative model with a familiar adult. They are also encouraged to visit the 'Regulation Station' so that they are able to use tools that help them to de-escalate to a calm state.

Our families are asked to share this approach at home. We support our families in this by providing Zones of Regulation family training and empower them with the tools and language necessary to achieve maximum success.

This is the stepped approach staff will use for children displaying unexpected behaviour:

See (appendix 4) which will be displayed in the classroom with the pupil's peg names around it.

- 1) If a pupil is displaying 'unexpected' behaviour then their peg gets moved across from expected to 'Unexpected'.
- 2) If this behaviour continues, again, the peg is moved to 'continued Unexpected Behaviour'.
- 3) If the behaviour does not improve, their name is moved to the 'Consequence'.

Consequence – The pupil will miss 2 minutes of their next playtime to reflect on their behaviour with the adult who they were with. Alternatively, they can catch up with missed learning during the lesson.

If at any point they improve their behaviour during this process before reaching the consequence, the teacher should move their peg to reflect this, however the consequence stands.

Teachers can display the peg board horizontally, as shown in the appendices or vertically dependent on the layout of their room.

The display however should not be on the board itself, which should be focussed primarily on current learning linked to the objective.

SLT involvement:

Serious Incidents

- In the event of a serious behavioural incident occurring, (see list below) a teacher will send/call/radio for a member of SLT to come and take the individual(s) for the remainder of the session.

This behaviour includes:

- Kicking or hitting another child or adult with the intent to harm them.
- Use of swear words directed at a person.
- Threats of violence to another person – spoken or physically displayed.
- Refusal to co-operate with an adult's instructions after the behaviour system has been utilised.

Persistent Behaviour

If any pupil is needing to Practise or Reflect more than twice within a week, on the third occasion a consequence is given. Team leaders are to get involved and parents must be informed.

In the event of persistent behaviour, the Team Leaders will arrange for the child to have a prolonged period of reflection, enabling coaching and restorative conversations to help the child to correct their behaviours long term. This will either be at lunchtime or throughout the day depending on the situation.

Suspensions and Exclusions

Suspension or even exclusion from school are the ultimate sanctions in the chain of disciplinary measures. There is a separate Policy which outlines this in detail.

8. Behaviour Management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive and expected behaviour within the classroom.

Staff will:

- Consistently follow and model procedures set out in section 7.2
- Display whole school rules adding bespoke class-specific rules that are devised with the children
- Create a 'Regulation Station' as per Zones of Regulation Guidance
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Use the shared language associated with the Zones of Regulation
- Use the restorative method to discuss any unexpected behaviour
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Highlighting and promoting good behaviour
 - Concluding the lesson positively and starting the next afresh

- Pre-empting when pupils are going to struggle; adapting to their needs through personalised support and positive reinforcement

8.2 Physical restraint

In some circumstances, trained staff may use reasonable force in line with DfE guidelines to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort following every effort to de-escalate
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to family

Where appropriate the above must follow the guidance as laid out in the child's individual personal behaviour plan.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupil's family after discussion with senior leaders, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Manager will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with the family to co-create the plan and review it on a regular basis.

9. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition days with their new teacher. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on Zones of Regulation as part of their induction process. The behaviour policy is also shared with them. Behaviour management will also form part of continuing professional development but is a starting point every academic year to identify school behaviour priorities.

12. Monitoring Arrangements

This behaviour policy will be reviewed by the headteacher and shared with the Full Governing Board every two years. The policy is not statutory for the FGB but the principles (appendix 1) and suspension/exclusion arrangements are and as such the policy will be treated like this too.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Local offer
- Online Safety policy
- Drug and alcohol policy
- SEN/D policy

Appendix 1: written statement of behaviour principles

The following statement is reviewed and agreed annually by the Full Governing Board at the first meeting of the year.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent proactive example to pupils at all times befitting our faith and our journey as ethical leaders.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The positive behaviour policy is understood by pupils and staff
- The exclusions policy (included within the behaviour policy) explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Board annually.

Appendix 1: Example of a regulation station



Appendix 3: Zones Tool Worksheet

<div style="display: flex; align-items: center;"> <div style="font-size: 2em; font-weight: bold; margin-right: 10px;"> Z O N E S </div> <div> <h1 style="margin: 0;">Tools Worksheet</h1> </div> </div>					
Name of Tool	Circle the Zone or Zones you think the tool would help in.				
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
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	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None

Appendix 4: Behaviour chart

<i>Consequence</i>	<i>Continued Unexpected Behaviour</i> <small>Page 4</small>	<i>Unexpected Behaviour</i>	<i>Expected Behaviour</i> <div style="font-size: 3em; color: green; margin-top: 10px;">✓</div>
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Appendix 6: KS2 Reflection Sheet



Botwell House Catholic Primary School Behaviour Reflection Sheet

Restore- What happened? What did I choose to do? Why did I make this choice?

Which virtues would have helped me make a better choice?

Compassion	Respect	Honesty	Self-discipline	Peace	Forgiveness
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Reflect- What happened before I made this choice? How did my actions make others feel?

Repair- How can I put things right and repair the situation? Who do I need to speak to?

Respond- What will I do differently next time?

I understand our school mission statement-



‘We place Christ at the heart of everything we do, to inspire excellence.’

Signed:

Pupil: _____ Teacher: _____ Parent: _____

Please return the signed sheet to your class teacher.



Botwell House Catholic Primary School Behaviour Reflection Sheet

Restore- What happened? Why did I make this choice?

I was unkind 	I didn't listen 	I wasn't safe 	I upset someone 	Something else:
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Reflect- How was the other person feeling?

Happy 	Worried 	Sad 	Angry 	Scared
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Which virtues would have helped me make a better choice?

Compassion 	Respect 	Honesty 	Self-control 	Peace 	Forgiveness
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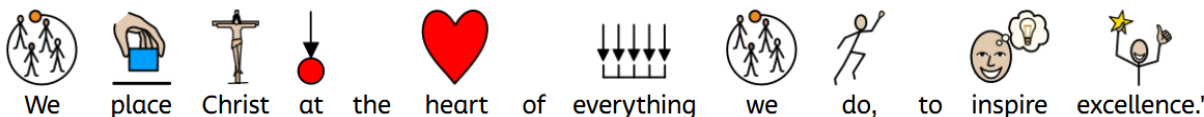
Repair- How can I put things right and repair the situation? Who do I need to speak to?

Say Sorry 	Tell the person how I will make better choices next time 	Fix something I damaged 	Complete the learning I missed 	Other
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Respond- Next time I will....

Stop and think 	Use kind words 	Walk away 	Ask an adult for help 	Take a deep breath 	Other
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I understand our school mission statement-



Signed:

Pupil: _____ Teacher: _____ Parent: _____

Please return the signed sheet to your class teacher.