

# Our Lady's Catholic Primary School



## Behaviour Policy

**Updated: December 2025**

**Review: December 2026**



The  
**Pope Francis Catholic**  
Multi Academy Company

## Ethos and Mission

Our Lady's Catholic Primary School is characterised by the philosophy of the Salesian founder, St John Bosco (1815-1888). He stressed high educational standards and sound moral and religious education. He insisted on a friendly atmosphere in his schools where the idea of community could be fostered. Good relationships between all members of our community are key to everything we do. Our motto 'You are young, you are precious, you are loved' is taken directly from the key Headteachers from St John Bosco: *'It is not enough to love the young, they must know they are loved.'*

The mission of our school is:

**'You are young, you are precious,  
you are loved'**

**St John Bosco**

### **You are young**

*Jesus said, 'Let the little children come to me; do not stop them; for it is to such as these that the kingdom of God belongs.'* (Luke 10:14)

**We show *respect* towards the common good and care for the world God created.**

### **You are precious**

*Jesus said, 'Treat others as you would like them to treat you.'* (Luke 6:30)

**We *understand* how to reach our age expectations and beyond by using our God given talents to the full.**

**We behave with *affection* towards each other and appreciate the importance of life-long learning.**

### **You are loved**

*Jesus said: 'I have come so that they may have life and have it to the full.'* (John 10:10)

**We have the confidence to solve future challenges in the modern world with a sense of *humour*.**



We strive to ensure that all children attending Our Lady's Catholic Primary School are formed to become *RUAH* children: respectful, understanding, affectionate and humorous. *RUAH* in Hebrew means 'the breath of the spirit of God.'

All children will experience a happy and positive atmosphere that will help them to move to secondary education with a high level of confidence in their own abilities as well as achieve well academically. We are committed to providing an environment that is supportive to the emotional health and well-being of both children and staff. Staff receive training as appropriate to help pupils understand and manage their feelings and behaviour. When children feel good about themselves and have high self-esteem and self-awareness, we believe they will be motivated and equipped to:

- Be effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflict effectively and fairly
- Solve problems with others and themselves
- Manage strong feelings such as frustration, anger and anxiety
- Be able to promote calm and optimistic states that produce the achievement of goals
- Recover from setbacks and persist in the face of difficulties
- Work and play co-operatively
- Compete fairly, and win and lose with dignity and respect for competitors
- Recognise and stand up for their rights and the rights of others
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

## **Policy Statement**

The behaviour policy at Our Lady's is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of excellent behaviour and a positive ethos. All members of our school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect a basic requirement. We expect all members of our school community: staff, children, parents, governors and visitors to uphold the values in this policy; this will be their response to the Catholic ethos of Our Lady's School and in-keeping with the mission of our school.

## Behaviour Management System: the Salesian Way

*St John Bosco wanted to help the poor children so that they could have a better life. He was very good at juggling and tight rope walking. He used to gather the children off the streets and entertain them with the many tricks he could do.*

This theme is the basis for our visual behaviour management system at our school. This story is introduced to the children at the start of each academic year and encompasses the school's mission and ethos of RUAH.



Every classroom in the school has a visual reminder of RUAH; all children are regularly reminded during the school day. Teachers record earned RUAH points using Class Dojo as there is immediate communication with parents. Children are rewarded with bronze and silver certificates when they have achieved a certain number of RUAH points in their classroom and around the school. The gold certificate is awarded to children who have been exemplary role-models of RUAH in our local community. Once all three certificates have been awarded, children will receive the star badge of the colour of their Phase.

If children make inappropriate choices, they are reminded of the qualities of RUAH and will always be encouraged to change their mind-set and display acceptable behaviours and therefore have the chance to earn RUAH points for the remaining time of the school day.

## Pastoral Support Framework: Praise and Rewards

Our Lady's Catholic Primary school has a framework to promote good behaviour. There are various elements that include praise, commendation, reward and use of role-models which include RUAH Leaders who are outstanding members of the school and who are chosen by senior school leaders. All systems have been created using the Salesian Preventive System where children are guided to make the right choices through loving kindness.

The school aims to encourage students to reach the highest standard of which they are capable. Praising students' efforts and successes has a strong motivational effect so that positive behaviour is instantly recognised and positively rewarded. Students' achievements are also celebrated through sport, art, music and other extra-curricular activities.

### We reward in order to:

- Encourage an ethos where all types of achievement, whether it be academic, sporting, creative or social are openly recognised and valued by the whole school community in order to model and promote respect.
- Develop self-esteem in individual students in order to model and promote affection and humour.
- Recognise effort as well as achievement in order to model and promote understanding.
- Raise the aspirations of students in order to model and promote all qualities of RUAH.

## Rewards

- RUAH points recorded using Class Dojo (online system)
- Bronze award – recognising effort in the classroom
- Silver award – recognising effort around the school
- Gold award – recognising effort in the community
- Salesian of the Week
- Learner of the Week
- RUAH Leaders
- Sports Leaders
- Year 6 responsibilities
- Individual Headteacher’s Awards
- Individual Assistant Headteacher’s Awards
- Class Headteacher’s Awards
- Good news post cards sent home
- Interim reports (Term 3)
- End of year reports (Term 6)

## Role-Modelling

- When talking to children adults will:
- Speak in a calm quiet voice
- Respect the child’s personal space
- Maintain eye contact
- Speak with the child in a non-public place, when appropriate
- Listen to the child without interrupting when appropriate
- Speak at the child’s eye level when appropriate, bend down or sit down as and when appropriate.
- Model expectations from RUAH.

During assemblies and in learning time, teachers and support staff will use the following wording so that expectations are clear:

### 1.) “Sitting Position”

- In the assembly hall – children are to sit with their legs crossed and arms folded with their backs straight. They are to focus on the speaker.
- In the classroom when sitting on the carpet– children are to sit with their legs crossed and arms folded with their backs straight.

### 2.) “Table Position”

- In the classroom when sitting at tables – children are to sit with 4 legs of the chair on the floor. Their own feet need to be flat on the floor and not tucked under their body. Children are to sit with their arms folded and looking at the speaker, unless writing on white boards as part of a task.

### 3.) “Writing Position”

- Children are to sit with 4 legs of the chair on the floor. Their own feet need to be flat on the floor and not tucked under their body. They need to have adequate space for writing and their pencil/pen grip needs to be correct.

### 4.) “Lining Up Position”

- Children are to line up in register order. There is to be a space of at least 20cm between each child. The leader of the line sets the pace and the children follow with their arms beside their sides.

## Pastoral Support Framework: Sanctions

Any pupils engaging in inappropriate behaviour will be spoken to firstly by their class teacher or other adults responsible for the class or groups of children during that particular lesson. Children will be made fully aware why their behaviour is unacceptable. However, if the poor behaviour continues, the pupils will be reminded of the fair and consistent sanctions that will follow. Sanctions of whole groups for an individual's actions are avoided and all consequences are in proportion to the offending behaviour. Where possible children are encouraged to resolve disagreements themselves; staff are always on-hand to provide support and promote the act of forgiveness.

### Procedures for dealing with challenging behaviour

It is the responsibility of class teachers to deal with minor incidents which occur in the classroom. More serious incidents can be dealt with by the teacher but should be shared with the phase leader and recorded on CPOMS. It is the responsibility of the phase leaders to monitor pupils' behaviour across the key stage and report any rise in incidents at weekly leadership team meetings. They will become involved if a student's behaviour is causing concern in a number of lessons. Members of the leadership team (LT) are available throughout the day to support where there is more significant disruption.

It is the responsibility of lunchtime staff to solve minor incidents that occur on the playground at lunchtime. If the incident escalates, senior lunchtime supervisors are expected to solve incidents. If behaviour is persistent, a member of the leadership team will become involved.

### Unacceptable behaviour

We have identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, damage or theft to property belonging to another, bullying (including cyber bullying), harassment and all forms of prejudice-related behaviours (including bullying on the grounds of body image and other physical characteristics, homophobic bullying, racist bullying, faith-based bullying, ageist bullying, disability bullying and sexist bullying).

In accordance with the Salesian Preventive System, all leaders, teachers, support staff and lunchtime staff are to supervise all children in such a way that children are guided to behave in accordance with the school's mission and rules. When necessary, all supervising adults are to intervene and change behaviours 'preventing' situations from occurring or escalating and correcting children through loving kindness.

Action	Sanction	Person Responsible
<b>Classroom</b> Children who are: not listening, calling out, talking at inappropriate times, not following instructions, incomplete class work, no homework returned (examples but not exclusive to).  <b>Lunchtime:</b> excluding children from games, putting peers down, lack of respect towards	1.) First reminder about learning behaviour in the classroom.	Class teacher
	2.) Second reminder about learning behaviour in the classroom for persistent behaviours.	Class teacher
	3.) 5 minutes of playtime missed.	Class teacher
	4.) Child removed to work with Phase Leader for the remainder of that lesson.	Phase Leader
	5.) Child removed to work with member of Leadership Team for the remainder of that lesson.	Deputy Headteacher Headteacher

peers and staff, arguing about staff decisions, not following adult instructions (examples but not exclusive to).	6.) Behaviour Report Card and parents informed.	Deputy Headteacher Headteacher
	7.) Continuation of Behaviour Report Card and meeting with parents.	Deputy Headteacher Headteacher
Use of foul or derogatory language.	1.) One break time sacrificed: service to the school.	Class teacher
	2.) Three break times sacrificed: service to the school.	Phase Leader Deputy Headteacher
	3.) Behaviour Report Card (see appendix 2)	Deputy Headteacher
Causing deliberate physical damage to school or other property.	1.) Service to the school by repairing what has been damaged. Parents informed.	Class teacher
	2.) Contact with parents to inform of further damage. Assessment of cost and invoice to parents.	Class teacher
	3.) Internal or fixed term exclusion as assessed on severity of case by Senior Leadership Team. Risk assessment in place.	Deputy Headteacher Headteacher
	4.) Fixed-term exclusion up to 5 days followed by reintegration meeting with parents.	Deputy Headteacher Headteacher
	5.) Repeated fixed term exclusions up to a total of 15 days followed by reintegration meeting with parents.	Deputy Headteacher Headteacher
	6.) Permanent Exclusion	Headteacher
Use of physical force to another child.	1.) Remove from classroom or playground for fixed amount of time as assessed on severity of case.	Playground – senior lunchtime supervisor Classroom – Class teacher, Phase Leader.
	2.) Internal or fixed term exclusion as assessed on severity of case.	Deputy Headteacher Headteacher
	3.) Repeated fixed-term exclusions	Deputy Headteacher Headteacher
	4.) Permanent exclusion	Deputy Headteacher Headteacher
Use of physical force to a member of staff or	1.) Internal or fixed term exclusion as assessed on severity of case by Senior Leadership Team	Deputy Headteacher Headteacher

other adult in the school.	2.) Fixed-term exclusion up to 5 days followed by reintegration meeting with parents.	Deputy Headteacher Headteacher
	3.) Repeated fixed term exclusions up to a total of 15 days followed by reintegration meeting with parents.	Deputy Headteacher Headteacher
	4.) Permanent exclusion.	Deputy Headteacher Headteacher

## **Bullying**

### **Referrals for internal and external support**

In cases where behaviour does not improve after a sustained period of time, a referral to external agencies including Behaviour Support Service, Education Welfare Service and Psychology Service will be considered and acted where appropriate. In addition, we will provide support through the nurture programme, anger management, pupil support programmes, mentoring, counselling and peer mediation

Any sanction must be reasonable and proportionate in the circumstances. Account must be taken of the pupil's age, any special education needs or disability they may have.

### **Children with particular learning difficulties or special needs**

With children who have learning difficulties or particular emotional and behavioural issues, the SENCO will also be involved in advising the class teacher and leadership team. It may be felt appropriate that the agreed system of rewards and sanctions is not suitable for certain children and individual pupil profiles will need to be created to show alternative strategies being used in line with the school's SEN policy. The involvement of outside agencies may then be considered with parental agreement.

The Headteacher and SENDCo will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, the school's safeguarding policy will be followed. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is appropriate.

### **Fixed-term or permanent exclusion**

In the event of a fixed-term or permanent exclusion, the Headteacher (or a member of the leadership team deputising for the Headteacher) is the only member of staff who can sanction a fixed period or permanent exclusion. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Please see detailed information in the exclusion policy.

## **Power to Discipline beyond the School Gates**

A child will be deemed to be acting as a member of the school whilst in school uniform and travelling to and from the school or as a member of a school trip. A child, whilst in school uniform, who is proven to have acted in breach of school expectations outside school, will be considered as bringing the school into disrepute and sanctions will apply.

## **Screening and Searching**

Legal provisions enable school staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated, the Headteacher or a member of the leadership should be informed immediately. The property should be given to the Headteacher who will make contact with parents and invite them into school, to reclaim the item.

Teachers have the power to search without consent for items inappropriate for a primary school. If a search is to be conducted, teachers should refer to the Headteacher who will follow procedures in the DFE publication, 'Screening, Searching and Confiscation - guidance for school leaders, staff and governing bodies'. Parents will always be informed by the class teacher if their child has brought inappropriate items into school. In the event that a dangerous item is brought in, the school reserves the right to involve the police.

## **Recording details of behaviour incidents**

Minor incidents of disruptive behaviour within the classroom are recorded and monitored on a classroom level. Any trends in behaviour will be brought to the attention of the leadership team through documentation on Arbor. All incidents of unacceptable behaviour are recorded on Arbor and the Deputy Headteacher and Phase Leader are tagged into every incident.

The Deputy Headteacher will analyse reports weekly to identify trends in incidences and evaluate possible reasons. The Deputy Headteacher will use the following support tools to guide children to make intrinsic changes to re-align with RUAH as part of their formation and personal development:

- Mission cards for children with persistent negative behaviour choices
- Time 'In' reflection activity
- Behaviour report card

The Headteacher uses the analysis from the Deputy Headteacher to report on the type and number of incidents to the governing body on a termly basis. The school reports details of racist incidents in accordance with statutory duties to the governors and Local Authority.

## Appendix 1: School Rules

### School Rules

- Good behaviour, courtesy and politeness are expected in school, to and from school and on public transport.
- Full school uniform must be worn to and from school and on all school occasions, unless advised. All articles of school uniform should be clearly marked with the owner's name.
- Children must arrive on time to school and ready to learn. School doors open at 8.25am and the school day officially starts at 8.45am.
- Children arriving late to school will have to sign-in at the front entrance. Persistent lateness or non-attendance will be investigated by the safeguarding team and/or attendance officer
- Children in Year 6 and in the summer term in Year 5 are allowed to walk home independently. If parents wish to grant this privilege, they must write a letter to their child's class teacher in the summer term for Year 5 and again at the start of the academic year for Year 6 to grant their permission. All letters will be stored on CPOMS.
- Any mobile phones brought into school (Years 5 and 6 only) are to be brought to the front office by 8.45am and collected at 3pm. Any mobile phones found in children's bags will be confiscated by a senior member of staff and returned at the end of the school day.
- All children and adults are expected to show respect and care for all school property, children's individual property and the school grounds.
- False or malicious accusations against members of staff will be treated extremely seriously and will result in reports to the governors of Our Lady's Catholic Primary School and the Directors of the Pope Francis Multi Academy Company.

*On entry to the school, parents sign a home school agreement, agreeing to support the whole ethos of Our Lady's Catholic Primary School. This is a binding contract and in signing it, it is expected that parents are agreeing to the rules of the school.*

### Links to Other Documents

- Anti-bullying Policy
- E-safety Policy
- Online Safety Guidance
- Inclusion & SEND Policy
- Equalities Policy & Plan
- Safeguarding Policy
- Keeping Children Safe in Education (Sept 2025)
- Attendance Policy
- Exclusion policy
- DfE guidelines 'Screening and Searching'

## Appendix 2: Behaviour Report Card



### RUAH Behaviour Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Area of Concern (please mark):

Respect	Understanding	Affection	Humour
<p>A lack of respect has been shown by you towards other members of our school community.</p> <p>You must now prove that you can show kindness and respect towards everyone and our school environment.</p>	<p>You are not working to your full potential and are not showing a good understanding of what is expected from you here at school.</p> <p>You must now focus when learning and try your hardest.</p>	<p>Your actions towards someone in our school have been unkind and this is not accepted.</p> <p>You must now earn back the trust of the person that you have been unkind to by being a good friend and saying nice things.</p>	<p>Your actions are not <u>showing a good</u> humour towards others in our school community and have not been seen as funny by others.</p> <p>You must now show off your funny side in a respectful way that does not include laughing at others but with them.</p>

	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
Reg-Break										
Break										
Pre-Lunch										
Lunch Time										
Afternoon										
HT / AH										
Parent										

1 = Excellent effort in addressing the RUAH in our school

2 = Good effort in changing your behaviour and showing more RUAH in

3 = Area of concern is not being addressed through behaviour choices

4 = Unacceptable behaviour choices. May result in meeting with

parents

## Appendix 3: Time 'In' Reflections

### Think it Through – Time “in” Reflection for KS1

“You are young, you are precious, you are loved.”

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Tick the area of RUAH that you have broken:

Respect	Understanding	Affection	Humour
A lack of respect has been shown by you towards other members of our school community.	You are not working to your full potential and are not showing a good understanding of what is expected from you here at school.	Your actions towards someone in our school have been unkind and this is not accepted.	Your actions are not showing a good humour towards others in our school community and have not been seen as funny by others.
What you now need to do:			
You must now prove that you can show kindness and respect towards everyone and our school environment	You must now focus when learning and try your hardest.	You must now earn back the trust of the person that you have been unkind to by being a good friend and saying nice things.	You must now show off your funny side in a respectful way that does not include laughing at others but with them.

Draw or write what you did that was not RUAH.	Draw or write how this made other people feel.
Draw or write what you will do to make it better.	Draw or write what you will do differently next time.

Member of staff: \_\_\_\_\_

## Think it Through – Time “in” Reflection for KS2

“You are young, you are precious, you are loved.”

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Tick the area of RUAH that you have broken:

Respect	Understanding	Affection	Humour
A lack of respect has been shown by you towards other members of our school community.	You are not working to your full potential and are not showing a good understanding of what is expected from you here at school.	Your actions towards someone in our school have been unkind and this is not accepted.	Your actions are not showing a good humour towards others in our school community and have not been seen as funny by others.
What you now need to do:			
You must now prove that you can show kindness and respect towards everyone and our school environment	You must now focus when learning and try your hardest.	You must now earn back the trust of the person that you have been unkind to by being a good friend and saying nice things.	You must now show off your funny side in a respectful way that does not include laughing at others but with them.

Why have you been asked to take time out? Think about RUAH that you were not following.
Why was this the wrong choice?
What can you do now to make it better?
What will you do in the future to make sure that this doesn't happen again?
What might happen if you do this again?

Member of staff: \_\_\_\_\_

## Appendix 4: The RUAH Charter

### Our Lady's Catholic Primary School



We earn RUAH Points when we show these RUAH qualities in class, around the school and in the wider community.

<b>Respect</b>	<b>Understanding</b>	<b>Affection</b>	<b>Humour</b>
Be friends with everyone	Be ready to learn	Be a peacemaker	Have fun
Correct quietly and praise publically	Have a positive mindset- Don't give up! Try again	Smile and say hello and goodbye to people	Always start/end the day on a positive note
Help and guide everyone	Say sorry	Ask for forgiveness	Be happy
Be the positive force/example	Show it's okay to make mistakes- That's how we learn	Use good manners towards all members of our school community	Make other people laugh and smile
Listen to and follow instructions	Challenge yourself to achieve the next step.	Look out for those who may feel lonely	Bring joy to others
Keep the school tidy			

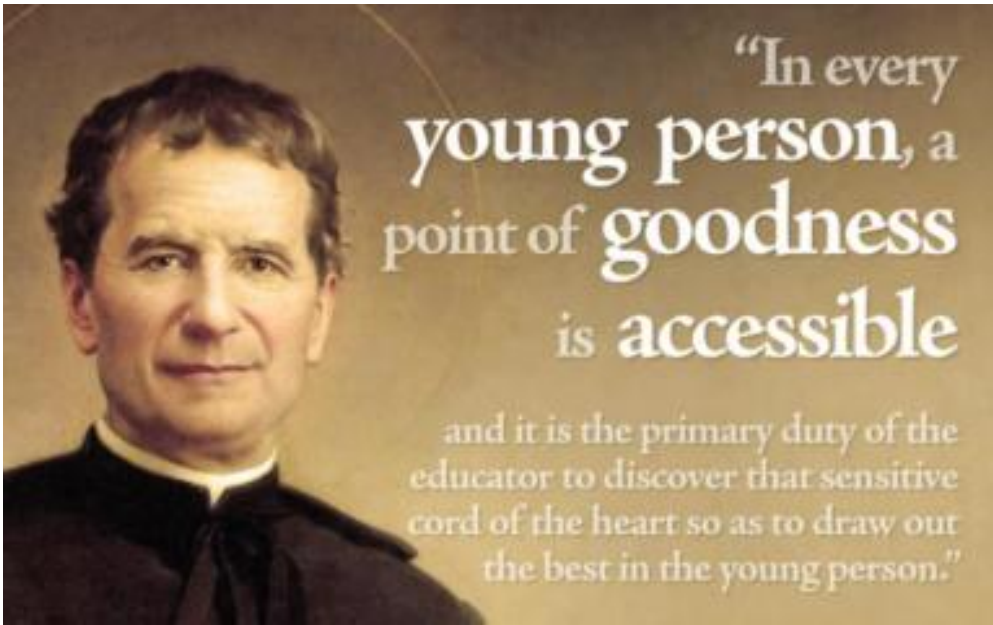
## Appendix 5: Responses

Example of behaviour	Things to say	Strategies to support behaviour	Things to watch out for
<ul style="list-style-type: none"> <li>● Calling out.</li> <li>● Making silly noises in class.</li> <li>● Fidgeting with equipment when the teacher is talking.</li> </ul>	<p>Label behaviour and explain effects privately: <i>'You are calling out/making noises/fidgeting. This is distracting others from their work.'</i></p> <p>Describe positive action: <i>'You need to sit down/work quietly please.'</i></p>	<ul style="list-style-type: none"> <li>● Tactical ignoring (for a short period only).</li> <li>● Praise others in the class for doing the right thing. If this is not effective, give a reminder followed by a warning in accordance with the RUAH rope.</li> </ul>	<p>Could the behaviour be demonstrative of a sensory need? Monitor future incidents to check for this.</p>
<ul style="list-style-type: none"> <li>● Pushing when lining up.</li> </ul>	<p>Describe positive action: <i>'You need to go to your own space in the line.'</i> Remember how to do 'good walking,' Remind the children of what good walking is.</p>	<ul style="list-style-type: none"> <li>● Describe positive action first.</li> <li>● Praise others in the class for doing the right thing.</li> <li>● If this is not effective, give a reminder followed by a warning.</li> <li>● If this does not work, send the child to the back of the line.</li> </ul>	<p>Is this happening regularly? Does the child need a visual reminder card to help them with this? Does the children need to practice how to walk correctly in the line?</p>
<ul style="list-style-type: none"> <li>● Walking around the classroom without permission.</li> </ul>	<p>Privately ask the child why they are moving around the classroom – it could be a valid reason that they have not disclosed yet.</p> <p>Label behaviour/explain effects: <i>'You are wandering around the room. This means that you are not focused on your work.'</i></p> <p>Describe positive action: <i>'You need to go back to your table and focus on your work.'</i></p>	<ul style="list-style-type: none"> <li>● Describe positive action.</li> <li>● If this is not effective: give a reminder followed by a warning in accordance with the RUAH rope.</li> </ul>	<p>Does the child need regular learning breaks to help keep them focused? If so, ensure that this is built into each lesson but only in agreement with SENDCo.</p>
<ul style="list-style-type: none"> <li>● Bickering or squabbling.</li> </ul>	<p>Allow each child to give their side of the story – their voice must be heard. (Do this privately and not with an audience of other children).</p>	<ul style="list-style-type: none"> <li>● Resolve the issue between children.</li> </ul>	<p>Is something happening to either child regularly without your knowledge?</p>

	<p>Redirect attention: <i>'What should you be doing right now?'</i>          Ensure issue does not continue: <i>'This is finished now. We are going to focus on our work.'</i></p>	<ul style="list-style-type: none"> <li>● Redirect attention. If this is not effective: give a reminder followed by a warning in accordance with the RUAH rope.</li> </ul>	<p>Is this a way of gaining attention?</p>
<ul style="list-style-type: none"> <li>● Telling tales/made up stories about others.</li> </ul>	<p>Redirect attention: <i>'How did you respond when...did that? Did you make the right choice?'</i></p> <p>Reassure: <i>'Thank you for telling me. Right now, I am...but I will deal with that later.'</i></p> <p>ALWAYS return to the child and investigate so they have had their voice heard.</p>	<ul style="list-style-type: none"> <li>● Resolve the issue between children if necessary.</li> <li>● Redirect attention. If this is not effective: give a reminder followed by a warning in accordance with the RUAH rope.</li> </ul>	<p>Does the child need a social story to help them understand how to deal with issues with others?</p>
<ul style="list-style-type: none"> <li>● Throwing a tantrum which does not endanger others, themselves, or school property.</li> </ul>	<p>Show empathy: <i>'I understand you're feeling...because...'</i>          Calm the situation: <i>'Take some deep breaths/come and sit down/let's move away from...'</i></p>	<ul style="list-style-type: none"> <li>● Remove the child from the situation for some calming/reflection time if needed.</li> <li>● Explain later (after the child is calm) why the behaviour was not what we expect</li> <li>● Discuss calming strategies with the child for future use.</li> </ul>	<p>Is there another reason why the child has reacted in this way? Check with parents/carers to see if there is anything else going on in the child's life that might be having an impact on their behaviour.</p>
<ul style="list-style-type: none"> <li>● Failing to complete the task set.</li> </ul>	<p>Check understanding: <i>'What do you need to do next?'</i>          Direct towards helpful strategies: <i>'What could you do/use to help you with that?'</i></p> <p>Encourage: <i>'I can see you have made a great start there. Now you just need to...'</i></p> <p>Give a choice: <i>'You can either get your work finished now and then it will be done, or you can choose to carry on chatting/fidgeting/wasting time but then you will have to do your work in your own time.'</i></p>	<ul style="list-style-type: none"> <li>● Check understanding and resolve any issues/misconceptions arising from the task.</li> <li>● Relocate the child to a place where they are better able to concentrate.</li> <li>● If nothing else is effective: have the child finish the work during playtime or lunchtime.</li> </ul>	<p>Why is the child failing to complete the task? Is it because the level of work is too challenging? Do they need some sensory input/a learning break to enable them to focus?</p>
<ul style="list-style-type: none"> <li>● Failing to complete the task set for the second time in a day.</li> </ul>	<p>Check understanding: <i>'What do you need to do next?'</i>          Direct towards helpful strategies: <i>'What could you do/use to help you with that?'</i></p>	<ul style="list-style-type: none"> <li>● Move the child to work with the Phase Leader. Ensure that they finish the work they have missed during playtime/lunch time.</li> <li>● Record reoccurring incidences on Arbor.</li> </ul>	<p>Would the child benefit from a task board to help keep them on task/break the challenge down into manageable chunks?</p>

	<p>Encourage: <i>'I can see you have made a great start there. Now you just need to...'</i></p> <p>Give a choice: <i>'You can either get your work finished now and then it will be done, or you can choose to carry on chatting/fidgeting/wasting time but then you will have to do your work in your own time.'</i></p>		<p>Would the child benefit from pre-teaching with a member of support staff?</p> <p>Has the child had to deal with anything at home that particular morning which may be contributing to their lack of focus?</p>
<ul style="list-style-type: none"> <li>Deliberately breaking/destroying school property.</li> </ul>	<p>Explain rule: <i>'In our school, show RUAH all the time and this also means towards school property. You have made the wrong choice by breaking/destroying this...'</i></p>	<ul style="list-style-type: none"> <li>Move the child to work with the Phase Leader of the Deputy Headteacher if the Phase Leader is off site.</li> <li>Instruct the child that they need to complete service to the school for the property they have broken e.g., tidying, sorting, helping an adult at playtime etc.</li> <li>Record incident on Arbor and inform parents.</li> </ul>	<p>Has the child had to deal with anything at home that particular morning which may be contributing to their need to cause physical damage to school property?</p>
<ul style="list-style-type: none"> <li>Swearing at another child.</li> </ul>	<p>Explain rule: <i>'In our school, we always show RUAH to everyone. Swearing at someone else does not show that you are being kind. You have made the wrong choice by using that word.'</i></p>	<ul style="list-style-type: none"> <li>Keep the child in at break or lunchtime to complete service to the school.</li> </ul>	<p>Does the child need a social story to help them to understand why swearing is inappropriate?</p>
<ul style="list-style-type: none"> <li>Calling a child or an adult a racist or homophobic name.</li> </ul>	<p>Label behaviour and explain the effects: <i>'You have said something that is racist. That is extremely upsetting for others to hear, and it is not acceptable at all in this school.'</i></p>	<ul style="list-style-type: none"> <li>Discuss the incident with the child and the consequences of said comment.</li> <li>If appropriate, report to the Phase Leader based on severity.</li> </ul>	<p>Could any racist behaviour be an indicator of radicalisation? Check PREVENT guidelines and inform Safeguarding Lead where necessary.</p>
<ul style="list-style-type: none"> <li>Physically hurting another child or adult deliberately through hitting,</li> </ul>	<p>Remember: the main priority in the first instance is to diffuse the situation and calm the child down. The behaviour can be dealt with later.</p> <p>Show empathy: <i>'I understand you're feeling...because...'</i></p>	<ul style="list-style-type: none"> <li>Remember: physical restraint should only take place if there is no alternative to ensure the safety of a child and must only be carried out by a</li> </ul>	<p>Is the child witnessing physical behaviour at home?</p>

<p>kicking, scratching, biting. Fighting in the classroom or playground. Running out of the classroom during a lesson.</p>	<p>Calm the situation: <i>'Take some deep breaths/come and sit down/let's move away from...'</i></p>	<p>member of staff who has received appropriate training.</p> <ul style="list-style-type: none"> <li>● After the situation is calm: send child/ren to the Phase Leader or the Deputy Headteacher, depending on severity.</li> <li>● Record the incident on Arbor and inform parents.</li> </ul>	
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“In every  
**young person**, a  
point of **goodness**  
is **accessible**

and it is the primary duty of the  
educator to discover that sensitive  
cord of the heart so as to draw out  
the best in the young person.”