



Our Lady's Preparatory School and Day Nursery Behaviour Policy for the School and Nursery 2.3

Background to the Policy – the School's Aims and Objectives

We are proud of who we are and what we do and as a result, our ethos as a Catholic School is clear.

The School Values of respect, charity, joy, excellence, family and care are derived from Gospel values and the Virtues of the Church. We enable our children to live these values through positive action, both in school and in their own family and community.

This Behaviour Policy has been developed with due regard to the Department for Education's (DfE) non-statutory advice "Behaviour in schools: Advice for Headteachers and School Staff", February 2024.

Please note that there is a separate Behaviour Policy that applies to Our Lady's Nursery see below. At Our Lady's Preparatory School, we value our sense of community. Of principal concern is a caring attitude and respect for others within a safe environment.

The school believes in establishing and maintaining high standards of performance and behaviour in all aspects and areas of life, and it is the responsibility of all staff and pupils to play their part in this. It also believes that reward, praise and encouragement tend to produce better results than discouragement.

The ethos of the school and the broad curriculum promote attitudes and values necessary for children to contribute positively to their own development. They also encourage children to feel positive about themselves. These attitudes and values are further encouraged through a system of rewards and sanctions. The rewards and sanctions are seen as a good mechanism also in dealing with poor behaviour. The school does **not** use or threaten corporal punishment as part of our behaviour management.

Good teacher/pupil relationships are essential to positive attitudes within the school and to good behaviour of children. The school places great importance on the development of this relationship that leads to a happy, constructive school environment, within which children relate well to each other and perform at their best in all areas.

Any form of bullying, either verbal, physical or emotional is totally unacceptable. Children should inform a teacher at once if others are being unkind to them. In such instances, please refer to the school's Anti- Bullying Policy. The School will adopt a zero-tolerance approach to any bullying and cyber bullying issues, that all staff will challenge any abusive behaviour between peers that comes to their notice and will report on to the DSL immediately any issues of this nature. Please see the Safeguarding Policy for further details about dealing with child-on-child abuse.

At Our Lady's, we believe that parents, pupils, staff and trustees share responsibility for creating an atmosphere which is conducive to a well-disciplined and happy school which meets the personal, social and emotional needs of all children.

Parents are expected to support the aims of the school, ensuring their child maintains appropriate standards of behaviour, hard work ethic, punctuality, language, discipline, appearance and dress code. The Trustees expect that a high standard of discipline will be set and maintained at all times.

School rules are concerned with care and consideration for others, and with safety inside and outside the school building. They reflect the belief that children need to develop self-discipline, self-respect and respect for others in order to live harmoniously at school and in their future lives.

Code of Behaviour

All members of the school community have the right to be treated with respect and have the responsibility to treat others in the same way.

At all times, it is expected that all staff and children will:

- Be safe at all times.
- Be kind and courteous, treating others as you would like to be treated yourself.
- Speak politely to others, avoiding bad language.
- School uniform should be worn with pride; boys and girls must ensure a tidy appearance at all times.
- Walk in the corridors, showing consideration for others and open doors for other people.
- Personal clothing and property should be clearly named.
- Expensive toys or money should not be brought into the school without the prior permission of a teacher.
- Respect other people's belongings and take care with school property.
- Place any litter in a bin.
- Include others in games, activities and discussions.

Bullying is completely and utterly unacceptable. If pupils think they are being bullied, or are unhappy about how one or more children are treating them, they are encouraged to tell a teacher. Please also refer to the school's Anti-Bullying Policy.

In class, the expectations for pupils are as follows:

- Pay attention by being quiet and by listening.
- Try hard, making sure that they always produce their best work.
- Homework diaries should be kept up to date and work handed in on time.
- Be properly prepared for each lesson.
- Raise their hand to answer a question, please refrain from calling out.
- Pupils may drink from a bottle of water to keep hydrated.
- Pupils should go to the toilet during break times.
- Classrooms should be kept tidy.

At lunchtime, pupils are expected to:

- Queue respectfully while waiting to be served.
- Be polite to the catering staff remembering to say “please” and “thank you”.
- Place dishes and cutlery in the areas provided, when told to do so.
- Try not to waste food.
- Try to eat a well-balanced nourishing meal.
- Eat in a polite, well-mannered way.
- Sit at your designated tables and avoid walking around.
- Talk to those seated around you without shouting - use “indoor” voices.

All members of the school community have the right to be treated with respect and have the responsibility to treat others in same way.

Named Persons

The named person for dealing with behaviour management issues within the school is David Boynes (Acting Head).

The named person is expected to:

- keep him/herself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development;
- and to check all staff have relevant in-service training on promoting positive behaviour.

Rewards and Sanctions

The school seeks to promote good behaviour based on mutual respect between all members of the school community. The school encourages good citizenship, responsible behaviour and empathy. The ethos of the school and the broad curriculum promotes attitudes and values necessary for children to contribute positively to their own development. It also encourages children to feel positive about themselves. These attitudes and values are further encouraged through a system of rewards and sanctions.

The school believes in the establishment and maintenance of high standards of performance and behaviour in all aspects and areas of life, and it is the responsibility of all colleagues and pupils to play their part in this. It also believes that reward, praise and encouragement tend to produce better results than discouragement. The rewards and sanctions support and reinforce the calm and purposeful atmosphere of the school.

Rewards

- All teachers are encouraged to use rewards as they show pupils that their worth is recognised. Teachers must seek to give rewards wherever possible. These include:
- Using the Good to be Green/Gold reward charts
- Verbal praise.
- Written comments in books and on work.
- House Points
- Motivational Badges for children who need extra encouragement for good behaviour and work.
- Annual prizes for recognition of academic, pastoral, cultural or sporting excellence or contribution
- Referring a child to the Acting Head for commendation and acknowledgement.
- Celebration Assemblies
- Displaying work for others to see (Wow Wall)

At Our Lady's, there are four Houses – St. Oscar, St. Bernadette, St. Therese and St. Maximilian. Whichever House gains the most House Points in a week are rewarded in assembly with applause and pupils who gain the most house points in each class also stand for applause.

The term 'good work' is relative to each child's ability and individual standards, not a set level for all. It involves work and actions that reflect effort and are good for that child. Reasonable adjustments are made for children with Special Educational Needs (SEN) and disabilities. Please also refer to the specific SEN Policy.

Sanctions

Sanctions and expectations are applied with due regard to pupils' SEND and EAL needs. Reasonable adjustments are made where appropriate, and behaviour support may form part of a graduated approach in liaison with the SENDCo.

An individual Behaviour Support Plan, Pastoral Support Plan and/or Risk Assessment may be developed. The plan should identify known triggers, early signs of distress, preventative and de-

escalation strategies, reasonable adjustments, communication needs, agreed staff responses, support following an incident and review arrangements.

Understanding Behaviour, SEND and Mental Health

The school recognises that behaviour may be a form of communication and may indicate an unmet special educational need or disability, a communication difficulty, a social, emotional or mental health need, trauma, distress or a safeguarding concern. Staff will seek to understand the context and underlying causes of behaviour and will consider whether assessment, targeted support, reasonable adjustments or external professional advice may be required.

Some pupils may experience social, emotional or mental health needs that affect behaviour, attendance, relationships, self-regulation or engagement with learning. Such needs will be considered through the school's graduated response and may require additional support, reasonable adjustments, pastoral intervention or involvement of appropriate professionals.

Staff will take account of a pupil's age, developmental stage, SEND, disability, medical needs, communication needs and other relevant circumstances when responding to behaviour. Reasonable adjustments will be made where required under the Equality Act 2010; this does not mean that the school cannot maintain clear and consistent expectations.

Prevention, Regulation and De-escalation

The school promotes preventative, relational and proportionate approaches to behaviour. Staff should use clear routines, positive reinforcement, appropriate regulation support, restorative conversations, de-escalation strategies and reasonable adjustments, where appropriate, before or alongside sanctions.

Where there is an immediate risk of harm, staff will prioritise safety and follow the school's safeguarding and restrictive interventions procedures.

All behaviour incidents, sanctions, suspension and exclusions are recorded and analysed termly for patterns, and actions agreed. If used, a summary is provided to the Headmaster and Trustees each term.

Behaviour incidents are reported by staff using the School MIS. They are logged by the Acting Head on the Behaviour Log. The log details the actions of the school in each case, and the next steps taken, as well as any sanctions imposed. Ad DSL, the Acting Head is able to cross-reference behaviour incidents with safeguarding concerns.

With most cases, it is first necessary to establish through thorough investigation that all facts have been established and that the action taken is fair. The class teacher usually does this by:

- Talking to pupils about what happened to discover why they acted in the way that they did. Discussing their actions and pointing out why these are unacceptable.
- Encouraging them to behave more appropriately in future.
- Taking one or more of the disciplinary steps listed below, as appropriate to the child's age and action.

Disciplinary Steps:

- Using a 'Stop and Think' approach

- Being sent to the Acting Head.

As pupils get older, they may be placed in a supervised detention, thus restricting their free time and giving them the opportunity to undertake a positive written activity, such as repeating some school work if this was the problem to begin with. If the detention is in relation to an act of unkindness, the child may be asked to think about their behaviour and write a letter of apology to the person they were unkind to.

Staff should bring individual children to the attention of the Acting Head if their behaviour or attitude is causing ongoing concern. The Acting Head will also inform the class teachers (in a pastoral role) if a child's behaviour has been brought to their attention. Between them they can then decide what course of action needs to be taken. Such action could involve taking various options:

- Informing the teachers and the child's parents (if in receipt of a red card).
- In some cases, it may be appropriate to agree a 'contract of behaviour' with the child, with parental involvement.
- In serious cases or when a pupil is persistently breaking all codes of conduct, the Acting Head may be forced to initiate procedures to:
- Suspend the pupil for a fixed period. On these occasions, parents are involved and after meeting with the Acting Head may receive a written statement from the Acting Head detailing the offence and explaining related matters. Suspension is usually used for a short period of time where possible, but there are occasions when pupils could expect to be suspended for a longer period of time given the severity of the offence and factors relating to pre-meditation.
- Permanently exclude the pupil from the school. This is very rarely used and only after all other strategies have been tried but have failed over time. Offences which would warrant the Acting Head recommending to the Chair of the Trustees that this punishment should be used would include the most serious bullying, including serious verbal bullying, cyber bullying, persistent aggressive behaviour such as kicking, punching, spitting, fire setting, frequent high-level disruption, etc. Please refer to the Exclusions Policy.

Suspensions and exclusions are recorded with date/dates in the Sanctions Book (Acting Head)

Where behaviour raises safeguarding concerns, staff refer to the DSL without delay in line with the Safeguarding and Child Protection Policy.

Use of Restraint

In the most exceptional circumstances, it may be necessary physically to restrain a pupil who is likely to injure himself/herself or others and/or cause very serious damage to property. Please refer to the Restrictive Interventions policy for more detail.

Restrictive interventions, including reasonable force, will be used only when lawful, necessary, reasonable and proportionate, and never as a punishment. They will be a last resort after preventative and de-escalation strategies have been attempted where practicable, or where urgent action is required to prevent harm.

Any intervention must use the minimum force for the shortest time necessary and must preserve the pupil's dignity. Staff must take account of known SEND, disability, communication, sensory, medical, trauma-related and mental health needs, together with any individual support plan or risk assessment.

Following any restrictive intervention, the pupil and staff involved will be offered appropriate support. The incident will be recorded and reported in accordance with the Restrictive Interventions Policy, parents or carers will be informed as required, and the circumstances will be reviewed to identify learning, safeguarding implications, reasonable adjustments and any changes needed to the pupil's support or risk assessment.

Monitoring & review

The School will review this Policy every year and any guidance or advice published by the DfE, ISI and/or relevant bodies will be monitored on an ongoing basis, in the event that ad-hoc amendments or revisions are appropriate beyond this timeframe.

Reviewed: 1 September 2026

Signed:



Acting Head

To be reviewed: 12 months from "Reviewed on" date



Our Lady's Preparatory School and Day Nursery

Behaviour Policy for the Nursery and Day Nursery

Background to the Policy

The emphasis within Our Lady's Nursery is very much on encouraging positive behaviour. We endeavour to encourage the development of a sense of right and wrong whilst bearing in mind each child's age level of understanding.

Children of Nursery School age are generally keen to please, and have a natural and sometimes unbounded enthusiasm for all that we offer them. We try to instil a sense of respect for themselves, their peers and their carers, and also instil traditional good standards in behaviour, such as please and thank you, proper table manners and other positive behaviours.

However, the children within our care are very young, and need sympathetic discipline rather than rigid or punitive discipline in order to achieve the best results. In spite of our best efforts, there will be occasions when a child carries out what may be considered anti-social or poor behaviour. In such an event, the child in question will be gently reminded of the correct way to behave and will be asked to explain why he/she has reacted in such a way. He/She will also be encouraged to apologise for his/her behaviour.

Any child whose behaviour is repeatedly unacceptable may be removed from the situation and constructively occupied under close supervision. When it is deemed necessary to do so, children may be referred to the more senior staff in order to deal with unacceptable behaviour e.g. to the Nursery Manager, Deputy Headteacher or Headmaster. In order to support some children in dealing with their behaviour, it may be in their best interests to put an Individual Learning Plan (ILP) in place. Please also refer to the Special Educational Needs (SEN) Policy.

Additional Needs and Graduated Support

Where behaviour is persistent, significantly outside age-related expectations or causes concern, practitioners will work with parents or carers, the setting SENDCo and, where appropriate, external

agencies to identify any underlying developmental, communication, sensory, learning, social, emotional or mental health needs. Behaviour support will be appropriate to the child's age and stage of development and will be planned and reviewed collaboratively.

The School's Values

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states that "children must be provided with support which will help them to develop a positive sense of themselves and of others; respect for others; social skills and a positive attitude to learning."

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's previous experiences and developmental stages. We recognise that there may be different expectations for children's behaviour at home and at nursery. Therefore, we work closely with parents/carers in promoting positive behaviour so that we can work together to promote the same message to children. At Our Lady's Nursery, we aim to provide appropriate opportunities for all children to develop:

Respect: to encourage all children to have respect for themselves, for other people (their feeling, beliefs and values) and for the nursery environment.

Understanding and compassion: to help children to understand other people's views and experiences and to be caring and tolerant towards others

Responsibility: to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular, we help children to develop an understanding of the consequences of their behaviour e.g. if a toy is thrown, it could hit and injure another child.

Fairness and equality: to give children an understanding of how to be fair to all; how to share and give everyone an equal chance (see our policies on Equality and Special Needs). All staff will demonstrate this behaviour in their interaction with the children.

Kindness: to promote acts of kindness to each other and to show children how to be gentle towards each other.

In order to support children's development, staff will promote the above aims and values through good example and endeavour to work with parents so that these aims and values will be attained.

What strategies do we use to support our aims and values?

We help children look after themselves by:

- Praising them: focusing on the positive things they do.
- Helping them to recognise their feelings and express themselves in an appropriate and acceptable way.
- Encouraging them to ask for help from peers as well as adults.
- Encouraging their efforts and seek ways to plan for future learning.
- Building their independence through self-help skills.
- Encouraging them to see the good in others.
- Encouraging them to learn from each other.

We help children to care about others by:

- Using calm methods to resolve any conflicts that may arise.
- Modelling appropriate behaviour.
- Working on and reinforcing the understanding of feelings, e.g. in circle time, working in small groups etc.
- Naming and making feelings clear including the consequences of their actions reflecting back to children.
- Being aware of the power of language, in order to not be confrontational or negative e.g. "use our words".
- Boosting self-esteem – praising, rewarding etc.
- Listening to children and their concerns and acknowledging why/how they may be feeling.

We help children to be polite by:

- Saying "Good morning" and where appropriate "Please" and "Thank you"
- Model behaviour we would like children to adopt
- Encouraging children to wait their turn
- Talking one at a time: listening to each other without interrupting when someone is already speaking
- Giving children clear messages and setting an example

We ask children to look after equipment by:

- Teaching them about health and safety.
- Encouraging them to look after toys and equipment
- Playing games, e.g. in circle time and considering, "How do we look after this?"
- Washing the bikes, toys etc.
- Taking responsibility for when they break a toy by telling an adult.
- Looking after the equipment ourselves and modelling how to use it

We help children to care about the Nursery environment by:

- Making it as attractive as possible.
- Cleaning tables.
- Tidying up together.
- Displaying children's work.
- Picking up rubbish.
- Providing labelled storage.
- Looking after indoor and outdoor plants at specific times of the year.
- Explaining proper care and use of areas (painting area, home corner, sand-pit etc).
- Notice, acknowledge and praise 'careful handling' and model such behaviour.
- Sharing responsibility.

Corporal Punishment

Corporal punishment is **never** used, threatened or ever permitted to instil discipline at Our Lady's Nursery.

Physical intervention, such as restraining a child, is allowable to avert immediate danger of personal injury to the child, other children or staff members. All such incidents are reported immediately to the Nursery Manager who records it on an Incident sheet that is signed by two members of staff and the parents of the child on the day of the occurrence. If it is necessary to restrain a child, this will be reported to the parents on the same day or as soon as possible.

Any physical intervention in the nursery will be used only as a last resort to avert immediate danger of personal injury, using the minimum intervention for the shortest time necessary. It must never be used as a punishment. Staff will use calm, preventative and de-escalation approaches wherever practicable and will take account of the child's development, SEND, communication, sensory, medical and emotional needs.

After an incident, the child will be supported and the incident reviewed for safeguarding implications, unmet needs, lessons learned and any required changes to support or risk assessment. Further requirements are set out in the Restrictive Interventions Policy.

Monitoring & review The Nursery will review this Policy every year and will bear in mind the impact and effects of the policy in the Nursery upon children's behaviour, in the event that ad-hoc amendments or revisions are appropriate beyond this timeframe.

Reviewed: 1 September 2026

Signed:



Acting Head

Staff member responsible for Behaviour Management:

C Taylor - Nursery Manager

To be reviewed: 12 months from "Reviewed on" date