

LONDON BOROUGH OF HAVERING



**LA SALETTE CATHOLIC
PRIMARY SCHOOL**

BEHAVIOUR POLICY

AUTUMN 2025

LA SALETTE CATHOLIC PRIMARY SCHOOL

Mission Statement

“Loved by Jesus and our Lady of La Salette, we learn and grow together, in joy and friendship.”

Behaviour Policy Aims and Purpose

***“Blessed are the peacemakers, for they will be called children of God.”
Matthew 5:9***

At La Salette our behavior policy is focused around our faith and the values of respect, understanding and self-discipline. As a Catholic School we always look to the example of Jesus to provide us with the model for our own daily lives. We see our staff as the role models and teachers of the positive behaviours that we wish to instill in our children. We accept that no-one is perfect and that at times we all make mistakes, but it is recognising when we are wrong and making better choices next time that shows our spiritual, academic and social growth. As followers of God we recognise in his example the need to repent and to forgive others and that every child is unique.

Our ultimate aim is for children to have high expectations of their own behaviour and be able to lead their peers in encouraging positive behaviours within our school and community. We have an expectation that all children will find the school a safe, structured and nurturing environment. As a school we expect our children to behave in socially acceptable ways and to always model themselves on the life of Christ; to be ‘servant kings’ and to be a positive influence in our communities.

Parental Responsibility

All parents sign a home-school agreement when entering children into the school. It is important that parents understand and fully support the school’s behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and for the academic progress of all children.

Other policies that should be referred to are in support of this aim are:

- Positive Relationships (Anti Bullying)
- SEN Policy
- Equality Policy
- Positive Handling

Role of all adults in the school

We have high expectations of children that can only be achieved if our expectations of adults are equally high. All adults model good behaviour for the children and help them to **learn** how to build positive relationships and deal with conflict. Where children find themselves in conflict or disagreement we use the **Restorative Justice** approach. By using the restorative approach we teach children the following skills:

- non-violent communication,
- development of empathy and rapport,
- understanding and managing anger,
- developing self-esteem and valuing others,
- assertiveness,
- tolerance and understanding of difference.

Our staff will always:

- Use a common framework of language to ensure consistency of approach.
- Emotionally engage with children but always keep professional distance when discussing behaviour.
- Approach each child with the same high expectations of behaviour.
- Set age appropriate expectations and use positive praise and reinforcement.
- Involve parents as partners in the teaching of expected behaviours.
- Be patient and explain the reasoning of a decision to children.
- Show mutual respect and approach each child without bias.

Role of children in our school

- To live through action and thought our Catholic faith values.
- To follow our Golden Rules.
- To admit when we are wrong; and forgive others when they are wrong.
- To be respectful to other children and adults.
- To show a positive attitude to their behaviour and learning.

We teach behaviour through our gospel values and our '5 Golden Rules':

EYFS

1. To be still, calm and prayerful.
2. To be a good friend.
3. To admit when I am wrong.
4. To do my best.
5. To look after the school.

KS1/KS2

1. To be still, calm and prayerful.
2. To be polite and a good friend to everyone.
3. To acknowledge our mistakes and learn from them.
4. To have a positive attitude and challenge myself.
5. To respect our environment.

Recording behaviour at La Salette Catholic Primary School

All significant incidents of unacceptable behaviour are recorded on the SIMS network and regularly checked by the Headteacher to identify training needs, trends and areas of development for intervention.

What behaviours do we challenge at La Salette?

At La Salette we do not accept any behaviour that impacts negatively or causes emotional or physical distress to another person. We do not accept reluctant attitudes learning, disrespectful behaviour to children or adults, or damage to school property or grounds.

Our 5 Sanctions for Negative Behaviours

If children demonstrate these behaviours, it is the role of all staff to consistently implement the following sanctions:

Sanctions	
1 st Warning	Verbal warning and reminder of expected behaviour
2 nd Warning	Warning given, reminder of expected behaviour repeated and leads to the loss of part of break time, and a chance given to rectify behavior.
3 rd Warning	Warning given, reminder of expected behaviour repeated and the loss of part of lunchtime or similar consequence and a record is kept on the SIMS network.
If the child fails to respond to these clear sanctions in a positive way or the behavior is deemed severe enough to have precluded these initial steps then the following sanctions are applied:	
4 th Warning	Yellow Behaviour Tracking Card is issued and a meeting between the class teacher and parent is organised in person or by phone.
5 th Warning	If behaviour continues to be an issue a Red Behaviour Tracking Card is issued and a formal meeting with the Head teacher, class teacher and parent is convened.

Pastoral Tracking Card

Green Pastoral Cards may be used to support a child who has low level negative behaviours over a longer period or where a recent personal event may be causing atypical behaviours. This card is designed to help all staff and parents monitor and assist the child to maintain or improve their behaviour and acts as a supportive reminder. Pastoral cards will always be discussed with the parent(s) before being implemented.

Behaviour Tracking Cards: Yellow and Red

Behaviour Tracking Cards are a system designed to help children to make positive behaviour choices. They are intended as a short-term focus to aid improvements in behaviour and to assist the school and parents to work together consistently and coherently for the benefit of the child. They are not used as a method of punishment. Behaviour cards are seen by the Headteacher or senior leader each day and sent home to be signed by parents.

Our 5 Incentives for Positive Behaviours

Incentives	
Praise and positive Reinforcement	Children will be praised for the expected engagement in their own learning and behaviour by all staff. Children who have made particular efforts to show the expected behaviours will also be praised for their determination to improve.
Notes and stickers	A child may receive a brief note or sticker in their reading record to indicate a particularly good example of positive behaviour.
House Points	House points are for the individual child and handed out up to a maximum of 5. They are recorded on a class list that is displayed in the classroom.
Certificates of Achievement	The teacher will reward up to three children per class for consistently showing effort towards their learning or behaviour that we expect to see at La Salette. A headteacher's award is also given once a week for exceptional effort linked to the week's focus.
Annual Achievement Awards	Each term teachers select pupils who have shown sustained positive behaviours for recognition during the termly achievement assembly.

Children with Specific Behavioural Difficulties or Specific Learning Difficulties

At La Salette, we treat every child as a unique individual. As a school we are aware that some children have specific behavioural difficulties. In such cases individually tailored Behaviour Plans are more appropriate and may deviate from the guidance given above.

A Behaviour Support Plan (BSP) will be written by the class teacher, parent and SENco. It will be shared with all staff to ensure that consistency of approach is maintained for the child. Each BSP will be reviewed half termly or reviewed and adjusted after any subsequent behavioural event.

Our school has an obligation to keep children safe. Teaching staff will receive training and use positive handling Team-Teach strategies in order to prevent violence and reduce the risk of injury to staff and children. We have a specific policy for this; please see our Positive Handling Policy.

Confiscation and searches for inappropriate items

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarettes
- Fireworks
- Pornographic images
- Unauthorised mobile phones or digital devices.

Weapons and knives and images of child abuse, will always be handed over to the police.

Fixed and Permanent Exclusions

La Salette is a welcoming and inclusive community and we will always work with parents, staff and pupils to avoid exclusions where possible.

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the head teacher of the School can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period. A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases.

Further information and the full Government guidance can be found at:

www.gov.uk (search for exclusion guidance for schools)

APPENDIX 1: Behaviour Tracking Cards

Time of day	Mon	Tues	Wed	Thurs	Fri
1 st Lesson					
Break					
2 nd Lesson					
Lunch					
3 rd Lesson					
4 th Lesson					
Signed					

Targets:

1. I will listen to instructions and follow them.
2. I will be polite to adults and children.
3. I will keep my hands and my feet to myself.

Golden Rules

1. 1. To be still, calm and prayerful.
2. To be kind and look after our school environment.
3. To acknowledge our mistakes and learn from them.
4. To have a positive attitude to school work and challenge myself.
5. To be polite to adults and a good friend to other children.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Achieved my target					
Working toward my target					