



**Good Shepherd Catholic  
Primary & Nursery School**

**BEHAVIOUR POLICY**

Reviewed January 2026  
Next review January 2027

**Everyone at Good Shepherd must try to adhere to our school's mission statement,  
"Learning together as part of God's family."**

The children and staff all worked together in coming up with our school rule. So that we are all consistent and live our day to day lives harmoniously with a shared vision we follow this one rule.

### **Our school rule at Good Shepherd is 'Be kind and respectful'**

All behaviour incidents are recorded on CPOMS, our school's system. This is how we track and monitor our behaviour within our school community. All staff have had training on how to use this.

### **Aims**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values and ethos of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

### **Definitions**

At Good Shepherd we insist upon high levels of behaviour at all times. However, on occasions some students may not make good choices and misbehave.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Deliberate non-completion of classwork or preventing others from learning
- Poor attitude and a lack of respect towards adults and peers
- Not going into class when it is time to learn
- Ignoring adult instructions
- Unkind/upsetting comments to others or about others
- Physically hurting others
- Destroying/defacing/damaging school property or items belonging to others
- Continuing to irritate/ annoy others when told to stop

**At Good Shepherd it is extremely rare for any serious misbehaviour to take place.**

**However:- serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, online sexual harassment (such as unwanted sexual comments and messages, sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content)
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited item (these are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarettes, vapes, fireworks, pornographic images)

## **Bullying**

Bullying can be defined as ‘behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally’. DfE ‘Preventing and Tackling Bullying.’

Bullying is therefore:

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

Good Shepherd is committed to developing an anti-bullying culture where bullying is not tolerated in any form. As a result, there is a separate anti-bullying policy.

## **Roles and responsibilities**

### **The governing board**

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy’s effectiveness
- Holding the headteacher to account for its implementation

### **The headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board

- 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, which is recorded on CPOMS, is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

## **Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- 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 on CPOMS
- Challenging pupils to meet the school's expectations

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

## **Parents and carers**

Parents 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)
- Work in partnership with the school
- Take part in the life of the school and its culture

## **Pupils**

Pupils are regularly reminded of the school rule in class and in prayer and liturgy.

### **'Be kind and respectful'**

The rule is displayed in every classroom to reinforce the behaviour culture of the school. The expected standard of behaviour children should be displaying at school is regularly referred to by staff and links closely with our Mission Statement of:

### **'Learning together as part of God's family'.**

Good Shepherd values good behaviour. Therefore, our rule is easily remembered and accessible for all age groups, whilst encompassing our Christian values.

## **School behaviour expectations**

Pupils are expected to uphold the Christian ethos of our school by demonstrating how they are kind and respectful in everything they do or say by:

- Behaving in an orderly and self-controlled way
- Showing respect to everyone
- Ensuring that everything they do or say is kind
- Enabling everyone to learn
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Treating the school buildings and school property with respect
- Staff are responsible for supporting all pupils in adhering to the school rule by referring to the this regularly along with the Zones of Regulation

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations.

## **Zones of Regulation**

Staff recognise that feelings are complicated. Therefore, to make them easier to talk about, we use a programme call The Zones of Regulation. This organises our feelings and energy levels into four coloured Zones – Blue, Green, Yellow, and Red. Through this, we learn to regulate our feelings and support our overall well-being.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

## **Mobile phones**

- Children are allowed to bring mobile phones to school if they are walking to or from school by themselves
- They must switch it off once they have come through the red school gate and when they are still on the path going up to the carpark. They must not have them on going through the grey gates
- They must be handed to a member of staff when they enter the classroom
- Under no circumstances should children take photos of each other or view each other's phones whilst they are on the premises
- Phones are locked away for the day and given out at the end of the day

Parents are encouraged to check their child's phone regularly for any inappropriate use

## **Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive behaviour will be rewarded with:

- House Points
- Stickers
- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates or other rewards
- Positions of responsibility

Each class will have Golden Time on a Friday afternoon for 30 minutes to celebrate good behaviour.

## **Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

When children have not followed the behaviour ladder, the following will happen:

- They will be set a written task known as a 'Think Sheet' as an account of their behaviour and how they could have acted differently
- A letter or phone call home to parents depending on the seriousness of behaviour
- A behaviour plan will be drawn up if the behaviour is persistent

To ensure consistency in managing behaviour staff use a graduated procedure for sanctions, known as a Behaviour Ladder:

### **Classroom Behaviour Ladder**

1. Verbal warning- Green
2. Verbal warning - Amber
3. Send to Buddy Class - Red (until the end of the lesson)
4. Send to DHT/HT to speak to child and parent, child to miss playtime/lunchtime. behaviour recorded on CPOMS - Red

### **Playground Behaviour Ladder**

Pupils are allowed to miss an appropriate proportion of their break if they have not followed the behaviour policy. They are entitled to some fresh air, a drink and toilet break. Children are not to stand on the wall for missing homework.

All staff must follow the behaviour ladder for the playground:

1. Verbal warning - Green
2. Verbal warning with 5 minutes against wall - Amber
3. Bring to DHT/HT and child to miss playtime/lunchtime, behaviour recorded on CPOMS - Red

Fast track – escalation of playground behaviour such as physical fights, swearing or racist behaviour, children should be sent to the HT/DHT. They must not be sent by themselves but must be brought in by another child and handed over to an adult.

Every child starts on the green traffic light in the morning. If they fail to follow the behaviour policy, they will move to amber, then to red. A child on red for that day will miss 5 minutes from Friday's golden time.

### **Children with SEND**

Some children with SEND may require a personalised behaviour plan and their sanctions may differ from the behaviour ladders above.

This is at the discretion of the SENCO.

## **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are usually supervised by the Head teacher or Deputy.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with SENCO
- Use of teaching assistants
- Short term behaviour plan
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

## **Suspension and permanent exclusions**

The school can use suspensions and permanent exclusions in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend will be made by the headteacher and only as a last resort. Please see separate policy.

## **Recognising the impact of SEND on behaviour**

- The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND)
- When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis
- When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
  - Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Good Shepherd makes reasonable adjustments to meet the needs of all children. Please see the separate SEND Information Report and SEND Policy for more information.

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

### **Supporting pupils following a sanction**

Following a sanction, and every external suspension, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This includes measures like:

- Reintegration meetings with the Head Teacher, Deputy, the parent and child
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals if appropriate

### **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must always be used as a last resort and be recorded on CPOMS and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## **Confiscation, searches, screening**

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

### **Confiscation**

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### **Searching a pupil**

Searches of pupils' possessions (e.g. tray or bag) are only carried out in very rare circumstances where a member of staff believes a child has a prohibited item and there is risk that harm may be caused.

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If a search of a pupil does need to be undertaken, the following will apply:

- Searches will only be carried out by a member of SLT and one other
- The pupil is present
- A written record of the search is kept
- An appropriate location for the search, away from other pupils, will be used
- Before carrying out a search the authorised member of staff will assess whether not doing the search would put other pupils or staff at risk
- Explain to the pupil why they are being searched

### **Searching pupils' possessions**

#### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMS

## **Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

## **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether any specific support is needed.

**Please note that the following information about strip searches is a statutory requirement to include and is extremely rare in schools**

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when taking part in a school activity e.g. on a school-organised trip.

## **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

## **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or deputy will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police
- Decide on a case-by-case basis

Please refer to our child protection and safeguarding policy for more information.

## **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Behaviour management strategies
- The proper use of restraint where this is deemed necessary

## **Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Anonymous surveys regarding behaviour