

ST VINCENT DE PAUL CATHOLIC PRIMARY SCHOOL



Early Years Behaviour Policy

We are called to be the hands and face of Jesus, as we learn, love and grow together."

Reviewed: Autumn 2025
To be reviewed: Autumn 2026
Reviewed by: Finance and Operations Committee
Presented to LGB: 9th December 2025

Aims

- To reflect our Catholic tradition and values enabling forgiveness and fresh starts.
- To create a safe, happy learning environment for all
- To improve educational outcomes for all pupils by promoting self-regulation, independence and supporting their engagement with education.
- To ensure all individuals to feel respected and included regardless of gender, race, religion, ethnicity, background family or social circumstances
- To provide explicit approaches to manage challenging behaviour, resolve conflict and repair harm.
- To keep all children and staff safe.
- To create an environment that expects and promotes positive behaviour as the basis for effective learning.

At St Vincent de Paul School, we provide a supportive and safe learning environment where high standards of positive behaviour are expected, encouraged and reinforced in order to allow all pupils, whatever their needs, to develop their full potential.

This policy refers to children in Nursery and Reception. The document should be read alongside the whole school Behaviour Policy.

Legislation and Statutory Requirement

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

Behaviour in Schools

Screening, Searching and Confiscation

The Equality Act 2010 Use of reasonable force

Keeping Children Safe in Education

Supporting pupils at school with medical conditions

SEND Code of Practice

In addition, this policy is based on: Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

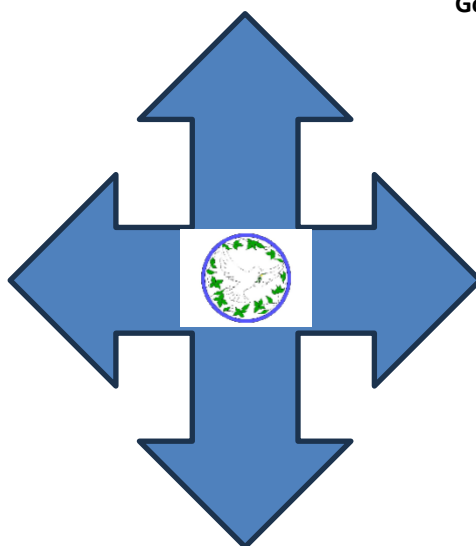
Everyone in our community is expected to play their part in promoting positive behaviour.

Staff:

- Consistently apply the relational behaviour policy which is predictable, systematic, consistent and habitual.
- Give opportunities to develop social skills and emotional literacy.
- Create and teach a curriculum that enables pupils to engage.
- Ensure that pupils listen, are listened to and value others.
- Help pupils to gain the ability to make choices about their behaviour.
- Agree a class code of conduct based on the school rules which makes rewards and consequences explicit.
- Help pupils understand their rights and responsibilities as members of a Catholic school community.
- Be a positive role model demonstrating positive behaviour towards members of the school community
- Inform parents (or in the case of support staff inform the class teacher) about their child's welfare or behaviour and, where required, work alongside parents.

Parents:

- With trust and faith, support the school in understanding the children's behaviour.
- Help celebrate positive behaviour in school.
- Be a positive role model demonstrating positive behaviour towards all members of the school community
- Contact the class teacher early with any concerns/worries.
- Work with the school proactively to find solutions to any difficulties.



Governors:

- Offer support and challenge to the school.
- Support the school in understanding the pupils' behaviour.
- Promote the school in the wider community.
- Give support, when necessary, to the headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues.
- Review the effectiveness of the policy.

Pupils:

- Follow the 3 school rules of being Ready, Respectful and Safe.
- Make it possible for all pupils to learn in class.
- Value and care for themselves, others and the physical environment.
- Resolve disputes positively developing a sense of fairness.
- Represent the school community positively when outside school.
- Be aware of their own emotions and actions and take responsibility for these.
- Have respect for all regardless of difference, culture, religion, race or gender.
- Develop an appropriate reaction to any incidents
- Report behaviour that concerns, hurts or worries them to an adult.
- Support and forgive each other when things go wrong or they make mistakes and be open to the idea of reconciliation.

Valued and Detrimental Behaviours Definition

Valued behaviour

- Behaviour held in high regard by an individual, the community or the environment.
- Creates helpful feelings in self or others.
- Behaviour characterised by a concern for the rights, feelings and welfare of others
- Behaviour which benefits other people or society

Detrimental behaviour

- Behaviour that hurts or hinders an individual, the community or the environment.
- Creates unhelpful feelings in self and others. Behaviour that is likely to cause upset, injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.

Difficult and Dangerous Detrimental Behaviour Definition

Difficult detrimental behaviour

- Behaviour that is detrimental, but not dangerous.

Dangerous detrimental behaviour

- Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Prevention - anticipation and removal of potential problems.

- Interaction - plenty of adult attention (so there is no need to misbehave to gain adult attention)
- Praise or reward - all adults should offer explicit praise for good behaviour, for example turn taking, co-operation, sharing, listening thus drawing attention to the good rather than the bad
- Provision - provide physically challenging and emotionally satisfying activities
- Clear expectations applied in a positive way- 'No pushing in line' becomes 'We always stand nicely in line'
- Modelling - leading by positive examples from adults

We understand the importance of a good environment and clear routines and boundaries. We therefore organise our learning areas to ensure they have a positive impact on behaviour in terms of space, access to resources, choice and routine. We encourage the children to care for their environment by looking after the resources and tidying up throughout the sessions. With the children, clear expectations and boundaries for behaviour are set with consistency, alongside routines that ensure the children feel

confident and secure.

Expectations of Valued Behaviour

At St Vincent de Paul School, we have high expectations of valued behaviour, which reflects our key principles. Staff strive to develop positive relations with all pupils and are committed to helping each pupil to develop personal responsibility in school, by respecting self, others and all of God's creation.

We have 3 school rules:

- ❖ **Be Ready**
- ❖ **Be Respectful**
- ❖ **Be Safe**

Every behaviour intervention, positive or corrective, must be punctuated with Ready, Respectful or Safe.

These rules are regularly explored with children as to what they may look like in practice and how they support in building a class and school community. In practice, the three rules are unpacked in an age appropriate fashion and could include the following aspects and examples:

Be ready	Be respectful	Be safe
<ul style="list-style-type: none">• Staying on task• Waiting quietly/ listening in silence to music when assembly is starting• Having the necessary equipment needed• Coming in for lunch when called	<ul style="list-style-type: none">• Knowing when it is appropriate to talk or to be quiet• Giving others' space and their right to work• Listening to each other and adults• Putting equipment away in the right place• Using equipment properly.• Opening doors for others/ waiting for someone to pass through.• Telling the truth.• Using bins for litter.	<ul style="list-style-type: none">• Following the instruction of adults• Follow the rules when using the internet and electronic equipment both in and out of school.• Walking around the school.• Report any problems to an adult.• Remaining in their play area.• Following game rules.

	<ul style="list-style-type: none"> • Taking their turn 	
--	---	--

Planned Response to Valued Behaviour

We have a behaviour curriculum which is regularly reviewed. We teach behaviour as we teach other areas of the curriculum through modelling and/or praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and PHSE lessons.

Children will develop the understanding that their positive behaviour is rewarding and brings about positive experiences and feelings in others from their community.

We believe in 'catching the children getting it right' and use a variety of external regards to help make this explicit to children e.g.

- Verbal praise from adults and peers (being mindful of individual needs and responses to praise).
- Inform class teacher if another member of staff has noted the behaviour.
- A nod, smile, thumbs up.
- Class reward system e.g. stickers, certificates, table points (these must be communicated to all adults working in the class).
- Parents and carers informed verbally.
- Sharing learning to other children and classes.
- Celebrated with members of the Senior Leadership Team
- Learning and achievements displayed around the school/online
- WOW stickers and certificates sent home and shared in assembly for going above and beyond the school rules
- Individual systems e.g. Book of Brilliance, reward chart

Inclusive Approach

We are an inclusive school and adapt our behaviour management strategies to meet the needs of the child. We seek to understand the reasons behind behaviours, working with children's experiences and feelings to create an internal discipline which results in long term change. All children should be treated sensitively; criticism should never damage self-esteem, focusing on the behaviour rather than the individual child.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with Special Educational Needs (SEN), who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class rules. Reasonable adjustments may be required when applying our

behaviour policy in line with our SEND policy however, not to the detriment of other children's learning or safety of other children and staff.

As in learning, all staff accept equity of support – giving everyone what they need, at that time, to be successful.

Dealing with conflicts and detrimental behaviour

We recognise that young children can behave in ways that as adults we consider to be inconsiderate and sometimes hurtful. For children under five, this behaviour is often spontaneous and without intentional malice. Young children will need help and support to manage feelings and sometimes intense emotions that they are not mature enough to deal with independently. When dealing with unwanted behaviour in young children, the adult dealing with the child will be a familiar one where possible.

Examples of strategies for dealing with detrimental behaviour:

- Deal with behaviour immediately
- Label the behaviour, not the child e.g. 'that was unkind' rather than 'you are unkind'
- Redirection - distract to another activity or join in with activity
- Offer a choice
- Behaviour statement - a firm 'no' and a clear explanation of why the behaviour is unacceptable
- Speech - Speak calmly, clearly and firmly to gain control. Keep sentences short.
- Use Makaton and visual cards
- Warnings- Give a warning of the consequence if behaviour does not stop
- Consequences - Use the consequence, child is directed for thinking e.g. to class next door or different area of the classroom; for example removal from the situation or removal of a toy. This must be explained to the child instantly. Staff will support all children involved in any unwanted behaviour positively. We will explain and discuss the incident at a level appropriate to their understanding. Interventions to support positive behaviour by reminding children of expectations e.g. " We like sharing in our class, who will you share those cars with?" or by refocusing a child's attention on a different task.

We expect all staff, students and volunteers to use positive strategies for handling any conflict or undesired behaviour by helping children find solutions in ways which are appropriate for the children's ages and stages of development.

In dealing with children in conflict adults will:

- Focus on de-escalation and intervention at the earliest possible opportunity to avoid difficult or dangerous detrimental behaviour
- Solutions follow the de-escalation script such as:
 1. *Child's name*
 2. *Acknowledgement of feelings e.g. "It looks like you are feeling cross, am I right?"*
 3. *Defining the problem "I wonder if it is because you would like a turn with the car?"*
 4. *Let the child know you are here to help.*

5. Encourage the child to talk and you will listen.

6. Explanation as to what was not acceptable, "I can see that you would like a turn but pushing is not kind and it hurts"

7. Finding a solution and supporting putting it into practice "Come with me and let's use your words to ask for a turn, say 'can I have a turn please?'" or "When you are ready, let's see if we can find another car so that you can be with your friends and play together."

8. Reflect back how they feel and what happened "It looks like you are feeling better now...when you used your words, we could help you have a turn."

- Symbols or drawings may be used to support our communication and explanations to children when talking to them about their behaviour.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

Consequences

There are two consequences associated with detrimental behaviours.

Protective consequences – used to manage potential harm or escalation. These may involve the removal of a freedom to manage the incident, for example, a time out. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term.

Educational consequences – teaching the pupil a better way to react so the freedom can be returned. It is essential that there is always an educational consequence. We must be able to show how we have helped a pupil develop new skills or new ways of thinking through a discussion. Educational consequences provide the pupil with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Children consistently displaying unacceptable behaviour will be removed from the immediate situation for a short period of time no more than a minute per year of child's age. During this time the child should be spoken to regarding the behaviour.

Reflect, Repair and Restore/Rebuild

Emotional recovery and reflect, repair and restore are two essential stages following any harmful behaviour or following a situation that has involved managing difficult or dangerous behaviour. Adults should follow the restorative practice questions at the appropriate age and stage of the child.

- What has happened? (This gives a factual and less emotive account of the incident rather than asking 'why' as this gives a defensive response)
- Who has been affected / hurt / upset? (We encourage children to think about the impact of actions on everyone)

- What can we do to put it right? (The consequences of the actions should be fitting, explained and agreed by all parties involved) It is important that this approach is consistently used and only when other positive behaviour strategies, including warnings and consequences, have been ineffective. All significant incidents or repetitive unwanted behaviours will be recorded on CPOMs, to identify any triggers and to assess if strategies being used are appropriate.

Managing a crisis

All staff need to feel that they are able to manage difficult or dangerous behaviour, and to have an understanding of what these behaviours might be communicating. When children are in crisis or experiencing strong and overwhelming emotions, we understand that they need time and a safe space to become calm and regulated enough to engage in communication with an adult.

Adults will use minimal language and phrases such as “Stop, breathe, tell me what the problem is, I can help you.” This will be supported visually, and an adult will help the child find a safe space or area to be alone or engage in co-regulation/regulation activities/techniques.

Observation may be used to help us understand the cause and to look for patterns in children’s behaviour and decide how to respond appropriately. This may include involving professionals from other agencies using analysis activities.

Physical contact with children

It is important to be familiar with the following definitions:

Physical Contact: situations in which proper contact occurs between staff and pupils. Staff use professional knowledge and judgement in situations involving physical contact with children. Working with such young children means that physical contact can occur in a variety of circumstances e.g: comforting a distressed child, holding a hand on a walk, giving a child a ‘side on’ cuddle as a means of praise.

- First Aid (cleaning wounds, applying plaster)
- Personal hygiene e.g. changing soiled clothing
- Getting changed for PE e.g. dressing, undressing, tying hair back
- During lessons e.g. support in PE, showing how to hold pencil, scissors
- Responding to their initiated contact e.g. returning a hug, holding hands
- Reassuring and comforting children- eg when they are upset or worried or in need of guidance, a child may be allowed to sit on an adult’s lap in the classroom or offered a ‘side on’ hug as appropriate.
- Holding a hand on a walk
- Praise- eg reaffirming ‘well done’ with a gentle pat on the shoulder.
- Guiding a child in a gentle manner

In all situations where physical contact takes place staff will consider the child’s age and level of understanding, the child’s individual characteristics, health, history and the location.

Physical intervention - used to divert a pupil from destructive or disruptive action eg. guiding or leading a pupil by the hand, arm or shoulder with little or no force.

Physical Control/Restraint - the use of reasonable force when there is an immediate risk to pupils, staff or property. Incidents of physical control/restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Adults will only pick up children in circumstances where deemed necessary, e.g. to remove a child from danger. If a child is likely to be at risk from harm if staff do not physically intervene, staff will take action. The action that will be taken will be dependent on the risk assessment that is made at the time. Details of such an event are always recorded on CPOMS (Online record keeping tool). Parents/Carers will be informed by the member of staff or teacher. There may be situations whereby another member of staff or SLT confirm that they will inform the parent/carer.

Children may be removed from a group or activity if their behaviour is difficult or dangerous. It may sometimes be necessary to remove the group rather than the child to avoid undue physical force. Staff will support children to understand how to make positive, valued choices for their behaviour/communication in the future.

When dangerous detrimental behaviour is being displayed this will be brought to the attention of the Headteacher/SENDCO. Adults must be mindful of not isolating themselves with a child when dangerous detrimental behaviour is being dealt with to protect themselves from allegations of malpractice.

Working with parents

We work in partnership with children's parents to address reoccurring difficult or dangerous detrimental behaviour to try and identify what the child is trying to communicate and to look for possible unmet needs. Parents are regularly informed about all aspects of their children's behaviour by staff. We will also encourage parents/carers to inform or discuss with us any concern or worries they may have relating to their child's behaviour or development in the area of Personal, Social and Emotional Development. We will make every effort to discuss with parents any significant incidents that occur on the same day and to work together with them to address any issues to try and prevent incidents such as this reoccurring. Difficult and dangerous incidents will be logged on CPOMS and parents will be informed of the circumstances of what has occurred. When dangerous behaviour is displayed, we work with parents to identify the cause and find a solution together and will formulate an individual behaviour plan to mitigate incidents of dangerous behaviour.

Suspensions and Permanent Exclusions

In exceptional circumstances it may become necessary for a child to be suspended or permanently excluded from the school; staff in school will do all that they can to avoid this situation arising.

Exclusion may only be initiated by the Headteacher or designated teacher in their absence and must be recorded formally according to LA procedures. The Headteacher may suspend a pupil for one or

more fixed periods, for up to 45 days in one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

There will be times when an action warrants an immediate suspension or permanent exclusion. For example:

- Persistent poor behaviour that disrupts teaching and learning
- A serious case of bullying
- Persistent bullying- including on-line bullying
- Inappropriate on-line behaviour
- Where the safety of any members of staff is put at risk
- Where the safety of other pupils are put at risk
- Where the safety of the individual themselves is at risk
- Serious fighting that causes injury to another
- Racist abuse or intimidation

For an internal exclusion, parents will be informed by phone and reintegration meeting arranged. For external exclusions, a parent will be informed formally in person, or by phone. They will receive a formal letter detailing the reason for the suspension and information regarding a reintegration meeting. This will be reported to the Local Authority. SLT and class teacher to agree strategies to support the child upon their return to school. These will be shared with parents at a reintegration meeting.

Where a pupil is at serious risk of permanent exclusion, a risk reduction plan must be set up as soon as the risk is identified. However, there may be an occasion whereby a Permanent Exclusion is issued for a one off serious event.

The Hertfordshire Guidelines on Pupil Exclusion (including lunchtime exclusions must be followed.

Bullying

The behaviour policy is designed to promote self discipline and a proper regard for authority among pupils. Bullying of any kind will not be tolerated. Every child and adult in our school has the right to feel safe. Bullying and hurtful behaviour infringes that right and will not be tolerated. The Anti-Bullying Policy requires that any incidents of perceived bullying are directed to the Headteacher. (Please refer to the Anti-Bullying Policy).

Racism, Sexism, Disablism/Ableism and Homophobia

We aim to educate, develop and prepare all of our pupils, whatever their colour, culture, disability, origin or gender to lead positive lives. Pupils and staff therefore will endeavour to further these objectives by personally contributing towards a happy and caring environment and

by showing respect for each other's racial and cultural backgrounds and treating each other with dignity. The school acknowledges the complexity of British society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society. We are committed to emphasising the common elements and values of our multiple culture whilst appreciating the differences. A racist, sexist, ableist/disablist or homophobic incident is one perceived as such by the victim or any other person. These will be investigated by a member of SLT and will be recorded on CPOMs. Racist incidents are reported to the Governors and local authority each term.