



Vision for life and learning at Oratory Primary

Our aim is to nurture in our children a strong sense of self belief, to be loving and considerate with others, and keen to make the most of the years which stretch before them to do good.

Our motto is not an idle one, it is the essence of our school:

We work together, we play together, we laugh together, we pray together:

In Faith: We provide an environment where children are enabled to build on and deepen their relationship with God. Opportunities for prayer, reflection, and liturgy allow pupils to live and grow together as Catholics.

In Community: We appreciate the expert knowledge that parents have of their children's strengths and needs and invite families to share that knowledge with us. A strong partnership between home and school is vital in ensuring children achieve their personal best.

In Learning: We recognise that all children have particular abilities and aptitudes to be nurtured and celebrated. We encourage our pupils to become independent thinkers, and reflective learners, secure in the knowledge that with focus, endeavour and support, they can achieve their academic and creative potential.

In Life: We give our pupils a safe environment in which to build skills for their futures. We encourage them to adopt healthy lifestyles, respect the environment and be responsible citizens.

In Love: We teach our pupils to show kindness, respect and forgiveness. We celebrate our place in God's family by supporting one another and facing challenges together.

Behaviour policy

Autumn 2026 - Autumn 2027

Behaviour Principles

At Oratory Primary School, our Catholic values underpin everything we do. We strive to create a caring, respectful and inclusive community where every child feels valued, safe and able to flourish. Through The Oratory Way, we promote self-esteem, compassion, kindness and responsibility. Positive behaviour creates a calm, purposeful and happy environment in which everyone can learn and thrive.

- We promote positive behaviour through encouragement, praise and consistent expectations. Positive behaviour is recognised and celebrated, while gentle reminders and clear explanations help children understand our school rules and the importance of making positive choices. We believe that a calm, positive approach encourages children to take responsibility for their own behaviour and supports lasting behaviour change.
- We lead by example. All adults treat children with dignity, kindness and respect, modelling the behaviour and values we expect to see. Staff should remain calm and professional, avoiding raised voices or language that could belittle or humiliate a child. Children should never be asked to stand outside the classroom as a sanction. If a child needs time and space to regulate their emotions, this should be supported appropriately and supervised by an adult.
- We encourage children to take responsibility for their actions and to understand the impact their behaviour has on others. Where appropriate, restorative conversations are used to help children reflect, repair relationships and make positive choices in the future. As children progress through the school, they are given increasing opportunities to demonstrate responsibility. By Year 6, pupils undertake leadership roles, such as Prefects, acting as positive role models for the younger members of the school community.

Our School Rules

Our rules are the basis of all expected behaviour and underpin the daily rhythm of our school. The key words and each rule are explored regularly during PSHE and assemblies.

We have 5 rules:

Listen: focus and follow instructions.

Endeavour: try your best, always.

Appreciate: treat our school with care.

Respect: be kind and polite.

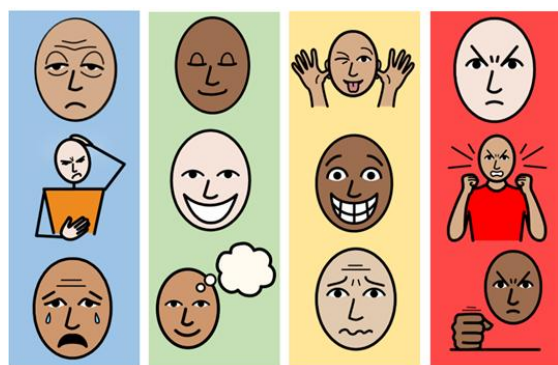
Nurture: look after yourself and others.

Tools for promoting good behaviour

Whole Body Listening	
	Good sitting
	Eyes looking
	Good listening
	Mouth closed
	Brain thinking

Whole Body Listening

Staff use Whole Body Listening reminders to encourage children to develop positive listening behaviours and to be ready to learn, both in the classroom and around the school. Staff recognise that children demonstrate attentive listening in different ways and will use this approach flexibly to meet individual needs while maintaining high expectations for behaviour and learning.



Emotional Regulation

Staff use emotional regulation strategies, adapted for Oratory Primary School, to help children recognise and understand their emotions and the impact these can have on their behaviour. Through these approaches, children are supported to develop self-awareness, self-regulation and positive behaviour choices, enabling them to manage their emotions successfully and build positive relationships with others.

Class systems for rewards and sanctions

Positive behaviour is recognised and celebrated through a range of individual and whole-class rewards that encourage children to make positive choices, work collaboratively and take pride in their behaviour and learning.

Reception and Year 1 system for rule reminders in the classroom

- Reception and Year 1 follow a weather-themed behaviour management system.
- Each child has their name on a peg. At the beginning of each day, all pegs are placed on the Sun.
- To recognise excellent learning, effort or consistently positive behaviour, a child's peg may be moved to the Star. Children who remain on the Star at the end of the day receive a Superstar Card and a Terrific Tick.
- If a child makes a poor behaviour choice, a gentle reminder of the relevant school rule should always be given first. If the behaviour continues, the child's peg is moved to the Rainbow Warning. If the behaviour continues again, the peg is moved to the Cloud.
- Children are encouraged to make positive choices and can move back up the chart as their behaviour improves.
- Movement to the Cloud will result in a restorative conversation with a member of staff at an appropriate time during the day. The purpose of this conversation is to help the child reflect on their behaviour, understand its impact on others and discuss how they can make more positive choices in the future. Where appropriate, the child will also be encouraged to repair the situation, for example by apologising, helping to put something right or demonstrating the expected behaviour.
- The class teacher will use their professional judgement to decide whether parents/carers should be informed, taking into account the nature and frequency of the behaviour.
- If a child remains on the Cloud at the end of the day, their name will be recorded in the Behaviour Log for the Headteacher to review.

Year 2 system for rule reminders in the classroom

Year 2 operate a hybrid system as a transition from infants to juniors

- Every child's name begins on the Smiley Face at the start of each day.
- To recognise excellent learning, effort or consistently positive behaviour, a child's name may be moved to the Star. Children who remain on the Star at the end of the day receive a Superstar Card and a Terrific Tick.
- If a child makes a poor behaviour choice, a gentle reminder of the relevant school rule should always be given first. If the behaviour continues, the child's name is moved to the Straight Face. If the behaviour continues again, the name is moved to the Sad Face.
- Children are encouraged to make positive choices and can move back up the chart as their behaviour improves.
- Movement to the Sad Face will result in a restorative conversation with the class teacher or another appropriate member of staff. The purpose of this conversation is to help the child reflect on their behaviour, understand its impact on others and discuss how they can make more positive choices in the future. Where appropriate, the child will also be encouraged to repair the situation, for example by apologising, helping to put something right or demonstrating the expected behaviour.
- The class teacher will use their professional judgement to decide whether parents/carers should be informed, taking into account the nature and frequency of the behaviour.
- If a child remains on the Sad Face at the end of the day, their name will be recorded in the Behaviour Log for the Headteacher to review.

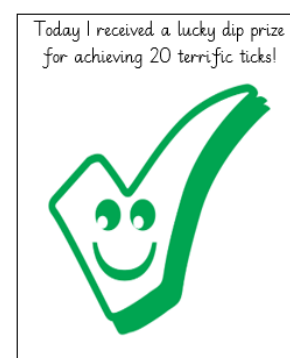
Year 3-6 systems for rule reminders in the classroom

- Every child's name begins on the Smiley Face at the start of each day.

- House Points are awarded to individuals for positive behaviour, effort, learning and demonstrating the school's values. Points are recorded on laminated House Shields throughout the week. Year 6 House Point Prefects total the weekly scores and add them to the whole-school House Point system. If a child makes a poor behaviour choice, a gentle reminder of the relevant school rule should always be given first. If the behaviour continues, the child's name is moved to the Straight Face. If the behaviour continues again, the name is moved to the Sad Face. Children are encouraged to make positive choices and can move back up the chart as their behaviour improves. Movement to the Sad Face will result in a restorative conversation with the class teacher or another appropriate member of staff. The purpose of this conversation is to help the child reflect on their behaviour, understand its impact on others and discuss how they can make more positive choices in the future. Where appropriate, the child will also be encouraged to repair the situation, for example by apologising, helping to put something right or demonstrating the expected behaviour. The class teacher will use their professional judgement to decide whether parents/carers should be informed, taking into account the nature and frequency of the behaviour. If a child remains on the Sad Face at the end of the day, their name will be recorded in the Behaviour Log for the Headteacher to review.

Terrific Ticks for individuals:

Terrific Ticks recognise children who consistently demonstrate positive behaviour, excellent effort, resilience, kindness and positive attitudes to learning. Staff may award a Terrific Tick when a child has shown these qualities over a sustained period of time or has made a member of staff particularly proud through their actions or achievements. Terrific Ticks are recorded on the classroom chart. When a child has earned 20 Terrific Ticks, they are invited to visit the Headteacher to choose a prize from the Lucky Dip Box.

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Pom Pom Jar

The Pom Pom Jar is a whole-class reward system that encourages teamwork, cooperation and positive behaviour. Pom Poms are awarded when the class works together to meet shared expectations, for example by lining up sensibly, tidying away efficiently or demonstrating excellent behaviour. Once the jar is full, the class earns Golden Time. This is a session of free-choice activities, such as playing games together in the classroom or on the playground. As a guide, the jar should be filled approximately once every two to three weeks.



Communication with Parents/Carers

Where a child reaches the Cloud (Reception and Year 1) or the Sad Face (Years 2–6), a restorative conversation will take place with a member of staff to help the child reflect on their behaviour, understand its impact on others and discuss how they can make more positive choices in the future.

The class teacher will use their professional judgement to decide whether parents/carers should be informed, taking into account the nature and frequency of the behaviour. Communication may take place in person, by telephone, via email or through another appropriate method.

Children are encouraged to see each day as a fresh start, with every opportunity to make positive choices and demonstrate the expected behaviour.

Apologies and Restorative Conversations

Restorative conversations are used to help children understand the impact of their behaviour on others, take responsibility for their actions and make positive choices in the future. Where appropriate, children will be encouraged to repair the situation, for example by offering a sincere apology, helping to put something right or demonstrating the expected behaviour.

The school uses a simple apology template to support children in reflecting on their behaviour and expressing a meaningful apology where appropriate. Apologies may be verbal for younger children and written for older children.

Dear _____,
I am sorry that I _____ _____.
It was not the right thing to do because _____ _____.
I should have _____ _____.
Next time I will _____ _____.
From _____.

Behaviour around the school

- Children must move around the school in pairs wherever possible for safety reasons. The exceptions are Reception and Key Stage 1 pupils using the infant toilets directly from their classrooms, and Year 6 boys using the upstairs toilets from their classroom.
- Children should only leave the classroom during lessons when necessary and with the permission of the class teacher.
- When moving around the school, children should walk quietly, keep to the left and show consideration for others. All adults share responsibility for promoting positive behaviour and addressing inappropriate behaviour promptly and consistently. Expectations should be applied consistently across the school so that children receive clear and consistent messages.
- Positive behaviour around the school, including in shared areas such as the hall, should be recognised through the school's behaviour and reward systems, where appropriate.
- Each class has an 'On the Move Behaviour Chart' to record positive behaviour and any concerns during breaktimes, assemblies, lessons delivered by other staff and other activities throughout the school day. This supports consistent communication between staff.
- Positive behaviour should be recognised whenever possible. Adults should aim to use praise and encouragement more frequently than sanctions to reinforce the school's expectations.

Breaktime

- Children will not be required to miss breaktime as a behavioural sanction.
- On occasion, a child may be asked to complete unfinished classwork or homework during part of a breaktime if they have not completed an appropriate amount of work for their age and ability during the allocated lesson time. Staff should use their professional judgement, taking into account the individual needs of the child and ensuring they still have an opportunity for rest, play and social interaction.

Lunchtime behaviour

- Each lunchtime supervisor uses a Lunchtime Behaviour Chart to record positive behaviour and any concerns arising during lunchtime. The charts are shared with class teachers after lunch so that achievements can be recognised and, where necessary, appropriate follow-up, including restorative conversations, can take place.
- At the end of junior lunchtime, children line up in their House groups. Each House may be awarded up to ten House Points for demonstrating excellent behaviour, cooperation and sensible lining up.

Class 'on the move' behaviour chart: Year ____

• This chart is to be taken around the school by the 'handy helpers' monitor to music, PE and assembly
• Adults note names of children who require rewards/sanctions.
• On return to class, the teacher should transfer the reward/sanction to the behaviour system and names crossed off the list below, when done.

Whole class Pom Pom 

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• Each lunchtime supervisor has a chart like this, which they carry with them at lunchtime.
• They note names of children who require rewards/sanctions.
• On return to class, prefects take the sheets to each classroom and the teacher should transfer the reward/sanction to the behaviour system and names crossed off the list below, when done.
• A fresh sheet is used each day.

class			
R			
1			
2			
3			
4			
5			
6			

Serious incidents for report form & to see Headteacher	Name	Simple detail of incident (hitting, bad language etc)

Special Awards at certificate assembly:

Weekly Certificate Assemblies celebrate pupils' achievements and recognise those who consistently demonstrate the school's values, positive behaviour and commitment to learning.

Certificates are awarded each week for:

- Pupil of the Week
- Act of Kindness
- Class of the Week
- House of the Week

Pupils who demonstrate exceptional achievement, effort, progress or an outstanding attitude to learning may be invited to visit the Headteacher to receive a Headteacher's Award (Super Steinart).

Serious incidents

For incidents of a serious nature, a Behaviour Report Form must be completed as soon as possible after the incident.

The report should provide a factual account of the incident and include the views of the child (where appropriate) and the staff member(s) involved. The form will be reviewed and signed by the Headteacher before being shared with parents/carers. A copy of the completed form will be retained securely at school. Parents/carers are asked to read, sign and, where appropriate, provide comments before returning the form to school.

Incidents that may require a Behaviour Report Form include, but are not limited to:

- verbal or physical aggression;
- bullying;
- inappropriate or abusive language;
- theft;
- vandalism;
- discriminatory behaviour;
- repeated serious disruption.

The Behaviour Report Form is a structured document for reporting serious incidents. It includes sections for the child's name, class, child's comment, staff comment, parent comment, and signatures of the headteacher and parent. A small logo for 'The Orlatory at Rossmore' is in the top left corner. A detailed instruction box at the bottom explains when to use the form and the required steps for completion.

Behaviour Report Form	
Child's Name:	Class:
Child's Comment	
Staff Comment	
Parent Comment	
Headteacher:	Date:

An action which would prompt a report form is a serious or repeated breach of one of the school rules. The form should be completed by the child and staff member, signed by the head and then sent home. The parent is requested to make a comment in the box provided and return the form to the school the following day. The Headteacher keeps a record of report forms.

All serious incidents must be reported to the Headteacher without delay.

The Headteacher will determine any appropriate sanctions following a serious incident. This may include an internal suspension or, where necessary, a suspension from school, in accordance with the school's Behaviour Policy and current statutory guidance. Parents/carers will be informed and involved throughout the process.

Where appropriate, restorative approaches will be used alongside sanctions to support children in understanding the impact of their behaviour, repairing relationships and making positive choices in the future.