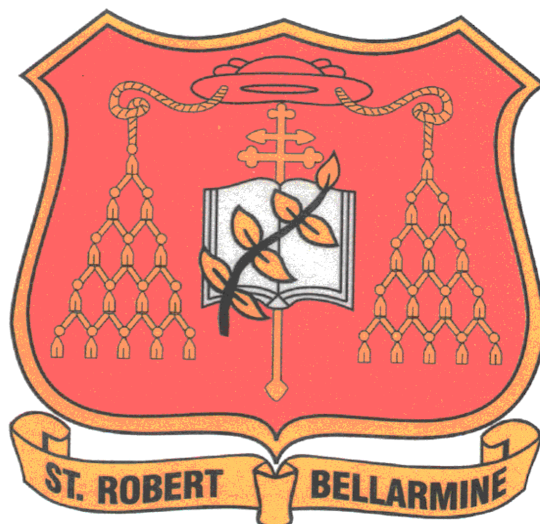


St Robert Bellarmine Catholic Primary School



Behaviour Policy

Our Mission Statement

"We are God's work of art."

Help each other

Be happy

Follow the light of Jesus

Include everybody

Everybody do their best in every way

Be friends with everyone

Be responsible for your own actions

Be Respectful

Work to the best of your abilities

Parents, teachers and children support each other.

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Behaviour Policy

STATEMENT OF INTENT

St Robert Bellarmine Catholic Primary School is committed to fostering a calm, safe, inclusive and respectful environment in which all pupils are able to learn, grow and flourish. The school believes that high standards of behaviour are essential in promoting positive relationships, safeguarding pupils and ensuring effective teaching and learning.

The school is committed to:

- promoting positive behaviour and strong moral values
- encouraging self-discipline, resilience and personal responsibility
- fostering positive relationships based on mutual respect
- ensuring equality, dignity and fair treatment for all
- creating an environment free from disruption, discrimination, bullying, harassment and violence
- recognising and rewarding positive behaviour and achievement
- supporting pupils to regulate behaviour and make positive choices
- working in partnership with parents and carers
- identifying and supporting pupils whose behaviour may reflect unmet needs
- maintaining high expectations for all pupils, including those with SEND and SEMH needs

The school recognises that behaviour may at times be influenced by social, emotional, mental health or safeguarding needs. In such cases, staff will respond using a graduated, supportive and trauma-informed approach while maintaining clear expectations for safe and respectful behaviour.

Reasonable and proportionate sanctions may be used where behaviour falls below expected standards. Sanctions will always be accompanied by appropriate support and opportunities for reflection, restoration and behaviour improvement.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance, including:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Health Act 2006
- Voyeurism (Offences) Act 2019

Reviewed Feb 2026

- DfE (2013) Use of Reasonable Force
- DfE (2015) SEND Code of Practice: 0–25 years
- DfE (2018) Mental Health and Behaviour in Schools
- DfE (2022) Searching, Screening and Confiscation
- DfE (2023) Suspension and Permanent Exclusion
- DfE (2024) Behaviour in Schools
- DfE (2025) Keeping Children Safe in Education

This policy should be read alongside the school's:

- Child Protection and Safeguarding Policy
- SEND Policy
- SEMH Policy
- Anti-bullying Policy
- Restrictive Interventions and Reasonable Force Policy
- Suspension and Exclusion Policy
- Complaints Procedures Policy
- Pupil Code of Conduct

ROLES AND RESPONSIBILITIES

The Governing Board

The Governing Board is responsible for:

- providing a statement of behaviour principles
- ensuring this policy complies with legislation and statutory guidance
- promoting a whole-school culture of calm, dignity and consistency
- monitoring behaviour trends and exclusions
- ensuring this policy is published and reviewed regularly
- considering complaints relating to behaviour matters

The Headteacher

The Headteacher is responsible for:

- implementing and monitoring this policy
- establishing and maintaining high standards of behaviour
- determining appropriate sanctions and support measures
- ensuring staff, pupils and parents understand expectations
- reporting behaviour data and trends to governors

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- making decisions regarding suspension and permanent exclusion

The Senior Mental Health Lead

The Senior Mental Health Lead is responsible for:

- supporting the school's whole-school mental health approach
- advising staff regarding SEMH-related behaviour
- liaising with pupils, parents and external agencies where appropriate

The SENCO

The SENCO is responsible for:

- supporting behaviour provision for pupils with SEND
- advising staff on appropriate interventions and adjustments
- ensuring behaviour support plans are implemented effectively

Teaching Staff

Teaching staff are responsible for:

- modelling expected behaviour
- maintaining calm and purposeful learning environments
- teaching and reinforcing behaviour expectations
- addressing disruption consistently and proportionately
- supporting pupils to meet behaviour expectations

All Staff and Volunteers

All staff and volunteers are responsible for:

- applying this policy consistently
- promoting positive relationships and behaviour
- recording concerns and incidents on CPOMS
- remaining alert to safeguarding concerns and behaviour changes

Pupils

Pupils are expected to:

- behave respectfully and safely
- follow school expectations and routines
- take responsibility for their actions

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- report concerns or unsafe behaviour to staff

Parents and Carers

Parents and carers are expected to:

- support the school's behaviour expectations
- work positively in partnership with the school
- communicate concerns or relevant changes promptly

DEFINITIONS

Serious Unacceptable Behaviour

Serious unacceptable behaviour includes behaviour that:

- causes harm or risk of harm
- significantly disrupts learning
- damages property
- breaches safeguarding expectations
- negatively affects the reputation or safety of the school community

This may include:

- bullying, including cyberbullying
- discriminatory language or behaviour
- sexual harassment or harmful sexual behaviour
- aggression or violence
- possession of prohibited items
- persistent defiance
- vandalism or theft
- smoking, vaping or substance misuse
- serious disruption to teaching and learning

Low-Level Unacceptable Behaviour

Low-level behaviour includes:

- calling out
- low-level disruption
- lateness

- lack of equipment
- incomplete work
- rudeness
- misuse of equipment
- minor vandalism

Repeated low-level disruption will be addressed promptly to prevent escalation.

STAFF INDUCTION, DEVELOPMENT AND SUPPORT

All staff receive induction into the school's behaviour culture, routines and expectations.

Training is provided on:

- behaviour management
- de-escalation
- trauma-informed practice
- safeguarding
- SEMH
- SEND
- restrictive intervention procedures

Leaders review training needs regularly in response to behaviour trends and pupil needs.

SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)

The school promotes positive mental health through its ethos, curriculum and pastoral support systems.

Staff recognise that behaviour can communicate unmet need, distress or trauma. Where appropriate, pupils will receive targeted support through:

- pastoral interventions
- mentoring
- emotional regulation support
- nurture approaches
- external agency involvement

Support is provided in accordance with the school's SEMH Policy.

MANAGING BEHAVIOUR

The school adopts a calm, consistent and predictable approach to behaviour management. Staff respond to behaviour in ways that are proportionate, respectful and supportive while maintaining high expectations.

Behaviour incidents are addressed promptly and fairly. Staff use professional judgement when determining responses, taking account of:

- the pupil's age and developmental stage
- SEND or SEMH needs
- communication difficulties
- safeguarding considerations
- contextual factors contributing to behaviour

Low-level disruption is addressed consistently as it can negatively impact learning and school culture if left unresolved.

All significant behaviour incidents are recorded on CPOMS to ensure:

- patterns are identified
- safeguarding concerns are recognised
- support strategies are implemented
- behaviour trends are monitored effectively

The school fulfils its duties under the Equality Act 2010 and makes reasonable adjustments for pupils with additional needs where appropriate.

Support strategies may include:

- restorative conversations
- mentoring
- pastoral support
- Individual Behaviour Plans
- risk assessments
- parental meetings
- external agency referrals
- SEMH interventions
- Early Help support

PREVENTION, INTERVENTION AND SANCTIONS

The school places strong emphasis on prevention and early intervention.

Behaviour Curriculum

Positive behaviour is explicitly taught through:

- assemblies
- PSHE
- RE
- classroom routines
- modelling by adults
- restorative practice

Pupils are taught how to:

- regulate emotions
- communicate respectfully
- resolve conflict appropriately
- keep themselves and others safe
- contribute positively to the school community

Preventative and Early Intervention Strategies

A graduated response is used to support pupils whose behaviour causes concern.

Strategies may include:

- increased adult check-ins
- report cards
- mentoring
- nurture support
- Individual Behaviour Plans
- parental meetings
- adapted provision
- referrals to external agencies

Support for Pupils with SEND

Behaviour is always considered in relation to SEND and additional needs.

Where SEND is identified or suspected, the graduated approach of assess, plan, do and review will be followed.

Reasonable adjustments may include:

- movement breaks
- sensory adaptations
- visual supports
- adapted instructions
- safe regulation spaces
- personalised support strategies

De-escalation Strategies

Staff use de-escalation approaches including:

- calm communication
- simple and clear instructions
- allowing processing time
- offering choices
- reducing audiences
- distraction and diversion
- restorative approaches

Sanctions

Sanctions are used to support learning, maintain safety and encourage reflection and behaviour change.

Sanctions may include:

- verbal reminders and warnings
- restorative conversations
- reflection time
- loss of privileges
- completion of work during break or lunchtime
- partial loss of playtime
- removal from the classroom
- internal suspension
- suspension in serious cases

Sanctions will always be proportionate, reasonable and appropriate to the circumstances.

REMOVAL FROM THE CLASSROOM

Removal from the classroom is used as a short-term, proportionate response where necessary to:

- maintain safety
- restore calm
- prevent serious disruption
- protect the learning of others

Removal does not constitute suspension or exclusion.

Pupils removed from class will:

- remain supervised
- continue learning where appropriate
- receive support to regulate and reflect
- be supported with reintegration

Repeated removals will trigger review of support strategies and interventions.

SUSPENSIONS AND PERMANENT EXCLUSIONS

The school aims to avoid suspension and permanent exclusion wherever possible through early intervention and support. However, suspension or permanent exclusion may be necessary where there has been:

- serious breach of the Behaviour Policy
- persistent disruptive behaviour
- behaviour placing others at risk
- behaviour seriously affecting the welfare, safety or education of others

Any decision to suspend or permanently exclude a pupil will be lawful, proportionate and fair.

The Headteacher will consider:

- individual circumstances
- age and developmental stage
- SEND or disability
- safeguarding factors
- support already implemented
- the impact on the school community

Parents will be informed without delay of:

- the reason for the decision

- the length of suspension
- arrangements for education
- rights of representation or appeal

Where appropriate, reintegration meetings will take place following suspension to support successful return to school.

Permanent exclusion will only be used as a last resort where all reasonable alternatives have been considered.

The school follows statutory guidance contained within:
DfE (2023) Suspension and Permanent Exclusion Guidance.

SEXUAL ABUSE AND HARASSMENT

The school adopts a zero-tolerance approach to sexual abuse, sexual harassment and harmful sexual behaviour.

All incidents are taken seriously and managed in line with the Child Protection and Safeguarding Policy.

Victims will be listened to, believed and supported. The Designated Safeguarding Lead will determine appropriate safeguarding responses, including referrals to external agencies where necessary.

SMOKING, VAPING AND CONTROLLED SUBSTANCES

The school is a smoke-free environment.

Pupils must not bring onto school premises:

- cigarettes
- vapes or e-cigarettes
- tobacco products
- alcohol
- illegal drugs
- psychoactive substances
- energy drinks

Substance-related incidents will be managed in line with safeguarding procedures.

PROHIBITED ITEMS, SEARCHING AND CONFISCATION

The school follows statutory guidance regarding searching, screening and confiscation.

Authorised staff may search pupils or possessions where there are reasonable grounds to suspect possession of prohibited items.

Searches will be conducted respectfully, proportionately and with consideration for SEND and safeguarding needs.

Reasonable force may only be used where lawful and in accordance with the Restrictive Interventions and Reasonable Force Policy.

EFFECTIVE CLASSROOM MANAGEMENT

Classrooms are calm, structured and inclusive environments with clear routines and expectations.

Teachers use:

- consistent routines
- strategic seating
- active supervision
- positive reinforcement
- effective lesson structure

to promote engagement and minimise disruption.

Praise and rewards are used to reinforce effort, perseverance and positive conduct.

BEHAVIOUR OUTSIDE SCHOOL

The school expects pupils to uphold behaviour expectations outside school where they are identifiable as members of the school community.

This includes behaviour:

- travelling to and from school
- during educational visits
- while wearing school uniform
- online and on social media

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Sanctions may be applied where behaviour outside school negatively impacts the safety, wellbeing or reputation of the school community.

DATA COLLECTION AND EVALUATION

Behaviour data is recorded and analysed through CPOMS.

Senior leaders review data to:

- identify trends and patterns
- monitor safeguarding concerns
- review effectiveness of interventions
- identify equality implications
- inform staff training and support

MONITORING AND REVIEW

This policy will be reviewed annually or sooner in response to legislative or organisational changes.

Next review date: February 2027.

Behaviour incident form

Name of pupil		Year group	
Date		Time	
Location of observation		Name of staff member	
Before the incident: what led to the behaviour?			
During the incident: what did the pupil do?			
After the incident: what were the consequences of this behaviour?			
Additional comments			

Behaviour management observations review form

Name of pupil

Year group

Name of key worker

Date

Do there appear to be any patterns triggering the pupil's behaviour?

Are our existing management systems effective?

What achievable targets could we implement for the pupil to work towards?

What are the pupil's strengths?

What strategies could we implement to help the pupil achieve their targets?

Additional comments