

St Bede's Catholic Primary School



Behaviour Policy

Date updated: September 2025

Agreed by Governors: December 2025

Review Date: September 2026

St Bede's Catholic Primary School, Jarrow

Behaviour Policy

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1. Aims and Objectives

Our Mission statement at St Bede's Catholic Primary School is:

'Inspired by Jesus to care, to serve, to do our best'

All members of St. Bede's community are committed to striving to promote a positive ethos in our approach to behaviour and discipline. The creation of a caring and secure environment which promotes concern for others, self-respect, a sense of responsibility and acceptable behaviour is a major aim for our school. Indeed, the highest of standards of behaviour and courtesy are expected. As a staff, we recognise that good behaviour and discipline are key foundations of good education. It is important for effective teaching and learning to take place in an orderly atmosphere.

The implementation of this policy gives everyone clear guidance for how behaviour is managed at St Bede's Catholic Primary School to ensure that effective teaching and learning takes place at all times.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) 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
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

Repeated breaches of the school rules that lead to unreasonable high-level disruption of children's right to learn

Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy)

Inappropriate language

- Physical violence or verbal aggression directed towards an adult or pupil
- Use of object/weapons to hurt others
- Serious / continued bullying incidents
- Vandalism leading to significant damage of school property and resources
- Theft
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs

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- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|---|--|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy. <https://stbedesjarrow.co.uk/wp-content/uploads/2024/09/Anti-Bullying-Policy-2024-25-1.pdf>

5. Roles and responsibilities

In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

5.1 The governing board

- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher and SLT

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Meet and greet children at the beginning of the day
- Being a visible presence around the school
- Ensuring staff training needs are identified and met
- Ensuring that staff deal effectively with poor behaviour
- Use behaviour data to target and assess the effectiveness of the behaviour policy and practice
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Staff

Staff are expected to:

- Implement the behaviour policy consistently.
- Model expected behaviour and positive relationships
- Create a calm, positive and safe environment for pupils.
- Teach children about behaviour skills.
- Arrive in class on time ready to meet and greet the pupils as they arrive for the lesson.
- Know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons

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to provide a personalised approach to the specific behavioural needs of particular pupil

- Deal with situations in a calm, firm manner avoiding confrontation where possible. (see Appendix (5) Emotional Containment Phrases)
- Give frequent praise for good behaviour as well as for good work as an incentive for others to follow
- Use positive language whenever possible and as often as possible.
- Be consistent and fair when giving rewards and relevant, realistic and proportionate when imposing sanctions
- Where possible try to deal with situations yourself to enhance your own credibility and authority
- Stop, challenge and address all unacceptable behaviour and should never ignore it
- Ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour
- Record significant behaviour incidents on the school's on CPOMS
- Inform parents about expected behaviour and seek their support
- Ensure information is passed on to the next teacher when a child with a specific behaviour management plan transitions to another class. A meeting with the current class teacher, the new teacher and the SENDCO (when appropriate) should be set up
- Have high expectations in terms of behaviour and strive to ensure that all children work to the best of their ability challenging pupils to meet the school's expectations
- Organise the classroom in a way that encourages successful learning by giving attention to:
 - Space for working and movement
 - Seating arrangements
 - Access to materials and equipment
 - Noise levels
 - Routines

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

5.4 Lunchtime Supervisory Assistants

Lunchtime Supervisory Assistants are expected to:

- Be friendly and approachable
- Be aware of relevant and accepted expectations and reinforce them
- Be consistent and fair when giving rewards and relevant, realistic and proportionate when imposing sanctions. Treat all children with respect and understanding.
- Never walk past or ignore pupils who are failing to meet expectations
- Know the children as individuals, recognising their characters and taking this knowledge into account when working with them
- Deal with situations in a calm, firm manner avoiding confrontation where possible. (see Appendix (5) Emotional Containment Phrases)

- Give frequent praise for good behaviour as well as for good work as an incentive for others to follow.
- Use positive language whenever possible and as often as possible.
- Support children's development of behaviour skills and self-regulation
- Have high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- Encourage respectful attitudes for others, the environment, property and equipment
- Support children with SEMH using agreed strategies
- Record and report lunchtime behaviour incidents to class teachers

5.5 Parents and carers

- Parents and carers are expected to:
 - 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.
 - Work in partnership with school to ensure good behaviour.
 - 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).
 - Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
 - Ensure their child arrives at school on time every day.
 - Aim to support 100% attendance for their child every academic year.
 - Ensure their child has the correct uniform and equipment to work well at school.
 - Encourage their child with any homework given.
 - The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.6 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
 - That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy

- Extra support and induction will be provided for pupils who are mid-phase arrivals

6. Pupil code of conduct

Pupils are expected to:

Pupils' behaviour should reflect St. Bede's 'golden rules':

1. Be as kind as you can possibly be.
2. Try your best. (It's okay to make mistakes.)

Other examples of positive conduct include:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Good manners
- In class, make it possible for all pupils to learn
- Move quietly and carefully around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and Consequences

7.1 List of rewards and consequences/sanctions

Positive behaviour will be rewarded with:

- Praise
- St. Bede's Way raffle ticket
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Celebration Assemblies
- Certificates
- Showing work to another teacher/headteacher
- Attendance awards
- Non-verbal rewards, such as a thumbs up

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Missing some play time
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- If a child received a red card on the 'Good to Be Green' system, a consequence will be given and parents will be informed
- Behaviour monitoring charts

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8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil code of conduct or their own classroom rules.

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Dealing with misbehaviour

- In the first instance, the class teacher will respond to incidents of misbehaviour. This may include discussing the behaviour with the child/ren and the impact of their behaviour on others. If appropriate the child will receive a consequence such as missing playtime. The child will also be asked to apologise or make amends if this is appropriate. Adult support will be provided if necessary.
- If there are repeated incidents of misbehaviour or/and actions by staff are not having an impact, then the class teacher will contact the parents/carers to discuss the concerns and agree next steps. Any agreed actions should be recorded on Cpoms and reviewed to ensure that they have been successful in addressing the behaviour concerns.

8.3 Dealing with serious misbehaviour

- All incidents of serious behaviour will be reported to the headteacher or deputy headteacher.
- The incident will be fully investigated and any outcome will be recorded on Cpoms/ Arbor.
- Parents will also be informed or invited into school to discuss the matter further and to agree next steps.

Possible outcomes:

- Increase in supervision and monitoring. For example, being asked to check-in with a senior member of staff throughout the day.
 - Increased communication with parents/carers to inform them of progress.
 - Behaviour contract/ agreement
 - Possible internal suspension or leading to suspension if the behaviour is repeated.
-
- In all responses to both misbehaviour and serious misbehaviour the focus will be on supporting the child to learn from their behaviour and to support the child to develop (age-appropriate) appropriate strategies/responses in the future.

8.4 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical 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
- Be recorded and reported to parents

At St Bede's Catholic Primary School, we follow the advice given in the following guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Physical restraint

Staff at St Bede's follow the most up to date guidance in the event of having to use reasonable force to restrain a child. (There are also members of staff trained in Positive Handling restraint techniques to ensure pupils and staff are safe at all times.) DFE Use of reasonable force advice for headteachers, staff and governing bodies July 2013

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use of reasonable force advice Reviewed July 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

8.5 Confiscation

Power to search pupils

The Headteacher and Governing Body follow the most up to date Government advice on searching pupils:

DFE Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2022

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching Screening and Confiscation guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

8.6 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.7 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of 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.

8.8 Suspensions and Permanent Exclusions

We do not wish to suspend or permanently exclude any child from school, but sometimes this may be necessary.

Suspensions and exclusions guidance is based upon current South Tyneside Council and DfE guidance and current legislation, which sets out the responsibilities of the Headteacher, governing body and the LA.

- Suspensions and exclusions will not be used if there are alternative solutions available
- Only the Headteacher, or Deputy Headteacher, in the absence of the Headteacher, has the authority to exclude and will notify parents/carers within one school day by phone and letter
- Detailed records of incidents are kept and suspensions are reviewed by the governing body
- Suspensions and exclusions will only be used for serious breaches of school policy
- As soon as the pupil is suspended or excluded the school will provide appropriate work to be collected by parent/carer and returned for marking
- Parents will be required to attend a re-integration meeting upon the child's return to school
- If a pupil is at risk of permanent exclusion, a Pastoral Support Programme will be implemented

8.9 Permanent Exclusions

Permanent exclusion is an extremely serious step and an acknowledgement that the setting is no longer suitable for the pupil. This can arise from an accumulation of fixed term suspensions, or as a result of a very serious one-off offence. As a last resort, a pupil may need to be excluded or suspended from school, in which case the Headteacher will follow the LA guidelines.

8.10 Internal suspensions

Internal suspension is when a pupil must work away from their class for a fixed amount of time. This will be in a different classroom.

An internal suspension is a discretionary measure where a pupil's behaviour is escalating/ or there has been a significant incident of misbehaviour and more serious measures need to be taken but there are not yet grounds for an external/fixed-term suspension. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed-term suspension is necessary. An internal suspension may include a break time or lunchtime supervised internal suspension.

9. Supporting All Learners

Alternative arrangements for sanctions will be considered on a case-by-case basis for any pupil where school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. School will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

9.1 Responding to misbehaviour from pupils with SEND

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 any substantial disadvantage to a disabled pupil being 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 take into account the specific circumstances and requirements of the pupil concerned.

At St. Bede's, examples of our approach to anticipating and removing triggers of misbehaviour is outlined below:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

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

Was the pupil unable to understand the rule or instruction?

Was the pupil unable to act differently at the time as a result of their SEND?

Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified 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.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

9.5 Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings
- Regular contact with a nominated pastoral lead
- A report card with personalised behaviour goals

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

In keeping with the school's development plan, in-service training needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure staff are made aware of all relevant and available in-service training.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and St Bede's Catholic Primary School governors annually. At each review, the policy will be approved by the headteacher.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-Bullying Policy