Behaviour Policy

St Cuthbert's Catholic Primary

Approved by:	Governing Body	**Date:**	September 2026
Last reviewed on:	January 2026		
Next review due by:	September 2027		

Contents

1. Introduction 2
2. Ethos & Values 4
3. Rights Respecting 5
4. Gold Standard Behaviours 6
5. Zones of Regulation 7
6. Roles and Responsibilities 8
7. Responding to good behaviour 10
8. Responding to Unexpected and Unacceptable Behaviour 11
9. Removal from classrooms 13
10. Use of reasonable force 14
11. Communication with parents 15
12. Power to search pupils 15
13. Power to discipline beyond the school gates 16
14. Suspensions and Permanent Exclusions 17
15. Monitoring & Review 19

1. Introduction

"Love one another as I have loved you" John 13:34-35

Discipline in schools should respect children's human dignity. (Article 28 UNCRC)

The headteacher and governors are responsible for maintaining a positive behaviour policy that promotes self-discipline, respect for others, and a proper regard for authority. This policy reflects the vision and values of the Bishop Chadwick Catholic Education Trust (BCCET Vision & Values).

"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally." ***DfE Behaviour in Schools Guidance***

Good behaviour is essential for effective teaching and learning. At St Cuthbert's, we aim to provide a calm, safe, and supportive environment where pupils can learn and thrive. Teaching pupils how to behave positively is vital for their personal success. We work continuously to promote and maintain high standards of behaviour and relationships.

This policy is based on statutory guidance:

- **DfE Behaviour in Schools (updated February 2024)**
- **Keeping Children Safe in Education (KCSIE)**
- **Anti-Bullying Alliance principles**
- **Special Educational Needs and Disability (SEND) Code of Practice**

2. Ethos & Values

Every pupil has the right to a high-quality education and to learn in a safe, supportive environment. Staff have the right to teach without disruption. All members of our school community share responsibility for respecting others and following the example of Jesus in building positive relationships.

Our ethos is rooted in **Catholic Social Teaching** and core Christian values:

- **Respect, love, tolerance, understanding, cooperation, and peace**
- Upholding **Human Dignity, Common Good, Solidarity, and Subsidiarity**
- Promoting forgiveness and reconciliation through restorative approaches

We believe that positive behaviour is explicitly taught. Just as children are taught reading, writing and mathematics, they are also taught the behaviours, relationships and emotional regulation skills that enable them to become successful learners and compassionate members of society. Through clear routines, consistent expectations, modelling and restorative practice, we teach pupils what expected behaviour looks like across all aspects of school life.

We recognise that behaviour is a form of communication and that all behaviour happens for a reason. Children may require different levels of teaching, support and reasonable adjustment to develop the skills needed to meet our expectations. Adults respond with curiosity, compassion and consistency, seeking to understand what may be influencing behaviour whilst maintaining high expectations for every pupil.

As an inclusive school, we recognise and celebrate the diversity of our pupils, families and staff. We are committed to removing barriers to participation and ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), receive the support they need to feel safe, valued and successful. Inclusion is not about lowering expectations; it is about providing equitable opportunities and support so that every child can thrive.

Through our use of the Zones of Regulation, restorative approaches and the explicit teaching of expected and unexpected behaviours, we help pupils develop emotional literacy, self-regulation, empathy, resilience and personal responsibility. Our aim is not simply that pupils behave well whilst they are at St Cuthbert's, but that they leave us with the values, skills and confidence to make positive choices throughout their lives.

3. Rights Respecting

St Cuthbert's is proud to be a **Rights Respecting School**, guided by the **UN Convention on the Rights of the Child (UNCRC)**. These rights include access to education, safety, health, and being heard. We believe pupils should understand and respect these rights for themselves and others, fostering responsible citizenship and positive behaviour.

Our behaviour expectations are underpinned by these principles. All decisions about behaviour prioritise **pupil safety, dignity, and wellbeing** in line with safeguarding duties under **KCSIE**.

At St Cuthbert's, rights are lived through our relationships, reflected in our actions and demonstrated in the way we care for one another every day.

UNCRC Article	Link to School Rules / Behaviour Expectations
Article 3 – Best interests of the child	All behaviour decisions prioritise pupil safety, dignity, and wellbeing. All pupils are welcomed, encouraged and included.
Article 12 – Right to be heard	Pupil voice through pupil groups, class charters, and restorative conversations.
Article 19 – Protection from violence	Anti-bullying measures, safeguarding protocols, and safe spaces.
Article 23 – Children with disabilities have the right to participate fully and receive appropriate support	We are an inclusive school and ensure our teaching and modelling of expected behaviours is adaptive and inclusive so that all pupils can learn.
Article 28 – Right to education	Behaviour expectations ensure uninterrupted learning for all.
Article 29 – Goals of education	Rules promote respect, talents development, and preparation for responsible life.
Article 31 – Right to play and leisure	Playground behaviour rules protect safe, inclusive play opportunities.

4. Gold Standard Behaviours

At St Cuthbert's, we teach and model a set of shared behaviours that reflect our Catholic values and help every member of our community to flourish. Behaviours are explicitly taught through exploring expected and unexpected behaviours, feelings and regulation strategies needed to become successful learners, build positive relationships and contribute to the community.

Gold Standard Behaviour:

1. **Respect All Staff and Children**
    - Treat all pupils, staff, and visitors with kindness and respect.
    - Be tolerant and inclusive of others.
    - Use polite and appropriate language and listen when others are speaking.
2. **Follow Jesus' Example**
    - Show love, forgiveness, and kindness in your words and actions.
    - Help others and include everyone in play and learning.
3. **Be Ready to Learn and Do My Best**
    - Listen in lessons.
    - Try my hardest in all activities and take pride in my work
    - Make sure my behaviour doesn't stop others from learning.
4. **Recognise Ways to Help Myself**
    - Be responsible for my own choices.
    - Develop ways to regulate my feelings so I can learn well.
5. **Take Care of Our School and God's Creation**
    - Look after books, equipment, and the school environment.
    - Avoid waste and respect nature as part of our stewardship.
6. **Be Safe and Responsible**
    - Move calmly around school and follow adult instructions.
    - Use equipment safely and report any concerns to an adult.
7. **Pray and Worship Together**
    - Join in prayer and liturgy respectfully.
    - Show reverence in church and during religious activities.

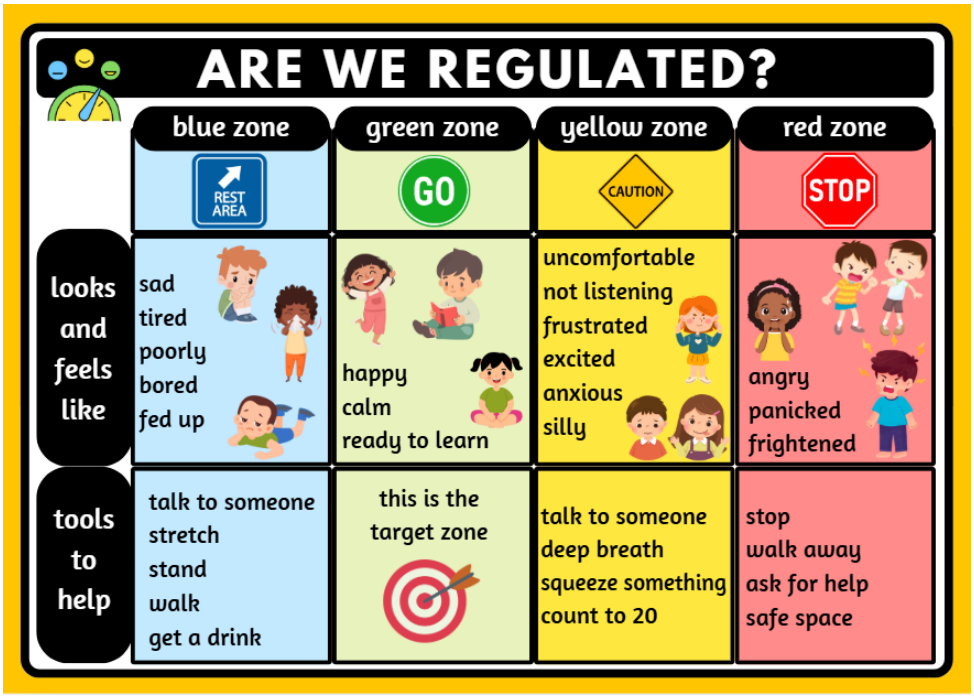
Our **Gold Standard Behaviours** provide children with a clear understanding of what it means to be a respectful, responsible and kind member of our school. We recognise that children arrive at school with different life experiences, developmental profiles and levels of social understanding and adapt teaching to include all children so that they all succeed in meeting our behaviour expectations in school.

5. Zones of Regulation

Zones of Regulation are taught as a set of tools to support pupils in recognising how they are feeling, validating all feelings, develop self-awareness and learn strategies to regulate their emotions.

Being in any zone is acceptable. It is a description of how somebody may be feeling. However, while all feelings are accepted, not all behaviours are safe or accepted. Expected behaviours are those which help everyone feel safe, respected and ready to learn. Unexpected behaviours are those which make learning, safety or relationships more difficult. Adults support pupils to regulate, repair relationships and return to learning.

A predictable environment and consistent strategies supports emotional regulation, reduces anxiety and enables pupils to understand what is expected across all areas of school life.



6. Roles and Responsibilities

Positive behaviour is everyone's responsibility. By working together, we create a safe, respectful and inclusive school where every child is known, valued and supported to succeed.

The Governing Body is responsible for:

- ensuring the Behaviour and Relationships Policy complies with current legislation and Department for Education guidance;
- promoting a culture of high expectations, inclusion and positive relationships;
- supporting school leaders in implementing the policy consistently and effectively;
- monitoring the impact of the policy on pupil behaviour, wellbeing and outcomes.

The Headteacher is responsible for:

- leading a positive school culture where expected behaviours are explicitly taught and consistently promoted;
- ensuring staff receive appropriate training and support;
- implementing this policy fairly and consistently;
- ensuring reasonable adjustments are made where appropriate for pupils with additional needs;
- monitoring behaviour patterns and using this information to inform school improvement.

All staff are responsible for:

- building positive, respectful relationships with pupils;
- modelling the behaviours and values expected within our school community;
- teaching and reinforcing expected behaviours;
- responding calmly and consistently to unexpected behaviour;
- recognising behaviour as a form of communication and responding professionally and with curiosity;
- making reasonable adjustments where appropriate to support individual pupils;
- celebrating effort, progress and positive behaviour;
- working in partnership with parents, carers and other professionals to support pupils effectively.

Pupils are expected to:

- demonstrate our Gold Standard Behaviours in all aspects of school life;
- treat others with kindness, respect and compassion including online and out of school;
- take responsibility for their actions and the impact they have on others;
- engage positively with restorative conversations and repair relationships where needed;
- contribute to a safe, inclusive and welcoming school community.
- Switch off mobile phones on school grounds. Year 5 and Year 6 pupils may bring a mobile phone if walking independently to and from school. These must be handed to class staff upon entering school and stored in the school office. Phones must not be switched on, on school grounds.

We ask parents and families to:

- support the school's values and expectations;
- encourage regular attendance and punctuality;
- work in partnership with school staff to support their child's behaviour and wellbeing;
- communicate concerns respectfully and promptly;
- reinforce the importance of kindness, respect and responsibility at home.
- Strong partnerships between home and school help children to develop confidence, resilience and the skills they need to succeed.

7. Responding to good behaviour

Positive behaviour is best promoted through strong relationships, high expectations and consistent teaching. Adults notice, encourage and celebrate behaviours that reflect school values, helping pupils understand that positive behaviour contributes to a safe, happy and successful learning community.

Positive behaviour is promoted through:

- consistent routines and clear expectations;
- positive relationships between pupils and adults;
- explicit teaching;
- high-quality teaching and engaging learning experiences;
- recognition of effort, progress and achievement;
- praise that is specific, meaningful and linked to our Gold Standard Behaviours;
- opportunities for pupils to demonstrate leadership, responsibility and service to others;
- partnership with parents and carers.

We recognise that praise and encouragement are most effective when they are immediate, genuine and linked to the behaviour we wish to see repeated. Adults use positive language to reinforce expected behaviours and promote children's confidence, independence and self-esteem.

Positive behaviour may be recognised in a variety of ways, including:

- non-verbal and verbal praise and encouragement;
- house points and class rewards;
- recognition in Celebration Assembly;
- positive messages or praise notes home;
- certificates and awards;
- sharing success with other classes or members of staff;
- opportunities to take on additional responsibilities.

Recognition celebrates not only achievement but also kindness, resilience, perseverance, improved self-regulation and living out our Catholic values.

Why this matters:
DfE guidance emphasises that positive behaviour should be taught and reinforced consistently. Recognition of effort and achievement helps pupils feel valued and motivates them to maintain high standards.

8. Responding to Unexpected and Unacceptable Behaviour

When pupils display unexpected behaviour, staff respond promptly, predictably, and proportionately to maintain a calm and safe learning environment. Responses aim to prevent recurrence and support pupils in understanding expectations. Unexpected behaviour is viewed as an opportunity to teach, guide and restore.

Our first priority is always to ensure safety then to maintain positive relationships, minimise disruption to learning and help pupils develop the skills needed to make better choices in the future.

The school will fulfil its duties under the Equality Act 2010 by making reasonable adjustments for pupils with disabilities and avoiding discrimination arising from disability.

Principles (DfE Behaviour in Schools):

- Sanctions must be **fair, consistent, and proportionate**
- Responses should consider **SEND, safeguarding, and individual circumstances**
- Behaviour is treated as communication; restorative approaches are prioritised

Purposes of Responses:

- **Deterrence:** discourage repetition
- **Protection:** maintain safety and order
- **Improvement:** help pupils re-engage with learning
- **Restoration:** repair relationships and reflect on impact

Low-Level Disruption / Unexpected Behaviour – Staged Response

Although every situation is considered individually, adults generally follow a graduated approach:

1. **Stage 1:** REMIND & REGULATE Reminder of Gold Standard Behaviours and chance to regulate using Zones of Regulation with adult support or guidance as needed.
2. **Stage 2:** REFLECT & REPAIR: Consider what happened and the impact on others. A chance to return quickly to learning and socialising. Restorative conversation + minor sanction if appropriate (record on CPOMS if needed). Parents may need to be contacted at this stage.
3. **Stage 3:** Persistent disruption → SLT involvement, daily check-ins, recorded on CPOMS, parents will be contacted. Leaders will consider the need for SENCO involvement, behaviour assessment, observations, support plan and external agency referral.
4. **Stage 4:** Parental meeting, written behaviour support plan, monitored by SLT

Unacceptable Behaviours

include:

- Bullying (physical, verbal, cyber) – see Anti-Bullying Policy
- Violence or aggression
- Discriminatory behaviour or language (protected characteristics)
- Spitting/coughing at others or ignoring health/safety rules
- Verbal abuse (swearing, name-calling, threats)
- Absconding or truancy
- Persistent disruption or refusal to follow instructions
- Damage to property or theft

- Online behaviour that harms others or school reputation

Sanctions

Sanctions are applied consistently and explained clearly to pupils. They will:

- Distinguish between minor and serious offences
- Avoid damaging relationships
- Be proportionate and restorative

Possible sanctions:

- Verbal reprimand and reminder of expectations
- Time out of class (supervised)
- Lunchtime detention where reasonable and proportionate, taking into account age, SEND, disability, medical needs and access to food, drink and toilet facilities.
- Withdrawal of privileges (e.g., clubs, responsibilities)
- School-based community service (e.g., tidying areas)
- Escalation to SLT and parental involvement
- Suspension or, in extreme cases, permanent exclusion

Before applying sanctions, staff will consider whether the behaviour may be connected to a pupil's SEND, disability, communication need, attachment need, trauma history, mental health need or other vulnerability. Reasonable adjustments will be considered and implemented where appropriate.

Serious Misbehaviour

Handled immediately by SLT:

- Serious violence, aggression or behaviour that is deemed unsafe
- Discriminatory behaviour
- Verbal abuse towards staff
- Serious defiance or illegal acts (including online)

Parents will be formally involved. An Individual Behaviour Support Plan may be implemented. Fixed-term suspension or permanent exclusion may be considered in line with **DfE statutory guidance**.

9. Removal from classrooms

Removal is a serious sanction and is only used when necessary to maintain safety and restore order. It involves a pupil being required to spend a limited time outside their usual classroom under supervision, continuing their learning in a managed environment.

Key Principles (DfE Behaviour in Schools):

- Removal must be **proportionate, recorded, and monitored**
- Parents must be informed **on the same day**
- Removal is not the same as a brief "cooling-off" period or sensory regulation break

Removal may be used when:

- Safety of pupils or staff is at risk
- Disruption is preventing learning and cannot be managed within the classroom
- The pupil needs time to regain calm in a safe space

Safeguarding and SEND Considerations:

- Removal should never be used as an informal exclusion
- Reasonable adjustments must be made for pupils with SEND or mental health needs
- All incidents are logged on CPOMS and reviewed by SLT

Seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. This will never be used as a punishment. Seclusion will only be used where necessary to prevent an immediate risk of serious harm and only for the shortest possible time.

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. Staff will record in line with DfE guidance in Restrictive Interventions, Including Use of Reasonable Force, April 2026. Incidents will be reviewed by SLT and governors.

Any incidents will be followed up by a post-incident debriefing and support for staff and pupils.

Monitoring:
The use of removal will be regularly reviewed to ensure it is not misused or disproportionately applied to any group of pupils.

Incidents of seclusion will be reviewed by SLT weekly and through governor monitoring termly.

10. Use of reasonable force

At St Cuthbert's, we follow DfE guidance on the use of reasonable force in schools (Restrictive interventions, including use of reasonable force, in schools) to ensure the safety and dignity of all pupils and staff. Reasonable force may be used to prevent harm, maintain safety, or stop serious disruption, but only as a last resort and in proportion to the circumstances.

Key Principles:

- Reasonable force is never used as punishment
- It is applied only when necessary to prevent harm or restore order
- Staff must act in a way that maintains pupil dignity and safeguarding standards
- All incidents involving reasonable force are recorded and reported to SLT; staff will receive a debriefing and support
- Parents are informed as soon as practicable after any use of reasonable force, ideally on the same day
- Records will be reviewed by SLT and governors to monitor patterns and ensure proportionality; findings will inform CPD

Physical Restraint:

- Certain staff are trained in Positive Handling techniques to ensure safe intervention
- Physical restraint may be used where there is an immediate risk of harm to the pupil, others, or damage to property
- Staff follow the most up-to-date guidance and safeguarding protocols

Reference:
DfE Guidance – Use of Reasonable Force in Schools

11. Communication with parents

Strong communication and partnership with parents are essential for promoting positive behaviour and resolving concerns. This aligns with **DfE guidance** and our commitment to safeguarding and pupil wellbeing.

Principles:

- Communication should be **clear, timely, and constructive**
- Parents are partners in supporting behaviour and learning
- Information shared respects confidentiality and safeguarding protocols

Practice:

- Minor incidents that are quickly resolved and have no ongoing impact **do not require parental notification**
- Parents are informed when behaviour is **serious, repeated, or escalating**
- Meetings with parents focus on collaborative solutions, including behaviour plans or pastoral support
- All significant incidents are recorded on **CPOMS** and monitored by SLT
- Where appropriate, parents may be asked to support restorative conversations or contribute to a behaviour support plan.

Why this matters:
DfE guidance stresses that parental engagement improves behaviour outcomes and helps maintain consistency between home and school.

12. Power to search pupils

The Headteacher and authorised staff follow the most up-to-date **DfE guidance on searching, screening, and confiscation** to maintain safety and order in school.

Key Principles:

- Searches are conducted **lawfully, proportionately, and respectfully**, preserving pupil dignity
- Staff may search pupils for prohibited items (e.g., weapons, drugs, stolen property) without consent where there are reasonable grounds
- Confiscation of items is permitted where necessary to maintain safety or uphold school rules
- All searches and confiscations are **recorded and monitored**
- Parents are informed of significant searches or confiscations

Safeguarding Considerations:

- Wherever possible searches will be conducted by **two members of staff**, one being the same sex as the pupil where possible
- Reasonable adjustments are made for pupils with SEND or additional needs
- Searches must never be used as punishment

Reference:
DfE Guidance – Searching, Screening and Confiscation

13. Power to discipline beyond the school gates

The Headteacher and Governing Body follow **DfE guidance** on applying school behaviour expectations beyond the school premises. This includes non-criminal bad behaviour and bullying that occurs off-site or online and is witnessed by staff or reported to the school.

When this applies:

- **School-organised or school-related activities:**
  - Behaviour expectations apply during trips, clubs, sports events, and competitions.
  - Persistent misbehaviour may result in withdrawal from activities.
- **Travelling to and from school / wearing school uniform:**
  - Pupils represent the school when travelling or in uniform.
  - Misbehaviour reported during these times will be addressed by the Headteacher.
  - For pupils walking home independently, parents may be asked to accompany them for a fixed period if concerns arise.
- **Other misbehaviour outside school:**
  - Sanctions may be applied where behaviour:
    - Affects the orderly running of the school
    - Poses a threat to another pupil or member of the public
    - Damages the school's reputation
  - This includes **online behaviour** such as cyberbullying or harmful content.

Legal and Safeguarding Considerations:

- Where behaviour is **anti-social or illegal**, school will report to the police and may request police involvement in pupil education sessions.
- All incidents are recorded on **CPOMS** and monitored by SLT.

14. Suspensions and Permanent Exclusions

This section follows **DfE statutory guidance** and current legislation, setting out the responsibilities of the Headteacher, Governing Body, and Local Authority.

Authority:

- Only the Headteacher (or Deputy in their absence) can authorise a suspension or permanent exclusion.
- Parents/carers will be notified **within one school day** by telephone and in writing.

Suspensions

Suspension will only be used for **serious breaches of school policy** or **persistent disruptive behaviour** when other strategies have failed.

- Alternative solutions (e.g., restorative approaches, internal exclusion, managed move) will be considered first.
- Detailed records of incidents are kept and reviewed by the Governing Body.
- For suspensions longer than **five consecutive days**, full-time education will be provided from day 6.
- Parents must attend a **reintegration meeting** following suspension.

Reasons for suspension may include:

- Verbal abuse or threatening behaviour
- Violence or aggression
- Persistent, defiant, disruptive behaviour
- Offensive comments or behaviour related to protected characteristics
- Bullying (including online)
- Conduct in or out of school that breaks the law

Permanent Exclusions

Permanent exclusion is a last resort where a serious breach of the behaviour policy has occurred or where allowing the pupil to remain in school would seriously harm the education or welfare of others.

- May result from an accumulation of suspensions or a **serious one-off offence**, such as:
    - Serious, actual violence
    - Sexual abuse or assault
    - Supplying illegal drugs
    - Carrying an offensive weapon

Safeguarding and Equality:

- All decisions will consider **SEND, safeguarding, and equality duties**.
- Exclusions will never be applied unlawfully or disproportionately.

Reference:

DfE Guidance – *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England*

15. Monitoring & Review

This Behaviour Policy is a **living document** and will be reviewed annually to ensure compliance with:

- **DfE Behaviour in Schools Guidance (Updated February 2024)**
- **Keeping Children Safe in Education (KCSIE)**
- **Anti-Bullying Alliance principles**
- Catholic Social Teaching and our school ethos

Monitoring:

- Behaviour incidents are recorded on **CPOMS** and monitored by SLT
- Patterns and trends are analysed to identify areas for improvement
- Governors will review data on reasonable force and seclusion termly, checking for patterns and disproportionality (SEND, protected characteristics, sex, ethnicity, pupil premium and looked after status).
- Monitoring outcomes will inform staff CPD and policy updates.
- The effectiveness of interventions and sanctions is regularly evaluated
- Equality and safeguarding considerations are reviewed to ensure fairness and proportionality

Review Process:

- Annual review by **Senior Leadership Team (SLT)**
- Oversight by **Link Governor** or full Local Governing Committee
- Updates communicated to staff, pupils, and parents

Continuous Improvement:
Feedback from staff, pupils, and parents will inform updates to ensure the policy remains effective, inclusive, and aligned with statutory guidance.