

St Bernadette's Catholic Primary School



St Bernadette's
Catholic Primary School

Doing our best for God



Blessed Edward Bamber

Catholic Multi Academy Trust

BEHAVIOUR POLICY

SPRING 2026

Reviewed and agreed by:	Louise Woolfall Governors
Date of last review:	Spring 2026
Date of next review:	Spring 2027

1. Mission and Ethos

At St Bernadette's Catholic Primary School, our mission "Doing our Best for God" guides every aspect of school life. We believe that each child is created in the image and likeness of God and deserves to learn, grow, and flourish in a safe, loving, and respectful environment. These values determine the way in which children related to each other – with courtesy, care and consideration.

Our behaviour culture is rooted in:

- Gospel values of love, forgiveness, dignity, and reconciliation
- Catholic Social Teaching
- A restorative and relational approach
- High expectations for all pupils
- The belief that behaviour is learned, taught, and supported

We strive to ensure that every child feels valued, supported, and able to succeed.

2. Aims of the Policy

- Create a calm, safe, and nurturing environment where all pupils can thrive.
- Promote positive behaviour through explicit teaching, modelling, and relational practice.
- Use restorative approaches to resolve conflict, repair harm, and rebuild relationships.
- Ensure consistency, fairness, and clarity in expectations and responses.
- Support pupils to develop self-regulation, empathy, and responsibility.
- Work in partnership with parents, carers, parish, and the wider community.

3. Statutory Framework

This policy is informed by:

- DfE Behaviour in Schools (2022)
- DfE Suspension and Permanent Exclusion Guidance (2023)
- Keeping Children Safe in Education (KCSIE)
- Equality Act 2010
- SEND Code of Practice (2014)

4. School Expectations: The St Bernadette's Way

At St Bernadette's Catholic Primary School, our approach to behaviour is rooted in our shared mission of 'Doing our Best for God'. We believe that every member of our community is called to act with dignity, compassion, and purpose. To support this, we follow The St Bernadette's Way – The ABC, built on three core values that guide how we learn, play, and grow together:

A – Act with Love

- We show respect in all that we do.
- We speak kindly and listen carefully.
- We treat others as we would like to be treated.
- We look after our school environment and the world God has given us.
- We value differences and celebrate the uniqueness of every individual.

B – Be Brave in Faith

- We persevere, even when things feel challenging.
- We try our best and take pride in our efforts.
- We learn from mistakes and see them as opportunities for growth.
- We stay calm, think carefully, and seek help when needed.
- We encourage others and celebrate progress, not just perfection.

C – Care for God’s Creation

- We take ownership of our actions and choices.
- We follow instructions the first time and act safely.
- We make decisions that help us and others to learn.
- We tell the truth and accept consequences with honesty.
- We contribute positively to our school community and act as role models for others.

These expectations are explicitly taught, modelled, and reinforced throughout the school day.

5. Teaching Positive Behaviour

We teach behaviour proactively through:

- PSHE and RSE curriculum
- Collective worship and Gospel assemblies
- Consistent routines and expectations
- Emotion coaching and co-regulation (Zones of Regulation)
- Restorative language and conversations
- Social stories and targeted support where needed

Staff model the behaviours we expect from pupils.

6. Zones of Regulation

St Bernadette’s uses the Zones of Regulation as a whole-school framework to support pupils in understanding and managing their emotions. The Zones provide a shared language that helps children recognise how they are feeling, identify triggers, and choose appropriate strategies to return to a calm, ready-to-learn state. Staff teach the Zones explicitly and model regulation strategies throughout the day. Pupils are encouraged to check in with their Zone, reflect on changes, and use tools such as breathing exercises, movement breaks, sensory supports, or time-in with an adult. This approach aligns with our restorative ethos by helping children develop self-awareness, empathy, and responsibility for their actions, enabling them to repair relationships and re-engage positively with learning.

7. Restorative and Relational Practice

Restorative practice is central to our behaviour culture. It focuses on:

- Understanding what happened
- Exploring who has been affected
- Taking responsibility
- Repairing harm

- Restoring relationships

Restorative Questions that staff may use with children as part of the restorative approach

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected?
- How can we put things right?
- What can we do differently next time?

Restorative conversations take place once the child is calm and regulated. This can help children understand the impact of their actions, repair relationships, and learn positive ways to resolve conflicts so the whole community can thrive.

8. Responding to Behaviour: Step-by-Step Progression

A clear progression ensures consistency and fairness. Incidents from Stage 3 onwards are recorded online within the schools Bromcom system. For repeated incidents under Stage 2 these will also be recorded. Incidents from Stage 3 and onwards will involve clear communication with the parent at the end of the day in person (if collecting) or via a phone call.

Stage 1 – Proactive & Preventative

- Warm welcome and relational connection
- Clear routines and expectations
- Non-verbal cues
- Praise and recognition
- Emotion coaching through the Zones of Regulation

Stage 2 – Early Intervention

Used for low-level disruption:

- Gentle reminder
- Restorative prompt (“Is this helping you/others learn?”)
- Choice offered
- Time-in with adult (not time-out)
- Short reset break

Stage 3 – Restorative Conversation

If behaviour continues or harm occurs:

- Structured restorative conversation
- Repair plan agreed (e.g., apology, helping fix something, making amends)
- Reflection recorded if appropriate

Stage 4 – Targeted Support

For repeated or concerning behaviour:

- Pastoral support plan
- Check-in/check-out
- Emotion regulation interventions
- Involvement of SENDCo

- Partnership with parents/carers
- Possible involvement of external agencies

Stage 5 – Serious Incidents

Includes aggression, bullying, discriminatory behaviour, or unsafe actions:

- Immediate safety measures
- Senior leader involvement
- Parents informed
- Restorative meeting with all affected parties
- Appropriate consequences (e.g., loss of privilege, internal reflection time)
- Safeguarding procedures followed if necessary

Stage 6 – Suspension or Exclusion (Last Resort)

- Fixed-Term Suspension - Used when a child's behaviour poses a serious risk or disruption. Work is provided. A reintegration meeting with the Headteacher or Assistant Head must take place before return and a Pastoral Support Plan will be put in place.
- Permanent Exclusion - Permanent exclusion will only be used as a last resort. However, it may be considered if a child repeatedly and persistently breaches the school's behaviour policy.

9. Recognition and Celebration

We celebrate positive behaviour through:

- Verbal praise
- Stickers, certificates, and notes home
- Gospel Values Awards
- House points or ClassDojo
- Celebration assemblies
- Roles of responsibility

Recognition is meaningful, equitable, and rooted in relationship.

Each class decides what their rewards will be for their Dojo points. These are chosen by the children and reviewed throughout the year. The class work for rewards both individually and also together as a class. The Dojo points are reset each half-term and the children can then earn them again and work towards their own rewards.

In addition, children receive 'Star of the Week' certificates which are selected by staff within the class room and there is also a Headteacher's Award which is given to children who have been demonstrating the Gospel Values around school. Parents and relatives are invited into school to celebrate this with the children on a Friday assembly.

10. Bullying, Discrimination, and Safeguarding

St Bernadette's has zero tolerance for:

- Bullying
- Racism
- Homophobia
- Sexual harassment or violence
- Discriminatory behaviour

All incidents are investigated, recorded, and addressed restoratively where appropriate, with safeguarding procedures followed.

11. Reasonable Force

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies.

Incidents will be recorded as soon as practicable after the event. It will be recorded by the staff member(s) involved and they will endeavour to do this no later than the same day.

School will communicate the information of the event to parents in writing. For example, via email or online messaging system. Parents will also be invited to have a follow-up discussion about the incident where appropriate.

The Headteachers and Senior Management have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

These include (but are not limited to):

- knives and blades etc
- an offensive weapon
- alcohol or drugs
- a stolen article;
- an article that the member of staff reasonably suspects has been, or is likely to be, used:
 - (i) to commit an offence, or
 - (ii) to cause personal injury to, or damage to the property of, any person
- an article of a kind specified in regulations.

12. Behaviour Beyond the School Gate

This policy applies to:

- School trips
- Online behaviour
- Travel to/from school
- Community events

13. Roles and Responsibilities

Staff

- Staff model respectful, resilient, and responsible behaviour in all interactions.
- Build strong relationships modelled on Gospel values
- Expectations are taught explicitly, reinforced consistently, and revisited regularly.
- Positive behaviour is recognised, praised, and celebrated.
- Restorative approaches are used to repair relationships and support personal growth.

- Recording incidents consistently and in a timely manner

Pupils

- Follow The St Bernadette's Way at all times.
- Engage fully in learning and allow others to do the same.
- Move around school safely and calmly.
- Use language and actions that reflect our mission and values.
- Represent St Bernadette's positively both in and beyond school.

Parents/Carers

- Support The St Bernadette's Way at home.
- Work collaboratively with school to address concerns.
- Encourage children to take responsibility for their actions.
- Celebrate their child's successes and efforts.

Governors

- Monitor behaviour culture
- Ensure statutory compliance

14. Monitoring and Review

- Behaviour data reviewed termly and reported to Governors
- Policy reviewed annually
- Pupil voice and parent feedback included