



Living and Learning through Christ

Behaviour & Response Policy

Reviewed January 2026
Next review January 2027

Our Mission

At St Bernadette Catholic Primary school Catholicity permeates all aspects of teaching and learning. Our values and beliefs aim to provide a strong focus which enriches the whole child.

Aims and Objectives

Our mission is to create a safe and purposeful learning environment that supports every child, closes the attainment gap and provides opportunities for the children of St Bernadette Primary to fulfil their potential. We establish a predictable, whole-school approach to rules, rewards and sanctions built on good relationships between pupils and staff. We enable children to make decisions, take responsibility for their actions and live out our school values.

Role and Responsibilities

The Governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the head teacher
- Monitoring the policy's effectiveness
- Holding the head teacher to account for its implementation

The head teacher is responsible for:

- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring the implementation of the policy
- Ensuring that all staff understand the behavioural expectations
- Providing new staff with a clear induction into the school's behavioural culture
- Offering appropriate training in behaviour management
- Ensuring that the data from the behaviour log (CPOMS) is reviewed regularly to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Upholding school rules, expectations and culture
- Recording behaviour incidents on CPOMS

- Challenging pupils to meet the school's expectations

Parents and Carers should:

- 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
- 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
- Take part in the life of the school and its culture

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Our Pupils should:

- Follow the school rules and expectations around behaviour
- Try their hardest in lessons
- Be polite to others
- Take responsibility for their behaviour and actions

Suspensions and Exclusions

Only the head teacher (or the acting HT) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 Days in any one school year.

The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the head teacher suspends a pupil, s/he informs the parents immediately, giving reasons for the suspension. At the same time, the head teacher makes it clear to the parents that they can appeal and informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

The Governing body itself cannot either suspend a pupil or extend the suspension period made by the Head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meet to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

A meeting will be convened with parent, child, Chair of Governors, Head teacher and class

teacher to discuss help and support needed to integrate child back into school.

Reasonable force

Reasonable force covers interventions that involve physical contact with pupils. Only Team Teach trained members of staff will use reasonable force, and only in the following circumstances as a last resort, to prevent a pupil from:

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force 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

All incidents will be recorded and parents informed.

Responding to Behaviour

Classroom management

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

They will:

- Develop a positive relationship with pupils
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Teach behaviour expectations to every pupil
- Use consistent language and consistent responses
- Model behaviour expectations
- Reinforce school routines

Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected standard, staff will recognise it with a positive reward. This allows all staff to reinforce the school's culture and ethos.

Positive behaviour will be rewarded with:

- Verbal praise
- Stickers
- Communicating praise to families
- Celebration Certificates
- Positions of responsibility such as playground buddy, prefect, school council
- Mindset Merits

HT Afternoon Tea

Extra play

Class rewards, e.g. cinema afternoon

Responding to Unacceptable Behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment and to prevent the recurrence of poor behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards and by responding in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues from arising. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them meet behaviour standards in the future.

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

- A period of reflection
- Missed playtime
- Sent to another class/teacher
- Communication with parent/carer
- SLT involvement
- Internal suspension
- Suspension
- Permanent exclusion in the most serious circumstances.

The pupil's personal circumstances will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

As well as informing parents/carers, a formal record of any serious incident is stored on CPOMS. We work alongside the family and are fully committed to working together to best support our pupils. If repeated concerns are raised about a pupil's behaviour a meeting between parents and class teacher, SENDCo and the leadership team will be organised to discuss the issues and agree a behaviour plan.

Pupils with Additional Needs

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of unacceptable behaviour arise, we will consider them in relation to a pupil's needs.

Decisions on whether a pupil's additional/special needs had an impact on an incident will be made on a case-by-case basis.

