



# St. Brendan's Catholic Primary School



## Behaviour Policy

**Presented to Governors: September 2025**

**Adopted by Governors: September 2025**

**Review date: September 2026**

## *Our Mission Statement*

*'Always treat others as you would like them to treat you'.*

*(Matthew Ch. 7 v 12)*

Our behaviour expectations are closely linked with the ethos of the school. We strive to ensure that all children experience consistent positive reinforcement for all aspects of good behaviour and work ethic in order to promote a sound sense of self-worth. All staff seek to develop this positive ethos through praise and celebration of these attributes. We believe all behaviour is a form of communication and staff are trained to implement a variety of approaches when dealing with inappropriate behaviour.

Our policy uses several approaches when dealing with behaviours, as every child is an individual who may require a bespoke approach when supporting them to make better choices in their communication and behaviours.

In accordance with our mission statement, we aim to help our children develop respect for themselves, others and their environment by ensuring:

1. All pupils, staff and visitors are free from any form of discrimination
2. Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
3. Staff and volunteers set an excellent example to pupils at all times
4. Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
5. The **behaviour policy** is understood by pupils and staff
6. The **suspension and exclusions policy** explains that suspensions and exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions.
7. Pupils are helped to take responsibility for their actions
8. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Our policy process is supported by the Department for Education 'Behaviour in Schools' February 2024 to ensure our practice is up to date. Changes will be checked regularly and the policy reviewed in accordance with any changes to the advice from the Department for Education. [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

Our behaviour policy operates in conjunction with the following policies.

- Anti-Bullying
- Child on Child abuse
- Child Protection and Safeguarding (this includes details on banned items)
- KCSIE
- Exclusions
- SEND and Inclusion
- Online Safety
- Acceptable use
- Health and Safety

Senior Leaders will ensure through staff induction that the behaviour policy is shared and fully understood to ensure consistency. Behaviour is included in the annual staff training and will be reviewed as appropriate to ensure all pupils needs can be met and supported in the agreed approaches.

We aim to hear the voice of the child or young person during times of unsuitable behaviours

Positive behaviour is consistently reinforced everywhere in school, across the school day – each class follow the school rules and have a poster displayed to ensure pupils know the school rules. The school uses a restorative approach, linking in with the PSHE curriculum, where pupils explore self-awareness, self-regulation, motivation and empathy as well as social skills. Children are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour. They are supported to make the right choice and learn how to problem solve. Our School Rules are taught and embedded through the school, from Reception to Year 6. This creates a transparent, whole school theme which everyone strives to work towards.



### Our School Rules



The school rules clearly define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do and help to create a happy environment for pupils to work in. These have been agreed with the children, staff and Governors as a whole school, consistent approach.

### Our school rules

- Be kind
- Be safe
- Be respectful
- Be ready

### Rewards

Appropriate behaviour is recognised, celebrated and rewarded with positive points throughout the school day encouraging children to work towards self-rewards and whole school rewards. In addition to verbal praise and feedback, which is embedded in our teaching and learning, we have whole school incentives and rewards to recognise and celebrate good behaviour, good work, helpfulness to peers and adults.

Whole school incentives are: -

- Superstar learner

- Positive points can be earned throughout the whole school day. They can earn points for:
  - Good behaviour
  - Following school rules
  - Demonstrating excellent learning behaviours when faced with a challenge or the need to persevere.
  - Being polite
  - Helpful
  - Kind to others
  - Changing their behaviour
  - Supporting others in their class or in the playground
- A postcard sent home to inform parents of the positive learning and attitude in relation to the school rules.

These points would usually be given singularly, with a maximum of 3 positive points for one occasion.

All staff in school can give positive points. The house with the most positive points at the end of each half term will be rewarded with a treat to enjoy together. Individual recognition for the total of positive points is that each pupil receives an individual reward from the prize cabinet.

50 points = bronze

75 points = silver

100 points = gold

125 = platinum

### Supporting staff in dealing with incidents of misbehaviour.

When dealing with inappropriate behaviour from pupils, staff should consider the **Shield of Shame**, again considering the individual pupil and their needs in the moment. Staff should never share this terminology with children but should be aware of the behaviour a child may be displaying to successfully support the adult in dealing with the situation and the individual.

This image is from an attachment aware Training programme for staff awareness only



All adults should follow the procedures and use the same common language when dealing with inappropriate behaviour in class or on the playground. The use of scripts to support in dealing with inappropriate behaviour to be calm, an effective response to the unacceptable behaviour in the classroom or on the playground in line with the Solihull Approach, which all teaching and classroom support staff have received training on.

## Staff should

- Remain calm to enable the child to regulate in the moment
- Only use the models explained in appendix 1 when dealing with an incident of poor behaviour to enable the child to regulate.
- Respond sensitively to pupils
- Know it is their responsibility to help a child to create space to process their own range of emotions.
- Effectively demonstrate containment in supporting a pupil to see the behaviour and understanding in action towards them.
- Follow the key language of containment to model the behaviour with pupils (as explained in the image below).
- Repair the rupture and allow the child to withdraw as this is an essential step and signifies that the child needs 'take-up' time to process what has happened.
- Notice cues and allow the child time rather than persisting with the conversation during the child withdrawing or turning away.
- Be aware of non-verbal signals for example, body language, eye level, facial expressions.
- Record appropriately on Bromcom on the same school day, in line with school expectations.

**Containment in practice (how to do it)**

**I wonder...?**

Prefacing your questions with 'I wonder...?' can be very helpful as there is no pressure upon the child to provide an answer. This question will support a child in processing their thoughts and feelings at their own pace, rather than facing a barrage of questions with the expectation that they can provide the answers immediately. Often they don't have the answers to give, which can disarm them and make them feel inadequate.

**Calming and Connecting Conversations**

When supporting a child who is particularly upset, angry or anxious, the conversation could be based upon the following structure. This should be done at the child's pace. Don't be afraid to leave a silence and allow time for the child to process what has been said. Some children may not feel ready to discuss a solution to their situation. That's O.K – the most important thing is that they have been heard, and their feelings are respected and validated.

**Recognition**

Keep it factual and name what you can see. (Don't presume you know what is going on for that particular individual at that time – this can be not very pleasant.) Use the child's name first to get their attention.

"John, I can see something has happened."  
"John, I can see you have been crying."

**Naming the feeling**

Help the individual to name how they are feeling.

"I wonder if you are feeling..."

**Empathy**

Show understanding and empathy.

"I can see why you are feeling..."  
"I can understand that you are feeling..."

**Finding solutions**

I wonder what you need right now to help you to feel a bit better / calmer / happier / safer / etc...

**W** – I wonder ...  
**I** – I imagine ...  
**N** – I noticed ...

## Behaviour tracker and escalation procedures

All teachers to record behaviour incidents on Bromcom for senior leaders to analyse and track pupils / incidents



If three behaviour incidents occur in one week the class teacher will inform the parents/carers. A behaviour tracker will be put in place for the child and will be reviewed fortnightly with parents. The decision to extend or closed the behaviour tracker will be made at this meeting and the rationale for this decision will be shared at this meeting.



If the behaviour tracker has little or no impact on the pupil's behaviour then during a review meeting it would be discussed to move to a more formal behaviour support plan with senior leaders monitoring the plan, seeking advice from external agencies to support the pupil.

## **Use of Reflection Time**

Prior to a child is given time in reflection adults should.

- Encourage the child to use the calming corner in class to deescalate the situation
- Use the resources within the calming corner to support them to regulate their emotions
- Spend some time with the pupil to establish why low-level disruption may be happening during lesson time. This works on the Solihull Approach model of rupture and repair (appendix 1) and supports the adult to build a positive relationship with the child, which is crucial if the behaviour is to improve and move forward.
- When a child is in reflection, they should complete a reflection sheet and work relevant to the reason they are in reflection e.g. being unkind, being disrespectful etc.
- The adult supervising reflection should discuss the reason why the child is in reflection and support them to know how to make positive decisions if the situation were to occur again.

As a response to serious misbehaviour removal from the classroom with the Head of School or Family Support Worker may be deemed appropriate for the pupil to regulate their behaviour. 'Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal 26 Section 93 of Education and Inspections Act 2006. 27 Section 550ZB of the Education Act 1996. 28 Section 94 of Education and Inspections Act 2006. 23. Parents should be informed on the same day if their child has been removed from the classroom.' (*DfE Behaviour in Schools February 2024*)



**Remember...**

A 'Behaviour Incident Record Sheet' (Appendix Three) should be completed by support staff including lunchtime supervisors, following a behaviour incident to ensure the incident is reported on Bromcom and to ensure the appropriate consequence if given. The class teacher or senior leader will then be responsible for recording the incident on Bromcom.

### **Behaviour management and reciprocity**

- Reciprocity is also part of behaviour management, in that different children will respond to different ways of being managed. The parents' understanding of their child and the child's interaction with them is important in successful behaviour management - thus it is important for the parents to be in tune with their child. So behaviour management is best done in the context of containing and reciprocal relationship

## **Responsibilities**

The following roles and responsibilities will be implemented in support of the behaviour policy:

### **The Headteacher will:**

- Ensure that learning behaviours are taught across all areas of the school's curriculum, which is supported by the learning behaviours progression document.
- Implement the behaviour policy, reinforcing the need for consistency throughout the school
- Be ultimately responsible and accountable for behaviour throughout School
- Monitor and assess the need for staff CPD in response to the data on behaviour incidents across the school.
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of challenging children
- Liaise closely with the family support worker
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety and welfare of all children and staff
- Praise and encourage positive behaviour with rewards and dedicated assemblies

### **Staff will:**

- Provide a well- balanced and creative curriculum

- Support children when dealing with their emotions and feelings using a restorative approach and elements of PSHE
- Plan engaging and well differentiated lessons to challenge and meet the needs of all children
- Make sure children are listened to and feel valued
- Be a positive role model
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Reward and praise positive behaviour
- Inform parents/carers about the welfare and behaviour of their children
- Work in partnership with the senior leadership team to ensure all behaviour is dealt with and recording completed in a timely manner
- Follow the behaviour policy and procedures consistently for every child
- Challenge unwanted, negative behaviours following the policy
- Report challenging behaviour following the correct procedure
- Ensure a pupil's needs are considered when issuing a sanction or consider whether reasonable adjustments need to be made to a sanction in response to a SEND that a pupil may have and ensure any sanction is age appropriate.
- Ensure the appropriate support is in place following a serious incident or exclusion to support the pupils reintegration.

#### **Children will:**

- Foster social relationships in the school community of mutual engagement.
- Be responsible for own actions and their impact on others.
- Respect other people, their views and feelings.
- Empathise with the feelings of others.
- Be fair
- Be willing to be reflective to change behaviours
- Follow the school rules
- Learn to work cooperatively
- Not have any mobile phone or smart devices in school with the exception of pupils In Year 6 who hand them into the class teacher who then sends them to the school office to be securely stored for the school day, in line with the schools mobile phone and smart devices policy.

#### **Parents will**

- Understand that everything we say and do is underpinned by the values that Jesus taught us, and we are learning to live them out on a daily basis
- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Support their child by ensuring their child attends school regularly and arrive promptly
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

#### **The Governing Body will:**

- Promote the Christian ethos of St. Brendan's Catholic Primary School where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents' staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

#### **Children with Special Educational Needs**

Please note that some children fall outside this Behaviour Policy. Such children may be given a Strategy Plan for behaviour and support may be obtained from SEMH (Social, Emotional and Mental Health specialists). A specific plan may be drawn up with individualised rewards and sanctions in conjunction with child, parent, school and support service if appropriate.

### **Communication and parental partnerships**

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school steps will be taken to discuss with parents/carers. The class teacher will have the initial responsibility for this, alongside senior leaders, if they are involved. Teachers will be responsible for reporting any early warning signs for behaviour and safety to senior leaders, so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers via the school website. Senior leaders, the school SENCO and the class teacher will work together to support and encourage parents to share the same aims of the school in promoting good behaviour. They will explore extended services and agencies with parent/carers should there be a need for support within the home environment. The class teacher will share positive stories about best and improving behaviours. They will work in an open and honest way with parents in order to achieve the aims of this policy.

### **Inclusion**

The inclusion of all children of any race, or disability whose special needs we are able to be meet and give appropriate access to the curriculum, is the heart of our foundation. To this end we:

- regularly address appropriate curricular provision through audit and subsequent revised provision to meet the needs of our children
- work with outside agencies to effectively inform staff about individual and group needs
- secure appropriate resources for all properly identified needs
- make real and sustained efforts to enlist support and establish partnership with all parents recognising the needs of the marginalised
- regularly review the effects of behaviour strategies and induct staff into their use
- plan situations appropriately resourced and used to extend socialisation and positive interaction and independent self-management for all children

### **Racist Incidents**

It is a requirement that any incident with racist overtones must be recorded as a racist incident and immediately reported to the Head Teacher, with details noted down so that official recording can be made and appropriate action taken this would age/developmentally appropriate. All racial incidents are recorded on Bromcom

#### Definition of a racist incident

Our definition of racial incidents is that of the CRE (Commission for Racial Equality):

Verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

A racist incident may include:

- Derogatory name-calling, insults, racist jokes and language
- Verbal abuse and threats
- Physical assaults
- Ridicule based on differences of colour, race, ethnicity, nationality, culture, religion or language.
- Refusal to co-operate with others because of any of the above differences.
- Stereotyping on the basis of colour, race, ethnicity, etc.
- Racist comments
- Racist graffiti
- Written abuse.
- Damage to property
- Provocative behaviour such as wearing racist badges or insignia.'

(Please note this list is not exhaustive)

### **Confiscation of inappropriate items**

‘Detailed guidance for schools can be found in Searching, screening and confiscation at school. Headteachers and school staff should read this guidance. School staff can confiscate, retain or dispose of a pupil’s property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. (DfE Behaviour in Schools February 2024)

A full list of items that are banned from school are outlined in our Child Protection and Safeguarding Policy

[Child Protection and Safeguarding Policy 2024](#)

Weapons and knives and extreme or child pornography must always be handed over to the police. If and when an item is confiscated from a pupil, an IPRA (pupil risk assessment) may need putting into place for that child to help reduce and control the risk of future incidents.

(Guidance taken from the DfE – ‘Searching, Screening and Confiscation’ Advice for schools - July 2022)

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)

### **Pupils conduct outside the school gates**

At St Brendan’s Catholic Primary School, we have high expectations of the children’s behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform.

‘Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Maintained schools and academies’ behaviour policies should set out what the school will do in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils (see ‘Suspected criminal behaviour’). Schools should collaborate with local authorities to promote good behaviour on school transport. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity.
- when travelling to or from school.
- when wearing school uniform.
- when in some other way identifiable as a pupil at the school.
- that could have repercussions for the orderly running of the school.
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school. ((DfE Behaviour in Schools February 2024)

Attendance on school trips is deemed to be a privilege and therefore any child who cannot display appropriate behaviour will not be accepted onto the school trip. This may also be due to health and safety of themselves and other children.

### **The use of reasonable force to control and restrain pupils**

Following the issue of draft guidance from the DCSF these are the very limited circumstances in which the use of restraint is appropriate.

- where a pupil’s behaviour is at risk of causing injury to him/herself.
- where a pupil’s behaviour is likely to cause injury to others (adults or children).

- where a pupil's behaviour is likely to cause serious risk of damage to property.

### **Pupil transition**

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. With in year transition the school rules and behaviour expectations will be shared with the pupil. The behaviour policy is a document within the school's induction pack that is shared with parents prior to starting at the school.

To ensure behaviour is continually monitored and the right support is in place, information related to behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

### **Malicious Allegations**

At St Brendan's Catholic Primary School, allegations of abuse will be taken seriously and acted upon in a fair and consistent way in which both the child will be supported and the person who is the subject of the allegation. All allegations will be treated confidential, and every effort will be maintained to guard off any publicly while the allegation is investigated. Suspension would not be an automatic response to an allegation.

### **Review and Monitoring of policy**

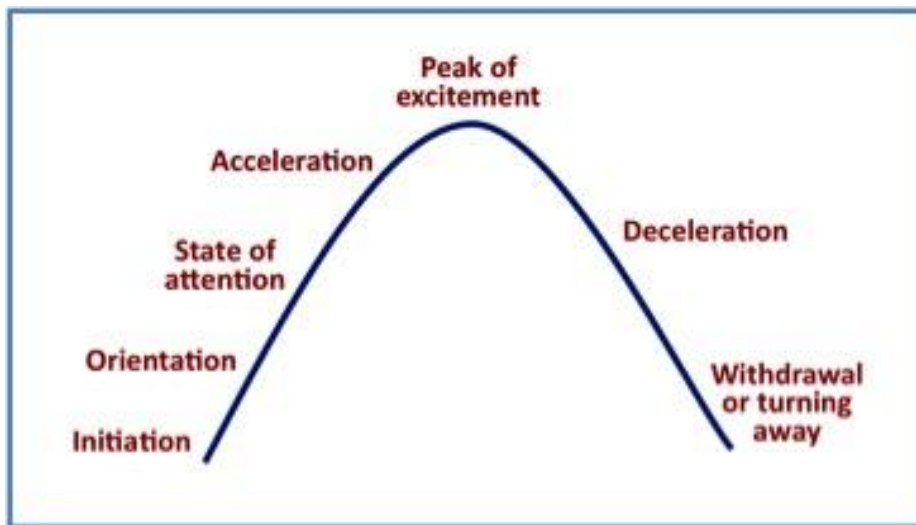
This policy will be reviewed annually and shared with all stakeholders.

Meetings with the Headteacher and Family Support worker will take place frequently to review the behaviour incidents in the school and to monitor the implementation of the policy. This data will be used to inform the school's policy and procedures, including staff CPD if appropriate.

## Appendix One – strategies to support de-escalation.

These agreed strategies for escalation of a pupil's unregulated behaviour are.

**The Solihull Approach** (for further information please refer to the Solihull Approach training manual which is located in the FSW office)



The Dance of Reciprocity is the basis for all healthy relationship. A degree of mismatching is necessary to promote healthy emotional growth and to facilitate resilience. Rupture and Repair is a stage of the Dance of Reciprocity when the child processes the interaction during the withdrawal / look away stage. This leads to learning.



### Rupture and repair

- Getting out of step in the dance (RUPTURE) but adjusting to get back into step (REPAIR) = Normal
- We experience that things can still get back on track

#### Repeated rupture **WITH** repair



Develop hope, optimism, belief things get better, self esteem, self worth, trust in others

**Good quality relationships**

#### Repeated rupture **WITHOUT** repair



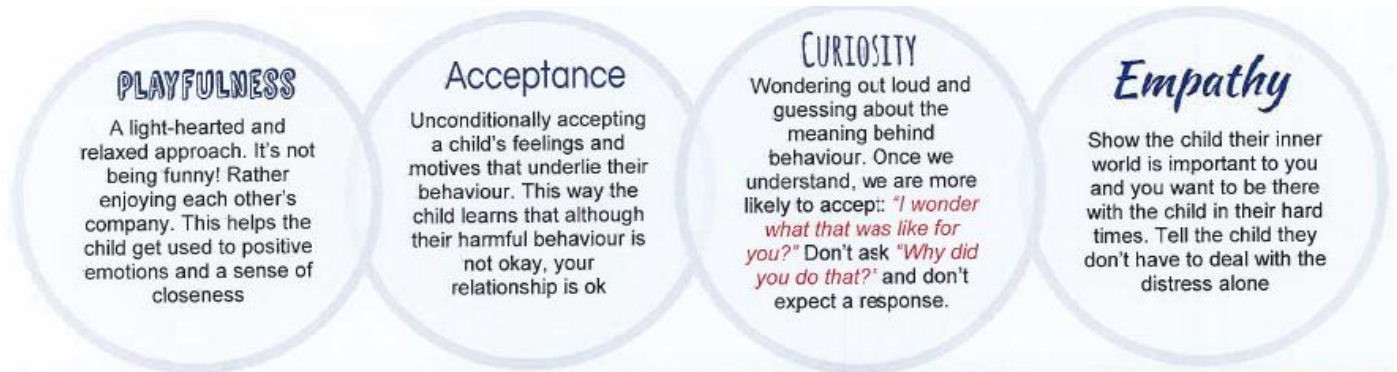
Don't develop self worth, self esteem or trust in others

**? Quality of relationships**

## The PACE Model Approach

Dan Hughes PACE model for effective communication and the scaffolding of positive relationship and attachment

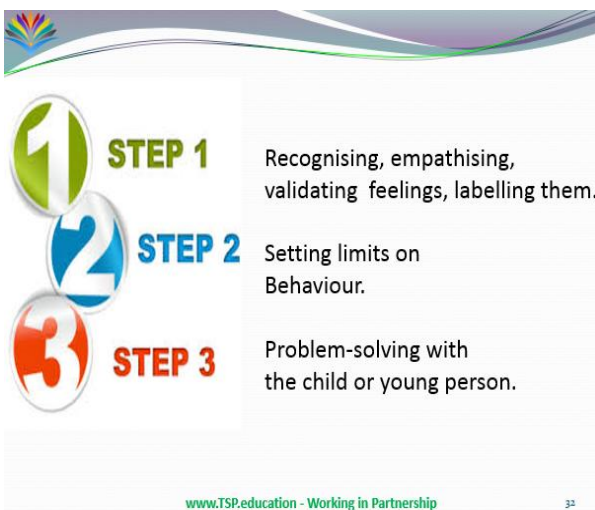
### **PACE: communicate, accept and connect to increase safety**



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## The 3 Step Approach

Used effectively, Emotion Coaching is a practical three-step approach to dealing with behaviour in the moment, whilst also maintaining behaviour expectations and boundaries and is sympathetic to Dan Hughes' PACE model of supporting and scaffolding regulation.



- **Step 1** – hearing the voice of the child or young person.
- **Step 2** – explaining why their choice of behaviour was unsuitable (using the school rules to reinforce the expectations if needed)
- **Steps 3** – alongside the child or young person agree on how to solve the issue together – this could be talking with other children, agreeing an appropriate sanction in relation to the behaviour, time out or time in, speaking with parents together.

**Appendix Two: Personal Reflection for pupils**

**Personal Reflection**

To be completed with an adult to explore what has happened and why



- How did I feel when I choose not to follow the school rules?

- How do I feel now that I have had time to reflect on my choice?




- How can I solve this problem? What actions do I need to take to stop this from happening again?

Pupils name \_\_\_\_\_ DATE \_\_\_\_\_

Name of adult supporting \_\_\_\_\_



## Appendix Four - Behaviour tracker example

Week commencing.....			
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	Before break	Break	After break	Lunch	First after lunch	Second after lunch	SLT comment	Parent comment
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

I am working for.....
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