St Chad's Catholic Primary School

Behaviour For Learning Policy 2026-27

"At St Chads we grow in the light of Christ, to share in his love and reflect the gospel values."

Rights Respecting Article 28: You have the right to a good quality education and to learn.

St Chad's Behaviour for Learning Policy

As a Catholic school, St Chad's Catholic Primary School is committed to creating a safe, respectful and inclusive environment where every child is valued as a unique child of God. Our mission is to help pupils flourish spiritually, morally, socially and academically through positive relationships, high expectations and a strong culture of learning.
Through our Gospel values, restorative approaches and partnership with families, we support pupils to make positive choices, take responsibility for their actions and contribute positively to our school community.
Our behaviour policy has been developed in consultation with staff, pupils, parents/carers and governors and reflects our commitment to safeguarding, equality, inclusion and pupil wellbeing.

"*At St Chads we grow in the light of Christ, to share in his love and reflect the gospel values.*"

Our values are rooted in our Catholic faith and virtues to develop pupils' spiritual, moral, and personal growth.

Our values are:

- **We tell the truth (in a kind way)**
- **We show compassion (to ourselves and others).**
- **We are wise (in the choices we make)**
- **We don't give up (on work or people)**

Our Value	What This Means	How We Encourage This in School
We tell the truth (in a kind way)	**We are honest and respectful in what we say and do.**	**• Adults model honest, kind language • Pupils are encouraged to say sorry and make things right • Circle time and reflection help pupils speak truthfully and kindly**
We show compassion (to ourselves and others)	**We care for everyone and understand how others feel.**	**• Kind words and actions are praised and rewarded • Pupils are taught to help others and include everyone • Pastoral support and prayer help pupils care for themselves**

We are wise (in the choices we make)	**We think before we act and choose what is right.**	**• Behaviour choices are discussed and reflected upon • Pupils are guided to make safe and fair decisions • Restorative conversations help pupils learn from mistakes**
We don't give up (on work or people)	**We keep trying and believe everyone can improve.**	**• Effort and perseverance are celebrated, not just results • Adults support pupils when learning feels hard • Pupils are encouraged to forgive and offer second chances**

Our Behaviour Expectations

At St Chad's we expect all members of our community to:

- **Be respectful.**
- **Be responsible.**
- **Be ready to learn.**

These expectations are rooted in our Catholic values:

- **We tell the truth in a kind way.**
- **We show compassion to ourselves and others.**
- **We make wise choices.**
- **We persevere and do not give up.**

We encourage children to live out our values and the virtues rooted in our Catholic faith to develop their spiritual, moral, and personal growth. To follow our expectations and succeed. This is how and why we encourage positive behaviour:

What We Reward	How We Reward It	Why This Matters
Kind words and actions. We are honest and respectful in what we say and do.	• Verbal praise • Stickers • Positive messages home House points or Dojo points Virtue certificates linked to each virtue, can be nominated by anyone in the school community	Encourages compassion and respect for others
Truthfulness and making things right. We are honest and respectful in what we say and do.	• Recognition by adults or children • verbal praise Virtue certificates	Builds honesty and moral responsibility
Wise choices We think before we act and choose what is right	• House points or Dojo points • Special responsibilities Virtue certificates	Reinforces good decision-making
Effort and perseverance We keep trying and believe everyone can improve.	• Celebration assembly certificates • Sharing work with others Virtue certificates	Shows that hard work and not giving up are valued
Living out our school values	• Virtue certificates	Helps pupils understand how values guide our behaviour

Behaviour response: St Chad's Steps

Step 1: Reminder

A calm and private reminder of the expected behaviour. The adult will refer to school expectations, redirect positively and allow take-up time.

Step 2: Caution

A clear verbal warning delivered privately. The adult will identify the behaviour, explain the expected behaviour and explain the next step if the behaviour continues. Scripted language may be used.

Step 3: Final Reflection

A private restorative conversation to provide a final opportunity to make a positive choice. The adult will re-establish expectations and support the pupil to re-engage with learning.

Step 4: Time Away

A short period away from peers to allow regulation and reflection. This may include a supervised period outside the classroom or working in another agreed space. A member of SLT or designated behaviour support staff may assist where appropriate.
Step 5: Restorative Resolution and Consequence
Where behaviour continues:

- **An appropriate consequence may be applied.**
- **Parents/carers may be informed.**
- **A restorative conversation will take place.**
- **Additional support may be considered where required.**

All consequences will be reasonable, proportionate and applied consistently. Serious incidents will be investigated fairly and promptly, with safeguarding and pupil welfare remaining the highest priority. We will work in partnership with parents and carers.

Behaviour, Safeguarding and Child-on-Child Abuse

St Chad's recognises that behaviour may be a communication of unmet needs or an indicator of welfare concerns.

Staff will always consider whether behaviour may be linked to:

- **Safeguarding concerns**
- **Mental health needs**
- **Family circumstances**
- **Trauma or adverse childhood experiences**
- **Special Educational Needs Disability (SEND) or communication difficulties**

Staff will remain alert to indicators of exploitation, serious violence, criminal exploitation, coercion, abuse and other safeguarding risks which may be reflected in a child's behaviour.

Where concerns are identified, staff will follow the school's safeguarding procedures and record concerns on MyConcern. Behaviour and safeguarding information will be considered together when planning support.

Some behaviour incidents may constitute child-on-child abuse, including bullying, prejudice-based behaviour, sexual harassment, sexual violence or online abuse. The school recognises that prejudice-driven behaviour, misogyny, sexual harassment, harmful sexual behaviour and violence against women and girls are safeguarding matters and will be addressed in accordance with safeguarding procedures.
Such incidents will always be treated as safeguarding concerns and managed in accordance with the Child Protection and Safeguarding Policy.

Support for pupils and families

Children and families can be supported in behaving as we expect through the following:

- **Playleader Scheme**
- **Pastoral Lead groups and check ins**
- **Worry Box**
- **Worry Drop Stop**
- **Talking to a preferred member of staff**
- **Father Hudson's Pastoral Support Worker for families**
- **Zacchaeus Therapeutic worker for children**
- **Outside agency referrals. Where appropriate, pupils and families may be referred for Early Help, Family Help or other multi-agency support services.**
- **Pupils and families will be asked to give feedback on their experience of the behaviour culture to support the evaluation,**

improvement and implementation of the behaviour for learning policy.

Inclusion, Special Educational Needs and Disabilities (SEND) and equality

We are committed to creating an inclusive environment where every child feels safe, valued and supported to succeed.

The school recognises that behaviour is a form of communication and that some pupils with SEND may require additional support to meet behaviour expectations.

Behaviour may be influenced by:

- **Communication needs.**
- **Autism.**
- **ADHD.**
- **Social, emotional and mental health needs.**
- **Attachment difficulties.**
- **Trauma experiences.**

In accordance with the Equality Act 2010, reasonable adjustments will be considered where appropriate.

Support may include:

- **Individual behaviour plans.**
- **Risk assessments.**
- **Adapted routines.**
- **Therapeutic approaches.**
- **Additional adult guidance.**

Additional personalised support may be implemented through behaviour plans, risk assessments and reasonable adjustments. We work closely with pupils, parents, carers, staff and other professionals to identify SEND as early as possible. We also regularly assess pupils' Social, Emotional and Mental Health (SEMH) needs to ensure appropriate support is in place.

Protected characteristics

The school will not discriminate against pupils on the basis of any protected characteristic including age, disability, race, religion or belief, sex, gender reassignment, pregnancy or maternity.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 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: • 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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching

Type of bullying	Definition
Direct or indirect verbal, including racism and misogyny	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). Use of AI-generated content to bully, intimidate or harm others. This includes misuse of artificial intelligence, deepfake technology, image-based abuse, nudification applications and AI-generated content intended to harass, bully, exploit or cause harm to another person.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Online Behaviour

The school may apply behaviour consequences where behaviour outside school or online has an impact on the safety, wellbeing or education of pupils or staff.

Such incidents will be addressed in line with safeguarding procedures and the school's Anti-Bullying and Online Safety Policy.

St Chad's maintains appropriate filtering and monitoring systems in line with safeguarding requirements to support pupils' online safety.

Suspension and Permanent Exclusion

In rare and serious cases where behaviour places pupils or staff at risk, consequences may include suspension or permanent exclusion in line with DfE guidance. Suspension and permanent exclusion will only be used as a last resort and in accordance with the latest Department for Education guidance. Decisions will be lawful, reasonable, fair and proportionate. The school will consider its duties under the Equality Act 2010, SEND legislation and safeguarding responsibilities before any decision is made.

Searching, Screening and Confiscation

Staff may search pupils and confiscate prohibited items where permitted by current legislation and DfE guidance. We may confiscate prohibited items and items not permitted under school rules. Mobile phones, smart devices and other electronic devices may be searched, confiscated or examined in accordance with current legislation, school rules and safeguarding guidance. Any search will be conducted lawfully, respectfully and with regard to safeguarding responsibilities.

Mobile Phones and Smart Devices

Pupils must not have access to or use mobile phones, smart watches, or other personal electronic devices with communication, internet, recording, or image-capturing functions at any time during the school day. This includes lessons, breaktimes, lunchtimes, and movement around the school.

Where a parent/carer considers it necessary for a pupil to bring a mobile phone to school for travel to and from school, the device must be switched off and handed to the class teacher or school office immediately on arrival. The device will be stored securely and returned to the pupil at the end of the school day.

Any pupil found using, accessing, or in possession of a mobile phone or prohibited smart device during the school day without permission will have the device confiscated by a member of staff. The device will be stored safely and returned in accordance with school procedures. Repeated breaches of this expectation may result in additional sanctions in line with the school's Behaviour Policy.

Where there are reasonable grounds to suspect that a pupil is in possession of a mobile phone or electronic device contrary to this policy, authorised staff may exercise their statutory powers to search for and confiscate such items in accordance with current legislation and the school's Searching, Screening and Confiscation procedures.

The school accepts no responsibility for loss, theft, or damage to mobile phones or personal electronic devices brought onto the school site.

Reasonable Force and Restrictive Intervention

In exceptional circumstances, trained staff may use reasonable force to prevent a pupil from:

- **Hurting themselves.**
- **Hurting another person.**

- **Damaging property.**
- **Causing serious disorder.**

Any use of reasonable force will be:

- **Lawful.**
- **Necessary.**
- **Proportionate.**
- **Recorded appropriately.**

Further information can be found in the school's Restrictive Intervention Policy.

Roles and responsibilities

Governing Body

• Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness

monitored

• Undertake their statutory role around suspension and exclusion

• Ensure that all staff receive purposeful training in order that they can undertake their role

Headteacher:

- **Ensuring the policy is reviewed and approving this behaviour policy**
- **Ensuring that the school environment encourages positive behaviour**
- **Ensuring that staff deal effectively with behaviour that does not meet expectations**
- **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**

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.

Staff

- **Creating a calm, safe and inclusive environment where all pupils can learn and flourish.**
- **Establishing and maintaining clear boundaries, routines and high expectations for behaviour.**
- **Meeting and greeting pupils positively, building strong relationships and always modelling respectful behaviour.**
- **Communicating and consistently implementing the school's values, expectations and behaviour procedures.**
- **Using calm, restorative and de-escalation approaches, including allowing take-up time and seeking to prevent difficulties before sanctions are required.**
- **Providing a personalised and supportive response to individual needs, recognising the impact of SEND, vulnerability, trauma, adverse experiences and other factors that may influence behaviour.**
- **Planning engaging, challenging and inclusive learning that meets the needs of all pupils.**
- **Taking ownership of behaviour incidents through appropriate follow-up, restorative conversations and reflective dialogue with pupils.**
- **Being visible and proactive, never ignoring behaviour that falls below school expectations.**
- **Challenging and supporting pupils to make positive choices and meet the school's expectations.**
- **Recording significant behaviour incidents in line with the school's recording procedures.**
- **Considering the impact of their own conduct on the culture of the**

school and modelling the standards expected of pupils.

- **The Senior Leadership Team (SLT) and Designated Safeguarding Leads (DSLs) will support staff in responding to behaviour incidents and safeguarding concerns where required.**

Working in Partnership with Parents and Carers

Strong partnerships between home and school are essential in promoting positive behaviour.

The school and parents/carers share responsibility for supporting children to:

- **Develop self-discipline.**
- **Make positive choices.**
- **Build respectful relationships.**
- **Achieve their full potential.**

The school will:

- **Celebrate successes with families.**
- **Communicate concerns promptly.**
- **Work collaboratively to support improvement, through supporting families.**

Parents/carers are expected to:

- **Reinforce school expectations at home.**
- **Inform the school of significant changes affecting their child.**
- **Communicate concerns promptly.**
- **Work collaboratively with the school to support positive behaviour.**

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, our values and expectations**
- **That they have a duty to follow the behaviour policy**

- **The school's key expectations and routines**
- **The rewards they can earn for meeting the behaviour standards, and the consequences if they don't meet the standards**
- **The pastoral support that is available to them and their family to help them meet behaviour expectations**

Recording Behaviour Incidents

Significant behaviour incidents, bullying incidents, use of reasonable force, suspensions and safeguarding concerns linked to behaviour will be recorded on MyConcern. Behaviour data will be monitored regularly by pastoral staff, DSLs and senior leaders to identify patterns, trends and vulnerable groups requiring additional support.

Legislation, statutory requirements and 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**
- **Searching, screening and confiscation: advice for schools**
- **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**
- **Restrictive interventions, including the use of reasonable force, in schools**
- **Supporting pupils with medical conditions at school**
- **Special Educational Needs and Disability (SEND) Code of Practice**
- **Sharing nudes and semi-nudes: advice for education settings working with children and young people**
- **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**

This policy should be used in conjunction with these school policies:

- **Anti Bullying**
- **Restrictive Intervention Policy**
- **Special Educational Needs Policy**

Review

This policy will be reviewed annually to ensure ongoing compliance with current statutory guidance including Keeping Children Safe in Education.

Policy Version	Date
Approved by Governors	Autumn 2026
Next Review	Autumn 2027
Policy Lead	Headteacher

Appendix 1 : Staff Behaviour Response Script

Step 1: Notice

"I can see something is upsetting you."
"You look worried."
"You seem frustrated."
"I am here to help."

Step 2: Name the Feeling

"It is okay to feel angry."
"It is okay to feel upset."
"It is okay to feel disappointed."
"Everyone has big feelings sometimes."

Step 3: Remind the Boundary

"It is okay to feel angry, but it is not okay to hurt others."
"It is okay to be upset, but we still need kind words."
"We still need to keep everyone safe."

Step 4: Guide the Choice

"Let us think about the next good choice."
"What can you do now?"
"How can we make this right?"
"What would a kind choice look like?"

Step 5: Restore

"Thank you for fixing that."
"Thank you for making a better choice."
"Let us have a fresh start."

St Chad's Quick Script

"I can see you are upset. It is okay to feel upset. It is not okay to behave like this. Let us make a good choice. Thank you for making a better choice."