



ST. ALBAN'S
Catholic Primary School

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Behaviour Policy

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At St. Alban's Catholic Primary School, we want to create an environment that is safe, where everyone feels respected and where students come into each lesson ready to engage in learning. St Alban's Catholic Primary School is dedicated to promoting a distinctive Catholic ethos by upholding the teachings of the Gospel where we love, respect and forgive one another as Christ taught us to. We believe that every individual is special and made in the image of God. In living out our mission statement, it is the duty of everybody to respect each other and offer an environment where all feel secure, safe and valued.

The purpose of our behaviour policy is to:

- Fulfil the governors' duty of care to pupils' and staff, enabling them to feel safe, respected and valued.
- Promote a calm and positive climate for learning that ensures effective learning and teaching takes place, leading to high standards of attainment for all pupils.
- To establish a framework for staff to problem solve that focuses more on relationships and less on sanctions.
- To support pupils to develop the skills to take responsibility for poor conduct and to manage and modify their behaviour
- Ensure that the reputation of St. Alban's Catholic Primary School is positive in the local and wider community.

Our three clear expectations of pupils are to:

- Be Ready
- Be Respectful
- Be Safe

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations

We expect all staff to:

- Meet and Greet (Teachers at their classroom door)
- Use personal, sincere praise all day
- Give five positives to one negative
- Use the class reward consistently
- Use the behaviour policy consistently

We expect senior leaders to:

- Meet and Greet on the school gate
- Be visible at social times/lunch times
- Carry out regular learning walks to support and coach and model expectations
- Give five positives to one negative

We expect parents to

- To encourage their pupils to adopt good attitudes, good behaviour and self-discipline
- To inform the school of any circumstances which may affect their pupils' behaviour
- To uphold the authority of the staff in front of their pupils
- To respond positively to school's communications regarding their pupils' behaviour
- To support the school in implementing this and other policies

If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the deputy or head teacher, and finally school governors, through the school complaints procedure.

We reward positive behaviour and achievement in the following ways:

- Verbal and non-verbal praise
- Positive phone calls home,
- Notes in planners
- Awarding house points
- Head teacher certificates
- Stickers
- Individual class rewards
- Gospel virtue awards
- 'Filling buckets' with positive affirmations
- Lunchtime staff to reward two children per day
- Spending time with the Dog Mentor

We teach positive behaviour for learning through:

- Referencing the three expectations (**Be safe, Be Respectful and Be Ready**) in lessons and at playtimes.
- Restorative conversations and modelling positive behaviour on a daily basis
- Whole school assemblies
- KIVA lessons
- PSHE lessons

Some of the strategies we use to establish readiness for learning and maintain a positive climate are:

- Meeting and greeting pupils each morning
- Giving attention to positive behaviour, not negative

- Using a space within the classroom to allow a pupil to have “thinking time” and to regulate their emotions
- Being assertive

Being assertive is being able to communicate your needs in a way that is:

- Being in control
- Being clear
- Being decisive with clear conviction
- Being direct
- Being polite and fair

De-Escalation

De-escalation of inappropriate pupil behaviour by staff avoids low-level behaviours escalating and becoming more serious. When pupils are behaving in a way that is not appropriate, staff will use a range of strategies to support pupils to regulate their emotions and behaviours without giving attention to the negative behaviour.

An example of this could be:

- I’ve noticed that (you are not ready to learn), reference previous good behaviour
- I need you to ... (give pupils’ choices, phrase the choices so that whatever the choice the pupil makes it will be the right choice)
- I know you can do this/..you are better than this
- Thank you for listening

This should be no more than a 30-second intervention.

The shorter the intervention, the less likely a member of staff is to “improvise”.

Staff will then walk away and give students time to think and act positively.

Regulating Behaviour

If a pupil is unable to regulate their behaviour, it is not ignored. The classroom support plan is followed:

Classroom Support Plan

Nudge

(A subtle reminder of the expected behaviour)

Take up time...

Warning and a minute

(A verbal reminder of the expected behaviour)

Take up time...

Zones of Regulation

(Pupil will identify which Zone they are in and complete an activity to regulate)

Take up time...

Regulation Time Out

(Pupil will visit the ##### room and be supported by the Pastoral Lead to regulate)

10 minutes

Restorative Conversation

(Following self-regulation in the 'Rainbow room', the pupil will be welcomed back to the classroom. A quick catch up will take place with the class teacher at a suitable time – no more than 5 minutes)

Class teachers will make contact with parents if they are concerned about persistent low-level behavioural issues. Supported by parents and carers, children may then begin a daily or weekly behaviour reward chart to monitor their behaviour and to identify patterns and triggers.

Behaviour concerns are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to work or adults

Serious behaviour concerns are defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Serious behaviour concerns are generally rare and it is the responsibility of the Head teacher or Acting Assisting Head teacher, who will deal with it severely, particularly if the problem keeps recurring. The standard procedure for this sort of problem involves a conversation with parents and formulating a plan for next steps.

In the Foundation Stage, pupils are taught about behaviour expectations through the Personal Social and Emotional Development area of the curriculum. Our aim for all our pupils is that they will be able to listen to each other, take turns, respect one another's differences and cooperate. They learn how to make friends by playing alongside one another; learning to talk about their play, ask for turns and treat one another with kindness. We aim to develop pupils' understanding of feelings, both their own and those of others. This should all help each child to see why following rules and routines is important to the safety and well-being of everyone.

Reasonable Force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. All staff are trained in the 'Team Teach' approach of pupil restraint. 'Reasonable in the circumstances' means using no more force than is needed.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Reasonable force can be used to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Staff will not use force as a punishment – it is always unlawful to use force as a punishment. St Alban's Catholic Primary School does not require parental consent to use force on a student.

Procedures in place when there is a concern about a pupil's behaviour

If there is an on-going concern about a pupil's behaviour, his or her parents will be invited to talk to the class teacher, the Pastoral Lead, the Phase Leader, Acting Assistant Head teacher or Head Teacher. This will allow the staff to find out if there are any factors that might be affecting the pupil.

The member of staff will then discuss how school and home might help the pupil to improve his or her behaviour. This might involve extra encouragement or a short review with parents and/or the pupil at an agreed time.

It is hoped that the pupil will make progress but sometimes the concerning behaviour continues and more support is required. The class teacher will then discuss ways of helping the pupil improve their behaviour with the Head Teacher or Special Needs Co-ordinator. An Individual Behaviour Plan will be written and discussed with the parents.

After an agreed time the plan will be reviewed and, if there has been progress, the child might continue with the plan or it might be withdrawn. If progress has been very slow, then a referral might be made to outside agencies with a parent's permission.

Fixed term suspensions and permanent exclusions

In very exceptional circumstances a pupil might be suspended from school. This will only be done if it is felt, after a risk assessment, that she/he is a risk to him or herself, to the other pupils in the school or to staff and when there would appear to be no other effective alternative. The local authority's procedures/guidance will be followed in these extreme circumstances. All exclusions are reported to the school governors.

Only the head teacher (or the acting assisting head teacher) has the power to suspend 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.

Bullying

Bullying is defined as the repetitive, intentional harming of one 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, or inappropriate touching
Direct or indirect verbal	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)

At St Alban's Catholic Primary School, we follow an evidenced based Anti-Bullying programme called KiVa to prevent and reduce bullying. It is a programme developed at the University of Turku, Finland. The main goals are;

- To prevent new bullying cases from emerging
- To tackle bullying cases effectively
- To minimise negative effects caused by bullying
- To ensure pupils express their own understanding that they are valued and cared for as unique persons, made in the image and likeness of God. They are happy, confident and feel secure.

St Alban's regards bullying of any kind as an unacceptable form of behaviour and it will not be tolerated. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear. (See Anti-Bullying Policy) In most cases we rely on pupils informing their class

teacher or another member of staff when they feel they are being bullied. Only then can appropriate action be taken.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Recognising the impact of SEND on behaviour

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

When incidents of behaviour concerns arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers can include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Mobile phones

Pupils are not allowed to be used by pupils on the school premises.

Y6 pupils, if they are walking home alone, may bring their phone to school and hand it to the class teacher when they enter the classroom. This will then be stored in a locked cupboard during the school day and returned to the pupil at home time. Mobile phones are not permitted on residential trips.

The Behaviour Policy and Procedures will be reviewed annually by pupils in Class and School Councils.

This policy should be read in conjunction with the Anti-Bullying, Safeguarding and SEND Policies.