



ST BERNADETTE'S
CATHOLIC PRIMARY SCHOOL

Local Procedures

St. Bernadette's Catholic Primary School

Approved by BoD: July 2025

Policy Review Date: September 2026

St Bernadette's Catholic Primary School, Brownhills
Behaviour Policy – Local Procedures
Rooted in Gospel values and the Kindness Principle

Mission Statement

At St Bernadette's, we follow Jesus by sharing His light through our words and actions, spreading His word in how we live and learn, trusting His plan even when the path is uncertain, loving one another with compassion and respect, and serving others with humility, just as Christ did. Through these daily acts of faith and kindness, we grow together as a community of disciples.

Safeguarding Statement

St Bernadette's Catholic Primary School is committed to safeguarding and promoting the welfare of all children. We recognise that behaviour is often a form of communication and may be an indicator of underlying safeguarding needs. Staff are trained to respond sensitively and appropriately, maintaining vigilance for signs of abuse, neglect, trauma or unmet emotional needs.

Any concerns arising through behaviour, disclosures or observations are acted upon in line with the school's **Safeguarding and Child Protection Policy** and statutory guidance such as **Keeping Children Safe in Education (KCSiE)**.

We ensure that:

- Behaviour incidents are never viewed in isolation but are considered in the context of each child's lived experience.
- All staff know how to identify and report safeguarding concerns.
- Behaviour support plans and interventions are aligned with the child's wider pastoral or safeguarding needs.
- Children are always treated with dignity, respect and compassion, with their safety and wellbeing as our highest priority.

Rationale

This Behaviour Policy supports our Catholic mission and ethos. It is informed by the belief that behaviour is a form of communication and that children thrive when they are known, nurtured, and supported. Inspired by the *Kindness Principle*, we prioritise strong relationships, unconditional positive regard, and inclusive practices over punitive systems.

Aims

- To create a calm, safe, and loving environment in which all children can flourish.
- To build strong, trusting relationships between staff, pupils, and families.
- To promote restorative and relational approaches over sanctions and exclusion.
- To support emotional regulation and social development.
- To model and encourage Gospel values: love, kindness, forgiveness, compassion, and dignity.

Our Relational Approach

Our policy is based on five core relational pillars, drawn from the *Kindness Principle*:

1. Unconditional Positive Regard

Staff will show consistent warmth, patience and belief in each child's potential, even when behaviour is challenging.

2. High Expectations with High Support

We believe that all children can achieve high standards of behaviour, but they may need different levels of support to do so.

3. Consistency, Not Uniformity

We aim for consistent principles, but allow flexibility based on individual need. Every child is different and deserves a personalised response.

4. Connection Before Correction

Strong, trusting relationships are the foundation of good behaviour. We focus on connection first, then teach behaviour as a skill to be learned.

5. Consequences Not Punishment

We use natural, logical consequences and restorative conversations to help children learn from their mistakes without shame or exclusion.

Our Behaviour Curriculum (Bernadette's BEST)

At St Bernadette's, we expect everyone to:

- **Be Respectful** – listen carefully to others, speak kindly, and treat everyone the way we want to be treated. We show respect by using good manners, taking care of our classroom, and being fair and friendly to everyone. By being respectful, we help make our school a happy and safe place for everyone to learn and grow.
- **Engage in Learning** – joining in, listening carefully, asking questions, and trying new things, even when they're tricky. We show we're engaged when we concentrate, have a go, and never give up. By being engaged in learning, we do our best work, and help ourselves and others grow smarter, becoming more confident.
- **Stay Safe** – looking after ourselves and others. We stay safe by walking inside, using equipment properly, and following the rules. We also stay safe by speaking up if something doesn't feel right. By staying safe, our school becomes a place where everyone can enjoy learning and playing together.
- **Take Responsibility** – owning our actions and trying our best. We take responsibility when we look after our belongings, tidy up after ourselves, and admit when we've made a mistake. By taking responsibility, we show that we are growing into trustworthy and caring people.

These expectations are taught explicitly and reinforced positively every day.

Relationships First: Staff Responsibilities

All staff are expected to:

- Build warm, nurturing, respectful relationships with children and families, which may include:
 - Greeting pupils/ families in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- Remain calm and emotionally available during incidents of dysregulation.
- Use restorative approaches to address harm and restore relationships.
- Model Gospel values in all interactions.
- Keep records of significant incidents and follow up with pastoral support as needed.

Responding to good behaviour

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

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicate praise to parents via a conversation to written correspondence (Class Dojo)
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- Visiting the Principal

Supportive Strategies

We use a range of proactive and responsive strategies, including:

- Positive noticing and praise.
- Regulation stations / safe spaces.
- Co-regulation through trusted adults.
- Emotion coaching and naming feelings.
- Restorative conversations (structured using "What happened?", "Who was affected?", "How can we make it right?")
- Individual behaviour support plans (for those with additional needs).
- Therapeutic interventions (e.g., pastoral mentor, counselling, etc).

Working with Families

Families are our partners. We will:

- Communicate regularly and positively with families.
- Involve parents/carers in behaviour planning and restorative processes.
- Offer pastoral and external support where needed.
- Ensure no child is ever made to feel unloved, unwanted, or shamed.

Responding to misbehaviour

We do not use public shaming, isolation booths, or 'zero tolerance' systems. Where consequences are necessary, they are:

- Proportionate and fair.
- Restorative and educational.
- Linked to repairing harm and restoring trust.
- Implemented with dignity and compassion.

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 recurrence of misbehaviour.

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 arising, such as the use of pre-arranged scripts and phrases.

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 to meet behaviour standards in the future.

The school may use 1 or more of the following in response to unacceptable behaviour:

- Moving the pupil within the class
- A verbal reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Loss of privileges – for instance, the loss of a leadership responsibility
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the pupil from the classroom

Removal from the classroom

Pupils may be removed from the classroom for a maximum of 60 minutes in response to serious or persistent misbehaviour, particularly when other strategies have been tried or the behaviour is extreme. Removal serves to:

- Restore order and ensure safety
- Allow the pupil to regain calm
- Support continued learning in a managed setting

Removed pupils are supervised by the SENDCo or SLT. They will return to class as soon as it is safe and appropriate, with support provided for successful reintegration.

Parents will be informed on the same day of any removal. The principal must approve any extended removal beyond the 60-minute limit.

Alternative strategies will be considered for pupils frequently removed, including:

- Restorative circles
- Behaviour support plans
- Mentoring
- Social-emotional learning
- In-school support services
- Positive behaviour reinforcement
- Customised learning environments
- Parent and family engagement

All removals are recorded on Arbor, including incident details and any protected characteristics of the pupil.

Serious Incidents

In rare cases of serious behaviour (e.g., violence, bullying, racism), we respond with a relational and safeguarding lens. The steps include:

- Ensuring immediate safety.
- Offering pastoral support to those harmed and those responsible.
- Engaging families promptly.

- Recording and reviewing the incident.
- Developing a plan to restore relationships and prevent recurrence.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, when all other avenues of support have been exhausted, and the safety of others cannot be ensured.

The decision to suspend or exclude will be made by the principal and only as a last resort.

Responding to Misbehaviour from Pupils with SEND

The school recognises that a pupil's behaviour may be influenced by their special educational needs or disabilities (SEND). Misbehaviour will be considered in relation to a pupil's SEND on a case-by-case basis.

The school will balance behaviour expectations with legal responsibilities, including:

- Avoiding substantial disadvantage to disabled pupils (Equality Act 2010)
- Using best endeavours to meet SEND needs (Children and Families Act 2014)
- Securing EHC plan provisions and working with relevant bodies

The school will anticipate and address likely triggers of misbehaviour by:

- Identifying Triggers
- Observations: Track behaviour patterns and recurring triggers
- Student Input: Discuss challenges directly with pupils
- Staff Feedback: Collaborate to share observations

Analysing Triggers

- Environment: Adjust lighting, noise, seating
- Routine: Ensure consistency and clear transitions
- Social Factors: Monitor peer interactions
- Academic Load: Check for frustration or overload

Implementing Preventive Strategies

- Classroom Adjustments: Create calm spaces, adjust seating
- Routine & Predictability: Use visual timetables and prepare pupils for changes
- Social Skills Support: Use SEL to build emotional regulation and relationships
- Academic Support: Offer differentiated tasks and extra help as needed

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation and is detailed in the SJBCA Behaviour Policy.

Pupil Transition

The school supports new pupils in understanding behaviour expectations through a structured induction that includes:

- Sessions introducing the behaviour policy with clear explanations and examples
- Peer buddies to help pupils settle in and model positive behaviour
- Opportunities to ask questions and discuss school expectations
- Visual reminders (e.g. posters) reinforcing behaviour standards
- Parent engagement, including sharing the behaviour policy and encouraging home support

To support a smooth transition (movement to a new class or year) pupils take part in sessions with their new teacher(s), and staff hold transition meetings. Behaviour information is shared with relevant staff to ensure continuity of support and consistent monitoring.

Monitoring and Evaluation

- Behaviour trends are reviewed termly by the Senior Leadership Team.
- Pupil and parent voice are gathered to assess relational impact.
- Exclusions and incidents are monitored for patterns and disproportionality.
- This policy will be reviewed annually with input from governors, staff, pupils, and families.

Scriptural Foundation

"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you."

Ephesians 4:32

"Love one another as I have loved you."

John 13:34

Conclusion

St Bernadette's Catholic Primary School is a place where kindness leads. We believe in the God-given dignity of every child and strive to nurture them through love, connection, and compassionate teaching. Behaviour is not about control; it's about relationships, responsibility, and redemption.

GDPR Statement

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website.