St Catherine's Catholic Primary School

Pupil Behaviour Policy

MISSION STATEMENT

GROWING IN FAITH
Our vision at St Catherine's Catholic Primary School
and all we do, and aspire to be,
is centred on the love, life and teaching of Jesus,
and rooted in the faith of the Catholic Church.

AIMING FOR EXCELLENCE
Our aim is to build a loving, happy, safe and welcoming school where everyone has the opportunity and support to recognise, celebrate and develop
their God given gifts and talents, learning in a creative and friendly school family.

LEARNING FOR LIFE
Journeying together with each other,
we work in harmony
to provide outstanding Catholic Education
for all our pupils preparing them to fulfil their mission
to the world in which we live.

Policy Adopted: May 2026

To be reviewed: May 2027

Rationale

The school's Behaviour Policy reflects our distinctive ethos as a Catholic school and is linked with our Mission Statement.

We value and respect each person within our school community and believe that our children can make valuable contributions towards positive behaviour which, in turn, enables the smooth running of our school.

In order for effective teaching and learning to take place, we believe that good behaviour in all areas of school life is necessary, and so we aim to provide a climate where Gospel values are at the centre of all we do, where a sense of justice, acceptance and forgiveness prevail and where our children feel safe, secure and happy.

Aims:

- To ensure the development of the whole child to their full potential – spiritually, emotionally, socially and physically
- To encourage a calm, secure and happy atmosphere within the school
- To create a clear understanding of what acceptable behaviours and attitudes look like, making boundaries clear, in all aspects and areas of school life
- To encourage independence and self-discipline so that each child learns to accept responsibility for his/her own actions
- To ensure that classrooms are places where all pupils can learn free from disruption
- To teach children to understand the consequences of their actions including rewards and sanctions that are fair and transparent
- To achieve excellent standards of behaviour
- To develop respect for people and property
- To foster in the children positive self images so that they come to value themselves as individuals and as members of our school community
- To have in place a clear, fair and consistent approach to behaviour management shared by all members of our school community

- To involve parents/carers and ensure children, staff and parents have a sense of direction and feeling of common purpose

- To model and encourage a climate of forgiveness and the importance of saying 'sorry'

- To teach the recognition, signs and impact of bullying, understanding that it is totally unacceptable

Roles and Responsibilities

The children's responsibilities -

- To respect other people
- To follow the STAR/School Rules – Appendix 1
- To follow and accept the procedures for rewards and sanctions

The staff responsibilities –

- To create and sustain a positive, supportive, and secure classroom environment
- To respect other people
- To follow the STAR Rules and to implement them in an age-appropriate manner (See Appendix 1)
- To apply the procedures consistently so that pupils come to know and understand its purpose
- To take responsibility for the behaviour of all children (throughout the school) at St Catherine's, not just those in their immediate care
- To raise everybody's self-esteem through words and actions
- To create a climate of trust
- To be a good role model
- To liaise with parents/carers so that they are well-informed
- To respect confidentiality
- To record incidents on class clipboard and following this on the CPOMS system
- To recognise and reward individuals, groups and the whole class, implementing their bespoke systems (Please see Appendix 2)
- To implement unique class sanctions in keeping with their class agreements (Please see Appendix 3)

Our behaviour system has a progressive nature as the children grow and mature so some of the details of the rewards and consequences change.

The SLT responsibilities –

- To be fully involved in setting the standards of behaviour and discipline
- To be fully involved in the management of unacceptable behaviour and the celebration of good behaviour
- To support all staff in the implementation of the policy in order to maintain high standards of behaviour

- To have 'conversations' with pupils that may lead to specific sanctions
- To meet with parents/carers when deemed necessary
- To regularly monitor the effectiveness of procedures and the implementation of the policy
- To provide opportunities to capture staff, pupil and parent/carers views
- To report to the Local Governing Committee on a Termly basis
- To review the policy on a 2 year cycle

The parent/carer responsibilities –

- To respect other people
- To support the school's behaviour expectations
- To work with staff to create a positive dialogue so that children receve a consistent message about behaviour
- To attend meetings in school if their child's/children's behaviour is contrary to our expectations
- To inform the SLT/Classteacher if they have concerns or if their child's circumstances have changed which may impact upon their child's behaviuor

The Governors' responsibilities –

- To support the school's behaviour expectations
- To be a good role model
- To establish good working relationships with staff and parents/carers
- To work with the Headteacher to ensure any complaints are dealt with fairly and consistently
- To respect confidentiality

Strategies and Procedures to support our Policy

At St Catherine's all behaviour encounters should be delivered using an appropriate tone and volume. It should be clear that is it the behaviour that is being addressed/sanctioned.

When addressing a behaviour problem always **allow regulation time** and in all instances –

- Avoid confrontation
- Listen
- Establish the facts

Reasons for rewards

- To reinforce good behaviour
- To encourage progress and achievement
- To praise making the right choice
- To value an individual/a group/the whole class – their actions and words

Appendix 2 – Class Rewards and Appendix 5 – Whole Class Reward proforma

Reasons for sanctions

- To let pupils know that something is unacceptable
- To help pupils recognise that actions have consequences
- To discourage pupils from repeating unacceptable behaviours

Appendix 3 – Class sanctions

Recording and Communicating

All classroom and office staff have access to CPOMS, the electronic recording sysytem and should record all incidents that go against the STAR/School Rules, more specifically-

- If a pupil hurts another pupil or adult – physically, emotionally or mentally
- If it affects their own or the learning of others
- If there has been any damage to property or the environment
- If a pattern of negative behaviour is beginning to emerge

All of the above instances must also be reported to SLT and parent/carers on the day. In cases where there has been a victim, the parents/carers of that pupil must also be contacted.

Zones of Regulation

To support and enhance our Behaviour Policy we use The Zones of Regulation within our school community. This has helped us develop a common language across the school through which to discuss emotions and behaviours.

Teachers share the content of the curriculum flexibly with their classes in line with their age and stage of development and in response to the needs of the cohort. All classrooms have The Zones on display. Some individuals and small groups work more intensively with the materials to support their particular needs.

Classes have developed their own agreed systems and strategies to help pupils move between zones. Some individuals may also have personalised 'toolboxes' of strategies specific to them and their needs.

As well as these rules we follow the guiding principles –

- Inappropriate behaviour is unacceptable
- You are responsible for your own behaviour
- We are a no shouting school
- All incidents of swearing must be reported to SLT

Appendix 4 – Time for Reflection proforma

Emotion Coaching

Staff have been trained in Emotion Coaching. This approach is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience. It uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses.

There are four steps to follow –

1. Recognise and Empathise
    - Recognise all emotions are natural and normal and not always a matter of choice
    - Recognise behaviour as communication
    - Look for physical and verbal signs of the emotion being felt
    - Affirm and empathise, allowing to calm down
    - Take on the child's perspective (mentalising/mind mindedness)
    - Be a STAR for the child – Stop, Think, Attune, Reflect
2. Validate and Label
    - Validate the emotion and acknowledge its existence
    - Use words to reflect back child's emotion
    - Help child /young person to label emotion
    - Provide a narrative for the emotional experience (creating cognitive links) Appendix 6 – Scripts to support this step
3. Setting Expectations (if needed)
    - Validate the emotion and label the feeling, BUT make it clear that certain behaviours cannot be accepted.
    - Safety first
    - State the boundary limits of acceptable behaviour
    - But retain the child's self-dignity
4. Problem Solving
   When the child is calm and in a relaxed state:
    - Explore the feelings that give rise to the incident
    - Scaffold alternative ideas and actions that could lead to productive outcomes
    - Empower the child to believe that they can overcome difficulties and manage their feelings and behaviour

Beyond the Classroom

Playground Supervision:

The same school rules apply in the playground. Any problems that arise in the playground, should, where possible be resolved by the support staff on duty. If this is not possible it must be reported to the teacher or SLT. In more serious cases and all cases of bullying, all cases must reported to the Headteacher or Deputy Headteacher. In such cases, pupils must be removed from the playground/field immediately and brought into the school building.

Staff on duty must ensure the children are in a safe environment and play in an appropriate manner. It is very important for the children to –

- Play only in safe areas of the outdoor environment
- Never leave the school premises or admit anyone from outside of the school premises
- Play safe and sensible games

Lunchtime Rewards – Raffle Tickets should be given to pupils, both in the hall and in the playground, who consistently follow the school rules.

Supervisory staff must patrol the playground and check potentially dangerous areas. They must be aware of anyone who has left the area e.g., going to the toilet, for First Aid or seeing a member of staff.

General expectations for pupils in Common Areas:

Pupils are expected to conduct themselves with consideration for others at all times, showing respect for adults and other children, for their own and others people's property. Pupils are expected to walk quietly within the school building. Pupils moving from their classroom, either as a whole class or in a group, to another area should move with sensitivity so as not to disturb other classes.

Outside of School:

Pupils displaying inappropriate or anti-social behaviour, which may bring the school into disrepute, whilst on their way to or from school may be disciplined in conjunction with the parents/carers. This is at the discretion of the Headteacher.

Equal Opportunities and Inclusion

Scaffolding for Behaviour

When the agreed process of the policy and procedures do not work for a child then different strategies may be needed.
Each class teacher needs to evaluate and identify problem behaviour as early intervention is likely to reduce the severity and impact of behavioural difficulties. Teachers who have concerns about a child's emotional state or behaviour need to assess whether this is a temporary state or of a more serious nature. If these concerns persist, they must be documented and advice should be sought from SLT and the SENDCo.

Special Educational Needs (SEND)

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to meet the needs of the pupil.
The school's SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
Where necessary the advice, support and intervention of outside agencies will be sought. This may lead to plan specific support programmes and risk assessments. We will work with the parents/carers to create a plan and review it regularly.

Bullying:

We take a zero tolerance approach to bullying in our school community. Our Anti-Bullying Policy clearly lays out our processes for dealing with bullies and supporting victims. We do, however, recognise that anyone who is proven to be bullying may need special support themselves and that will also be provided.

This Pupil Behaviour Policy should be read in conjunction with the School's Anti-Bullying Policy.

Searching and Confiscation at St Catherine's

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

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

Prohibited items:

- 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)
- Mobile phones (and similar devices such as tablets) during the hours when these should be left in the school office

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a record of the search is made on CPOMS.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Headteacher (DSL) or Deputy Safeguarding Lead who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or drawer desk.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Drawers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Headteacher (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMS.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the Headteacher (DSL), who will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Reasonable Force at St Catherine's

At St Catherine's Catholic Primary School, the use of 'Reasonable Force' is always seen as a last resort.
All staff have the right to use 'Reasonable Force' when absolutely necessary and it is down to the professional judgement of each staff member to make that decision.
School staff do not require parental consent to use force on a pupil.

All staff are aware of the Department of Education 'Use of Reasonable Force Advice for headteachers, staff and governors' (July 2013) and this is the basis for our school approach.

What is 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 to themselves or others or to prevent them causing significant damage to property or equipment
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

- The use of Reasonable Force should acknowledge the individual circumstance and pupil. Adjustments will be made, in line with our statutory duties, for children who are disabled or have Special Educational Needs.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006).
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

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.

Schools can use reasonable force 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.
- prevent a pupil causing significant damage to property or equipment.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the school's approach to the use of force

- The school's behaviour policy will be regularly reviewed by all stakeholders and shared with staff, parents and pupils and include the power to use reasonable force.

Staff training

- The school will provide staff training. The Headteacher will ensure that a reasonable number of staff have updated training in the use of Reasonable Force (Team Teach). Those staff can be called upon to advise colleagues and support them in situations where needed. Staff will review the Reasonable Force agreements annually alongside the Safeguarding and Child Protection training.

Telling parents/carers when force has been used on their child

- Staff will speak to parents about serious incidents involving the use of force and will record all incidents. The incidents will be reported to parents/carers.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:

1. pupil's behaviour and level of risk presented at the time of the incident;
2. degree of force used;
3. effect on the pupil or member of staff;
4. child's age;
5. learning needs of pupils, the level of SEND and disability.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Local Governing Committees should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Suspension and Permanent Exclusion at St Catherine's

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort. The school will follow West Sussex and Bosco guidance in the event of this being necessary.

Appendix 1


St. Catherine's
Catholic Primary School
STAR RULES
Be a good disciple
Say at least one kind word each day, treating other people the way you would like to be treated
Be respectful
Respect and listen to all adults and each other
Be caring
Be caring and kind, keeping each other safe
Work hard
Work hard and diligently, supporting others to do the same
Care for the school
Care for the school environment, looking after your own, others' and the school's property
"Children of God...you will shine...like stars in the sky"
Philippians 2: 15

Appendix 2

St Catherine's - REWARDS

	ST FRANCIS	ST CLARE	ST JOSEPH	ST WILFRID	ST THERESE	ST PHILIP	ST CECELIA
PRAISE and RECOGNITION – Verbal, whole class, group and individual							
Individual	SHINE Stickers Name on Pot of Gold Mission Stickers	Stickers Different clap e.g. marshmallow Mission Stickers VIP Chairs	Magic Wand Good work examples to SLT Stopping and sharing good work and good behaviour Mission Stickers	Mission Stickers Good work examples to SLT Sharing of work with class	Mission Stickers Good work examples to SLT Sharing of work with class	Raffle Tickets – Fortnightly prize Mission Stickers Raffle Tickets	Mission Stickers Stars of the Week
Group/Table	N/A	Table Teddy	Table Trophy Quiet Critters	Table Points	Star – 1st out for play/lunchtime	Table Point s- Half Term Prize for the table	Table Points Table Rewards – first to lunch, to get home things etc
Whole Class	Cookies in the Jar	Marbles in the Basket	Marbles in the Jar	Marbles in the Jar	Marbles in the Jar	Pasta Jar	Party Popper Jar
Whole School	House Points	House Points	House Points	House Points	House Points	House Points	House Points
ADDITIONAL	HT/DHT visit, sharing and Sticker Good Disciple Angel Postcard Home	HT/DHT visit, sharing and Sticker Good Disciple Angel Postcard Home	HT/DHT visit, sharing and Sticker Good Disciple Angel Postcard Home	HT/DHT visit, sharing and Sticker Good Disciple Angel Postcard Home	HT/DHT visit, sharing and Sticker Good Disciple Angel Postcard Home	HT/DHT visit, sharing and Sticker Good Disciple Angel Postcard Home	HT/DHT visit, sharing and Sticker Good Disciple Angel Postcard Home

Appendix 3

St Catherine's - SANCTIONS

	St Francis	St Clare	St Joseph	St Wilfrid	St Therese	St Philip	St Cecelia
	Reset after break and lunch		**Reset after lunch**		**Reset at the end of the day**		
FIRST and FOREMOST – Gentle verbal reminders							
Sanction to be selected at the discretion of the adult	• Discussion and apology • Adult chooses their task • Time out with timer (inside/outside)	• Discussion, pupil explains what they have done and why it is not acceptable and apologises • Sitting alone for 5-15 mins within the classroom • 5-10 mins on the Bench at Break or Lunchtime • Writing/drawing a sorry note/card • No Trim-Trail or Football that week			• Discussion, pupil explains what they have done and why it is not acceptable and apologises • Sitting alone for 15-30 mins within the classroom • 5-15 mins on the Bench at Break or Lunchtime • Writing a detailed 'sorry' letter • No Trim-Trail or Football that week • Extra work - in a dedicated time (x1 week - 15 mins Friday Lunchtime with DC or FM) – Completing the proforma (Appendix 4)		

Pupils should only be escalated to SLT for incidents of appropriate seriousness, i.e those for which the above sanctions are not deemed appropriate.



Appendix 4

Time for Reflection

Name:	**Year:**	**Date:**
What I did:		
The School Rule/s I have broken:		
The consequences of my action/s:		
In the future I will:		



Signed:

Appendix 5

Whole Class Reward

Class Reward

Together we are working towards

An extra playtime



Class Reward

Together we are working towards

An extra playtime



Appendix 6

Thought-Full
helping you think it through

Phrases you might use to empathise, validate and label

west sussex county council

NHS

- *I see ….* or *I've noticed ….*
- *I wonder if you are feeling …. Because I can see you ….*
- *Are you feeling…? Tell me about that*
- *I imagine that feels ….*
- *I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that.*

