

ST BARNABAS CE PRIMARY SCHOOL

Behaviour and Belonging Policy 2026 – 2027

Creating a Culture of Love, Belonging and Aspiration

Status

Governor Approved Policy

Review Cycle Annual

Annual

Linked Policies

- Child Protection and Safeguarding Policy
- SEND Policy
- Attendance Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality Information and Objectives

1. Introduction

At St Barnabas CE Primary School, we are committed to creating a culture in which every child feels safe, valued, respected and able to flourish.

Our approach to behaviour is rooted in our Christian vision and values. We believe that every child is created in the image of God and possesses inherent dignity, worth and potential. Children thrive when they feel a sense of belonging and when they experience adults who combine compassion with consistency, support with accountability and kindness with high expectations.

Behaviour is therefore not viewed simply as something to be managed. It is something that is taught, modelled and nurtured through positive relationships, clear routines and a shared commitment to helping every child succeed.

This policy outlines the principles, expectations and procedures that support positive behaviour across the school and ensure that all members of our community can learn, work and flourish together.

2. Legal Framework

This policy has been developed in accordance with:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989 and 2004
- Behaviour in Schools: Advice for Headteachers and School Staff
- Suspension and Permanent Exclusion Guidance
- Keeping Children Safe in Education
- SEND Code of Practice
- Searching, Screening and Confiscation Guidance
- Suspension and Permanent Exclusion Guidance

The Governing Board is responsible for ensuring that this policy complies with statutory requirements and reflects the school's vision and values.

3. Aims of the Policy

This policy aims to:

- create a culture where every child feels a strong sense of belonging
- establish high expectations for behaviour and conduct
- provide a safe, calm and purposeful learning environment
- explicitly teach positive behaviour and self-regulation
- promote respect, kindness and responsibility
- ensure behaviour systems are consistent, fair and inclusive
- support pupils with additional needs and disabilities
- safeguard all members of the school community
- prevent bullying, discrimination and child-on-child abuse
- support positive relationships between school and families

4. Our Behaviour and Belonging Principles

The culture of St Barnabas is built upon six core principles.

4.1 Every Child Belongs

Every child belongs from the moment they join our school community.

Belonging is not something that children earn through good behaviour, academic success or participation. It is the foundation from which success grows.

We seek to ensure that every child:

- feels known
- feels valued
- feels safe
- feels respected
- feels included

The way adults respond to behaviour should reinforce this message whilst maintaining clear expectations.

4.2 Behaviour Is Taught

Positive behaviour does not happen by chance.

Children learn behaviour in the same way they learn reading, writing and mathematics: through teaching, modelling, practice and feedback.

Adults therefore take responsibility for explicitly teaching:

- routines
- expectations
- communication skills
- emotional regulation
- cooperation
- responsibility
- conflict resolution

Behaviour education forms part of the wider curriculum and is revisited throughout the year.

4.3 Behaviour Communicates Need

Whilst children are responsible for their behaviour, adults recognise that behaviour can communicate need.

Behaviour may be influenced by:

- anxiety
- frustration
- communication difficulties
- sensory differences
- attachment needs
- trauma
- grief
- safeguarding concerns
- unidentified SEND

Understanding why behaviour occurs enables the school to provide effective support whilst maintaining appropriate accountability.

4.4 High Expectations and High Support

All pupils are capable of success.

The school maintains ambitious expectations for every child regardless of circumstance.

Where barriers exist, support will be adapted rather than expectations reduced.

Support may include:

- reasonable adjustments
- pastoral support
- visual supports
- sensory strategies

- trusted adult provision
 - Behaviour Support Plans
 - external agency involvement
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4.5 Relationships Matter

Positive relationships underpin successful behaviour.

Children are more likely to succeed when they feel respected, understood and valued by the adults around them.

Staff therefore seek to:

- know pupils well
 - greet children positively
 - listen carefully
 - remain calm
 - preserve dignity
 - repair relationships when difficulties occur
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4.6 Restoration Matters

When behaviour falls below expectations, our primary aim is to support learning and restore relationships.

Consequences may be necessary, but they should contribute to learning rather than punishment alone.

Where appropriate, restorative approaches help children to:

- understand the impact of their behaviour
 - take responsibility
 - repair harm
 - rebuild relationships
 - make better choices in the future
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5. Behaviour Curriculum

The school teaches behaviour explicitly through a Behaviour Curriculum.

This curriculum is woven through daily practice, collective worship, PSHE, relationships education and classroom routines.

Pupils are taught the behaviours necessary to succeed both within school and beyond.

Learning Behaviours

Pupils are taught to:

- listen attentively
- participate positively
- persevere through challenge
- follow instructions
- manage distraction
- work independently

Social Behaviours

Pupils are taught to:

- show kindness
- demonstrate empathy
- cooperate with others
- include others
- resolve disagreements respectfully
- accept responsibility

Community Behaviours

Pupils are taught to:

- move safely around school
- care for resources
- respect the environment
- contribute positively to collective worship
- represent the school well

Digital Behaviours

Pupils are taught:

- respectful online conduct
- safe use of technology
- responsible use of artificial intelligence
- online safety
- digital citizenship

Behaviour expectations are taught, practised and revisited throughout the year.

6. Roles and Responsibilities

Governors

The Governing Board will:

- approve and review this policy
 - monitor behaviour trends
 - monitor suspensions and exclusions
 - ensure compliance with statutory guidance
 - hold leaders to account for behaviour outcomes
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Headteacher

The Headteacher has overall responsibility for behaviour across the school.

Responsibilities include:

- implementing this policy
 - ensuring consistency
 - promoting a positive culture
 - monitoring behaviour patterns
 - ensuring staff training
 - making decisions regarding suspension and exclusion
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Designated Safeguarding Lead

The DSL will:

- ensure behaviour concerns are considered alongside safeguarding information
 - support staff in recognising behaviour that may indicate risk or harm
 - monitor safeguarding trends
 - coordinate external agency involvement where required
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SENDCo

The SENDCo will:

- advise staff regarding reasonable adjustments
 - coordinate behaviour support for pupils with SEND
 - monitor the effectiveness of interventions
 - liaise with external professionals
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Staff

All staff are responsible for:

- modelling positive behaviour
 - teaching expectations explicitly
 - responding consistently
 - promoting belonging
 - preserving children's dignity
 - recording significant incidents appropriately
 - working positively with families
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Parents and Carers

Parents and carers are expected to:

- support school expectations
- engage positively with the school
- communicate concerns respectfully

- work collaboratively to support their child
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Pupils

Pupils are expected to:

- act safely
 - treat others with respect
 - follow school expectations
 - take responsibility for their actions
 - contribute positively to the school community
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7. Recognition and Positive Behaviour

At St Barnabas CE Primary School, we believe that positive behaviour should be noticed, recognised and celebrated.

Recognition helps pupils understand the behaviours, attitudes and values that contribute to a positive school community. It reinforces expectations, develops motivation and encourages pupils to make positive choices.

Recognition is most effective when it is:

- timely
- genuine
- specific
- linked to school values
- focused on effort and character

Staff are encouraged to recognise:

- kindness
- perseverance
- resilience
- honesty
- responsibility
- cooperation

- courage
- service to others
- improvement
- aspiration

Forms of Recognition

Recognition may include:

Verbal Praise

Specific praise helps pupils understand what they have done well.

Examples include:

- "You showed real perseverance when that became difficult."
- "Thank you for demonstrating kindness towards others."
- "You worked responsibly and independently."

House Points

House Points may be awarded for:

- positive behaviour
- effort
- achievement
- contribution to the school community
- demonstration of school values

Values Awards

Values Awards celebrate pupils who consistently demonstrate:

- Love
- Belonging
- Aspiration

Celebration Worship

Achievements may be recognised through Celebration Worship, including:

- academic success
- sporting achievement

- musical achievement
- personal development
- exemplary conduct
- contribution to the school community

Positive Communication with Home

Staff are encouraged to share positive news with families through:

- Class Dojo
- telephone calls
- conversations at collection time
- written communication

Building positive relationships with families strengthens home-school partnership and reinforces positive behaviour.

8. Responding to Behaviour

The purpose of any behaviour response is to support learning, maintain safety and preserve dignity.

Responses should be:

- calm
- proportionate
- consistent
- respectful
- educational

Staff will avoid approaches that:

- shame
- humiliate
- ridicule
- publicly embarrass pupils

Children are more likely to learn from mistakes when they feel respected and supported. The school does not use practices that intentionally cause humiliation,

including whole-class sanctions, public behaviour displays identifying individual pupils, or sanctions that are degrading or disproportionate.

Graduated Behaviour Response

The school uses a four-stage behaviour response.

Stage 1: Remind

A calm reminder of expectations.

At this stage adults:

- assume positive intent
- use agreed language
- redirect attention
- avoid confrontation

Most behaviour concerns are resolved at this stage.

Stage 2: Redirect

Where behaviour continues, additional support is provided.

Strategies may include:

- proximity
- visual prompts
- repeating instructions
- redirection
- movement breaks
- limited choices
- adapted tasks where appropriate

The aim remains to help the pupil achieve success.

Stage 3: Reflect

Where behaviour has continued or significantly affected learning, relationships or safety, pupils are supported to reflect.

Reflection may consider:

- What happened?
- What were you thinking?
- How were you feeling?
- Who has been affected?
- What could you do differently next time?

Reflection should take place when the pupil is emotionally ready to engage.

Stage 4: Restore

The school seeks to restore relationships following incidents.

Restoration may involve:

- apologies
- repairing damage
- rebuilding trust
- restorative conversations
- planning future success

Once restoration has taken place, pupils are offered a genuine fresh start.

Consequences

Where appropriate, pupils may experience consequences linked to their behaviour.

Consequences should be:

- reasonable
- proportionate
- educational
- related to the behaviour where possible

Examples may include:

- completing missed learning
- practising routines

- repairing damaged resources
- restorative action
- temporary loss of privileges

Consequences should never compromise dignity or wellbeing.

Removal from the Classroom

In exceptional circumstances, a pupil may be removed from a classroom for a limited period.

Removal is:

- a short-term strategy
- supervised by an appropriate adult
- not used as a punitive measure in itself
- proportionate to circumstances

The school will consider whether repeated removals indicate a need for additional support, assessment, reasonable adjustments or a Behaviour Support Plan.

9. Inclusion and Additional Support

St Barnabas is committed to ensuring that behaviour systems are inclusive and equitable.

We recognise that some pupils face additional barriers that may affect behaviour, communication or emotional regulation.

These may include:

- SEND
- SEMH needs

- trauma
- attachment difficulties
- adverse childhood experiences
- medical needs
- mental health difficulties

Equality and Reasonable Adjustments

The school fulfils its duties under the Equality Act 2010.

Reasonable adjustments may be made for disabled pupils and pupils with SEND where appropriate.

Examples may include:

- visual timetables
- adapted communication
- sensory supports
- movement breaks
- alternative workspaces
- additional processing time
- trusted adult support

Providing adjustments is not lowering expectations.

It is ensuring equitable access to success.

Behaviour Support Plans

Where behaviour presents a significant barrier to learning, a Behaviour Support Plan may be developed.

Plans may include:

- strengths and interests
- known triggers
- effective support strategies
- reasonable adjustments
- regulation approaches

- restorative strategies
- review arrangements

Plans will be developed collaboratively with:

- pupils
 - parents
 - school staff
 - external professionals where appropriate
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Emotional Regulation

Children are not always able to regulate emotions independently.

Adults therefore provide co-regulation and support before expecting self-regulation.

Support strategies may include:

- calm reassurance
- reduced language
- sensory support
- movement opportunities
- trusted adults
- regulated spaces
- regulation tools

Children will not be expected to engage in restorative conversations whilst highly distressed.

10. Safeguarding, Bullying and Child-on-Child Abuse

Safeguarding is everyone's responsibility.

Behaviour and safeguarding are closely linked.

Behaviour may sometimes indicate:

- abuse
- neglect

- exploitation
- emotional distress
- mental health concerns
- unmet need

Where safeguarding concerns are identified, safeguarding procedures will take precedence.

All concerns must be reported in accordance with the school's Child Protection and Safeguarding Policy. Significant behaviour incidents, bullying incidents, discriminatory incidents, suspensions, searches, safeguarding-related behaviour concerns and incidents involving reasonable force will be recorded in accordance with school procedures, including through CPOMS where appropriate.

Child-on-Child Abuse

The school adopts a zero-tolerance approach to child-on-child abuse.

This includes:

- physical abuse
- emotional abuse
- bullying
- discriminatory behaviour
- sexual harassment
- sexual violence
- online abuse
- harmful use of technology

All incidents will be taken seriously and addressed promptly.

Bullying

Bullying is behaviour that is:

- deliberate
- repeated

- intended to cause harm
- characterised by an imbalance of power

Bullying may be:

- verbal
- physical
- emotional
- social
- online
- discriminatory

All bullying concerns will be:

- investigated
- recorded
- monitored
- addressed appropriately

Support will be provided to all pupils involved.

Discriminatory Behaviour

The school does not tolerate discrimination, prejudice or harassment.

Incidents relating to:

- race
- religion
- disability
- sex
- gender reassignment
- sexual orientation

or any other protected characteristic will be challenged and addressed.

All pupils have the right to be treated with dignity and respect.

Online Behaviour and Emerging Technologies

Behaviour expectations extend to online conduct where it affects the school community.

Unacceptable conduct includes:

- cyberbullying
- threatening communication
- sharing images without consent
- online harassment
- impersonation
- malicious rumours

The misuse of artificial intelligence is also unacceptable.

This includes:

- AI-generated abuse
- deepfake imagery
- voice cloning
- false allegations created using AI
- manipulated content intended to harm others

Such behaviour may be treated as both a behaviour matter and a safeguarding concern.

11. Behaviour Beyond the School Site

The school's expectations for behaviour extend beyond the school gates where a pupil's conduct affects members of the school community, brings the school into disrepute, or creates safeguarding concerns.

The school may respond to behaviour that occurs:

- on the journey to and from school
- during educational visits
- during residential visits
- at sporting fixtures and competitions
- during extracurricular activities

- whilst wearing school uniform
- online
- within the local community

The school may also take action where off-site behaviour:

- affects another pupil
- affects a member of staff
- undermines school discipline
- damages relationships within the school community
- creates a risk to safety or welfare

Where behaviour outside school gives rise to safeguarding concerns, safeguarding procedures will take precedence.

Online Behaviour

Pupils are expected to demonstrate the same standards of conduct online as they would in person.

This includes:

- respectful communication
- appropriate use of social media
- responsible use of technology
- safe use of AI tools
- respect for the privacy and dignity of others

Incidents involving cyberbullying, harassment, threatening messages or image sharing may be investigated where there is a clear connection to school or where a member of the school community has been affected.

Mobile Phones and Personal Devices

Where pupils bring mobile phones or personal devices to school, they must be used in accordance with school procedures.

Unauthorised use during the school day may result in confiscation in line with statutory guidance and school procedures.

The use of mobile devices to photograph, record or share content without permission will be treated seriously and may be considered a safeguarding concern.

12. Searching, Screening and Confiscation

The school is committed to maintaining a safe learning environment.

Where there are reasonable grounds to believe a pupil may possess a prohibited or harmful item, the school may undertake searches in accordance with current statutory guidance and legal powers.

Prohibited Items

Items prohibited on the school site include:

- knives and bladed articles
- offensive weapons
- illegal drugs
- alcohol
- stolen property
- tobacco products
- vaping devices
- fireworks
- laser devices
- dangerous chemicals
- harmful digital content
- any item likely to cause harm, disruption or distress

This list is not exhaustive.

The Headteacher reserves the right to determine whether an item presents an unacceptable risk within the school community.

Conducting Searches

Any search will be:

- lawful
- proportionate
- respectful
- conducted with regard to the child's dignity

Where possible:

- searches will be conducted by authorised staff
- another member of staff will be present
- parents will be informed when appropriate

Confiscation

Staff may confiscate items where necessary to:

- maintain safety
- prevent disruption
- uphold school expectations

Confiscated items will be returned, retained or disposed of in accordance with school procedures and statutory guidance.

Where required, items may be handed to the Police or other relevant agencies.

13. Use of Reasonable Force and Restrictive Intervention

The school is committed to using positive relationships, de-escalation and preventative approaches wherever possible.

Restrictive intervention is always regarded as a last resort.

De-escalation

Before considering physical intervention, staff will seek to:

- remain calm
- reduce language
- increase personal space
- remove the audience
- offer choices
- provide reassurance
- access support from colleagues
- utilise trusted adults
- implement agreed support strategies

The aim is always to support regulation and reduce risk.

Use of Reasonable Force

Reasonable force may only be used where it is:

- necessary
- proportionate
- lawful

Reasonable force may be used to:

- prevent injury to a pupil or another person
- prevent serious damage to property
- prevent criminal activity
- maintain good order
- prevent behaviour that poses a significant risk

Staff will use the minimum force necessary for the shortest possible time.

Protective Withdrawal

The school does not use seclusion as a behaviour management strategy.

In some circumstances, pupils may benefit from protective withdrawal.

Protective withdrawal:

- supports emotional regulation
- is supervised
- is time limited
- is never punitive
- aims to keep everyone safe

Recording Physical Intervention

Any incident involving reasonable force will be:

- recorded promptly
- reviewed by senior leaders
- shared with parents as appropriate
- considered as part of any ongoing support plan
- used to inform future risk reduction strategies

Repeated incidents will trigger a review of:

- Behaviour Support Plans
 - risk assessments
 - reasonable adjustments
 - SEND provision
 - external agency involvement
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14. Suspension, Permanent Exclusion and Reintegration

St Barnabas CE Primary School is committed to ensuring that every child succeeds within our school community.

The overwhelming majority of behaviour concerns are resolved through:

- positive relationships
- effective support
- restorative practice
- partnership with families

Suspension and permanent exclusion are therefore regarded as exceptional measures.

Suspension

The Headteacher may suspend a pupil in accordance with statutory guidance.

When making decisions regarding suspension, the Headteacher will consider:

- the seriousness of the incident
- the safety and welfare of others
- previous interventions and support
- SEND and disability considerations
- safeguarding factors
- whether reasonable adjustments have been made

Each decision will be:

- fair
- proportionate

- lawful
- individually considered

Permanent Exclusion

Permanent exclusion will only be considered where:

- allowing the pupil to remain would seriously harm the education or welfare of others
- all appropriate alternatives have been considered

Permanent exclusion remains a measure of last resort.

Reintegration Following Suspension

A suspension does not end a child's membership of the school community.

Following suspension, a reintegration meeting will normally take place involving:

- the pupil
- parents or carers
- school leaders
- other professionals where appropriate

The meeting will review:

- what happened
- lessons learned
- support required
- adjustments required
- Behaviour Support Plans
- risk assessments
- ongoing monitoring arrangements

Fresh Starts

Following reintegration, pupils are entitled to a genuine fresh start.

Staff will:

- welcome pupils positively
- reinforce expectations clearly

- provide appropriate support
- avoid labelling
- focus on future success

Children should leave reintegration processes believing:

"I am welcome, supported and capable of success."

15. Monitoring, Evaluation and Review

The effectiveness of this policy will be monitored regularly.

Behaviour information is collected and analysed to identify:

- strengths
- emerging trends
- vulnerable groups
- support needs
- training priorities

Sources of information may include:

- CPOMS records
- Arbor data
- attendance information
- safeguarding records
- behaviour records
- exclusion data
- bullying records
- pupil voice
- parent feedback
- staff feedback

Evaluating Impact

School leaders will evaluate:

- behaviour trends over time

- effectiveness of interventions
- inclusion and equality considerations
- the impact of behaviour support
- consistency of implementation
- Behaviour information will also be analysed by pupil group, including:
 - pupils with SEND
 - pupils with EHCPs
 - disadvantaged pupils
 - looked-after and previously looked-after children
 - pupils with protected characteristics where data is available
 - This analysis will support early identification of disproportionality and inform improvement planning.

The purpose of monitoring is to improve outcomes rather than allocate blame.

Staff Development

Leaders will ensure that staff receive appropriate training relating to:

- behaviour management
- restorative practice
- safeguarding
- SEND
- emotional regulation
- de-escalation
- trauma-informed approaches
- online safety
- emerging technologies

Governance

The Governing Board will:

- review behaviour information termly
- monitor suspensions and exclusions
- evaluate policy implementation

- ensure statutory compliance
- provide challenge and support to leaders

Governors seek assurance that behaviour arrangements:

- support learning
- promote inclusion
- protect safety
- strengthen belonging

Policy Review

This policy will be reviewed annually or sooner where:

- legislation changes
- statutory guidance changes
- school circumstances require review
- monitoring identifies a need for amendment

Appendix A – Behaviour Pathway

REMIND

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REDIRECT

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REFLECT

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RESTORE

↓

FRESH START

Appendix B – Key Definitions

Behaviour

The conduct, actions and choices demonstrated by pupils in and beyond the school environment.

Restoration

A process through which relationships are repaired, responsibility is accepted and future success is supported.

Reasonable Adjustment

A proportionate adaptation made to remove barriers experienced by a disabled pupil or a pupil with SEND.

Child-on-Child Abuse

Behaviour by one child towards another that causes harm, including physical, emotional, sexual or online abuse.

Appendix C – St Barnabas Behaviour Statement

At St Barnabas CE Primary School, we believe that positive behaviour grows within a culture of love, belonging and aspiration.

We maintain high expectations for every child whilst providing the support necessary for success.

We recognise that behaviour is taught, relationships matter and mistakes provide opportunities for learning.

Above all, we are committed to ensuring that every child feels:

- safe
- valued
- respected
- supported
- included

Because when children know they belong, they are more able to learn, contribute and flourish.

"Every child belongs. Every child matters. Every child can succeed."

Appendix D – Child friendly overview of policy for display around school

