



ST JOSEPH'S RC PRIMARY SCHOOL
BACUP

BEHAVIOUR

Behaviour, Relationships and Discipline Policy

“Jesus is the Centre of our lives”

God wants me to be the best me I can be

Our Mission

Through His teaching we aim to value ourselves and each other as unique and precious individuals created by God; we encourage and develop love and respect for each other and for our world; we strive to promote and deepen our Catholic faith through prayer, work and play; we aim to foster a loving, caring environment in which each child can freely learn and develop to their full potential.

2026–2027

Policy information

Document control	Details
Policy title	Behaviour Policy
Policy lead	Head Teacher
Review date	September 2028
Audience	Staff, governors, families and other stakeholders

1. Purpose and scope

This policy establishes the high, clear and consistent standards of behaviour expected at St Joseph's RC Primary School, Bacup. Its purpose is to create a calm, safe, inclusive and supportive environment in which every pupil can learn, belong and flourish. It applies to pupils, staff, governors, volunteers and visitors and informs the partnership between school and families.

The policy covers behaviour on the school site, during remote education and school-related activities, while travelling to and from school, and behaviour outside school or online where the school has lawful authority to act. It explains how positive behaviour is taught, recognised and supported and how misconduct is addressed fairly, proportionately and consistently.

2. Catholic mission and relational culture

Our mission affirms that 'Jesus is the Centre of our lives' and our motto is 'God wants me to be the best me I can be'. Every person is unique, precious and created by God. Behaviour practice therefore combines high expectations with dignity, justice, compassion, truth, forgiveness and the opportunity to repair harm.

Strong relationships do not replace boundaries. Adults teach and model the conduct pupils need for learning and community life, respond calmly and predictably, listen to the child's voice, protect those affected by harm and help pupils reflect, repair relationships and make safer choices.

3. Legal and statutory framework

The governing body and headteacher discharge their respective duties under sections 88 and 89 of the Education and Inspections Act 2006. The policy has been reviewed against the legal framework and DfE guidance current on 22 August 2026.

Requirement	How this policy addresses it
Behaviour and discipline	Sets measures to promote good behaviour, self-discipline and respect; prevent bullying; secure completion of work; regulate conduct; communicate expectations; and support consistent implementation.
Safeguarding	Aligns behaviour response with section 175 of the Education Act 2002 and Keeping Children Safe in Education 2026, including child-on-child abuse, sexual harassment, exploitation and concerns about adults.
Equality and SEND	Applies the Equality Act 2010, public sector equality duty, reasonable-adjustment duty, Children and Families Act 2014 and SEND Code of Practice; decisions are individual, evidence informed and non-discriminatory.
Search and confiscation	Uses the Education Act 1996 powers and DfE Searching, Screening and Confiscation guidance, including authorised staff, safeguarding oversight, privacy, records and parental communication.

Requirement	How this policy addresses it
Restrictive intervention	Applies sections 93 and 93A of the Education and Inspections Act 2006, the 2025 seclusion and restraint regulations and DfE guidance effective from 1 April 2026.
Suspension and exclusion	Applies the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended and DfE statutory guidance effective from 26 July 2026.
Compliance correction The Education (Independent School Standards) Regulations 2014 and academy funding-agreement wording in the former policy do not form the basis of this maintained-school policy. Superseded 2017 exclusion guidance and 2013 reasonable-force guidance have also been removed.	

4. The 2026 Ofsted inspection and school priorities

Ofsted inspected St Joseph's on 28 April 2026. Safeguarding standards were met, inclusion and personal development and wellbeing met the expected standard, and inspectors recognised a welcoming school in which pupils feel safe. They found that most pupils behave well and care for each other because rules and routines are well established; pupils respond positively to rewards; pupils are typically kind and respectful of difference; and bullying is dealt with effectively.

Attendance and behaviour were judged to need attention. Ofsted reported that some pupils do not behave as well as leaders expect and that the proportion of short suspensions was not reducing. This policy therefore strengthens the school's response through:

- explicit teaching, rehearsal and consistent correction of routines and behaviour for learning in every class;
- early identification of need and evidence-informed support before behaviour becomes entrenched;
- prompt, factual recording and analysis of incidents, removals, restrictive interventions, searches and suspensions;
- a structured reintegration and support review after every suspension and after repeated serious incidents;
- termly leadership and governor scrutiny of patterns, repeat incidents and disproportionality, with clear improvement actions;
- high expectations for all pupils alongside lawful reasonable adjustments and carefully designed support for SEND and vulnerability.

5. Behaviour curriculum and whole-school expectations

Behaviour is taught deliberately through induction, daily routines, modelling, reminders, practice, PSHE/RSHE, prayer and liturgy, assemblies, class charters, stories, social understanding work and restorative conversations. Expectations are revisited after holidays, at transition points and whenever monitoring shows that further teaching is needed.

- Be ready to learn: attend regularly, arrive on time, bring what is needed, listen actively and complete learning to the best of your ability.
- Be respectful and kind: use polite language, follow reasonable instructions, value difference, protect dignity and allow others to learn.
- Be safe: move calmly, use equipment responsibly, keep hands, feet and objects safe, follow online-safety expectations and seek adult help.
- Care for our community: include others, look after property and the environment, act honestly and repair harm when things go wrong.

Adults use agreed non-verbal and verbal routines consistently, including signals for silence, active listening, turn-taking, completion and transitions. Instructions are brief, clear, positively phrased and adapted where communication or processing needs require this.

6. Roles and responsibilities

6.1 Governing body

- Sets principles that promote good behaviour and pupil welfare, ensures this policy meets legal duties and holds the headteacher to account for implementation.

- Reviews termly information on incidents, removals, restrictive interventions, searches, suspensions and permanent exclusions, including patterns relating to SEND, disadvantage and protected characteristics.
- Ensures statutory procedures for recording and reporting significant use of force, seclusion and restraint are in place and followed.

6.2 Headteacher and senior leaders

- Establish and sustain the behaviour culture, communicate expectations, train and support staff and ensure fair, consistent practice.
- Arrange suitable pastoral, safeguarding, SEND and multi-agency support and authorise searching staff and any school-specific searchable items.
- Make suspension and permanent exclusion decisions lawfully and ensure reintegration, education, notification and review duties are met.
- Ensure CPOMS and statutory records are accurate, timely, secure and analysed for improvement.

6.3 SENCO, DSL and pastoral lead

- The SENCO helps identify underlying needs, supports reasonable adjustments and personalised plans, secures provision in EHC plans and coordinates specialist advice.
- The DSL ensures behaviour concerns are considered in their safeguarding context and leads child-protection action, information-sharing and referrals.
- The pastoral lead provides targeted relational, emotional-regulation and reintegration support and evaluates its impact with teachers and families.

6.4 All staff

- Teach, model and reinforce expectations; establish predictable routines; use praise and correction consistently; and maintain ambitious expectations.
- Use prevention and de-escalation, consider SEND and vulnerability, avoid public humiliation and respond proportionately to context and harm.
- Record required incidents promptly and factually on CPOMS, including actions, people informed, follow-up and outcomes.
- Pass safeguarding concerns immediately to the DSL and never investigate child-protection concerns independently.

6.5 Pupils and families

Pupils are taught the standards, rewards, likely consequences and available support. They are expected to follow reasonable instructions, allow others to learn, report concerns and take part in reflection and repair. Their views are listened to and considered in decisions affecting them.

Parents and carers are expected to support attendance, punctuality and school expectations, share relevant needs or changes, engage with plans and reviews, and raise concerns privately through school procedures. The school communicates material behaviour concerns promptly and works respectfully with families.

7. Prevention, classroom practice and positive recognition

Staff prevent avoidable difficulty through warm greetings, calm transitions, accessible and appropriately challenging teaching, clear seating and resource arrangements, active supervision, planned movement or sensory support, high-quality interactions and swift response to emerging concerns. Lunchtime staff provide structured activities and inclusive opportunities; pupil leaders help younger children participate safely.

Recognition is specific, sincere and linked to values, effort, learning and contribution. Approaches may include verbal praise, house points, ClassDojo points without deductions, stickers, citizenship and celebration awards, postcards home, 'Always' recognition, golden time, headteacher afternoon tea, team rewards, the seeds and gardeners project, playground leadership and other age-appropriate privileges. A reward already earned is not removed as a later punishment.

8. Responding to behaviour: fair, proportionate and restorative practice

The school distinguishes developmentally typical mistakes, unmet need, unsocial withdrawal, difficult behaviour and dangerous behaviour. Staff establish the facts, listen to those involved, consider context and previous support, protect affected pupils and decide a response that is lawful, reasonable, proportionate and likely to improve future behaviour.

Responses may include a reminder, re-teaching or rehearsal, a limited choice, task adjustment, loss of a directly related privilege, completing or repairing work, restorative conversation, educational consequence, protective consequence, supervised reflection, parent contact, targeted intervention, removal from class, individual plan, risk assessment or suspension. Consequences must not be degrading, discriminatory, collective, arbitrary or unrelated to the behaviour.

Pupils retain reasonable access to food, drink and toilets. Formal after-school detention is not normally used at this primary school; any detention must be reasonable in all circumstances and take account of age, SEND, safety, travel and caring responsibilities. A reduced timetable is not a behavioural sanction and may be used only exceptionally, temporarily and by agreement for an evidenced support purpose in line with attendance guidance.

9. De-escalation, emotional recovery and restoration

Adults reduce anxiety and risk by using the pupil's name, calm body language and tone, positive phrasing, processing time, limited choices, distraction or redirection, reduced audience, sensory or movement support and familiar regulation strategies. Staff avoid unnecessary confrontation and seek assistance early.

A calm or separation space may be offered for regulation. A pupil using a chosen regulation space is not being disciplined and remains appropriately supervised. Once calm, the pupil and those affected are supported to reflect on what happened, name the harm, restore safety and relationships, practise a better response and agree any further support. Restoration does not remove an appropriate protective or disciplinary consequence.

10. Removal from the classroom

Removal is a serious, supervised sanction for serious or persistent disruption, or an immediate safety response. It is distinct from a pupil choosing or being supported to use a regulation space. Removal may restore order, protect safety, allow meaningful learning to continue or enable a pupil to regain calm in a managed environment.

- The pupil receives meaningful, supervised education and is not left unsupervised or placed in an unsuitable locked space.
- Removal lasts no longer than necessary; prolonged or repeated removal requires headteacher oversight and a support review.
- Parents are informed on the same day; the incident, duration, reason, work, support and reintegration are recorded.
- Reintegration occurs as soon as appropriate and includes repair, catch-up and any adjustment or plan needed to reduce recurrence.

11. SEND, disability, mental health and vulnerability

High expectations apply to every pupil, but equality does not mean identical treatment. The school anticipates and removes disadvantage, uses its best endeavours to meet SEND, secures EHC plan provision and considers whether disability, communication, trauma, mental health, medical need, sensory difference or other vulnerability affected the behaviour or the pupil's ability to understand or comply.

Possible reasonable adjustments include visual routines, reduced language, extra processing time, planned movement or sensory breaks, adapted seating or uniform, communication aids, supported transitions, safe regulation space, social stories, emotion coaching, pre-teaching and individualised rewards or consequences. Adjustment does not mean ignoring harm: it changes teaching, support or response so that safety, dignity and genuine access are maintained.

Persistent or escalating behaviour prompts assessment of unmet or unidentified need. The SENCO may convene a review with the pupil, family and relevant professionals. A co-produced behaviour support or predict-and-prevent plan identifies strengths, triggers, communication, adjustments, prevention, de-escalation, risk controls and review measures. Plans are reviewed termly and after significant incidents.

12. Bullying, discrimination and child-on-child abuse

Bullying is behaviour that is intentionally hurtful, repeated over time and involves a real or perceived imbalance of power. It may be physical, verbal, relational, prejudicial or online. A single serious incident may not meet this definition but is still addressed. Bullying is not tolerated; targets are protected and supported, behaviour is investigated and recorded, parents are involved where appropriate, and follow-up checks that harm has stopped.

Racist, religious, sexist, sexual, homophobic, biphobic, transphobic, disablist or other discriminatory language and conduct are challenged, recorded and addressed. Sexual violence, sexual harassment, sharing sexual imagery, upskirting and harmful sexual behaviour are safeguarding matters and are never dismissed as banter. The DSL leads the response under KCSIE 2026, with risk assessment, support and referral as required.

13. Online, off-site and mobile-device behaviour

The school may respond to conduct outside school or online where the pupil is taking part in a school activity, travelling to or from school, wearing uniform or otherwise identifiable as a pupil, or where the conduct could affect school order, threaten or harm a member of the community, damage relationships or adversely affect the school's reputation. Any sanction is imposed only when the pupil is on school premises or under the lawful control of staff.

Online behaviour is considered alongside safeguarding, anti-bullying and online-safety procedures. Older pupils may bring a phone only with parental agreement and under the published school protocol: it is switched off on entry, handed to the school office for secure storage and collected at the end of the day. Wearables and other connected devices follow the same principle unless specifically authorised.

14. Searching, screening and confiscation

Searching is a safeguarding power and is never used casually or to humiliate. Only the headteacher or a member of staff authorised by the headteacher may search. Staff first seek cooperation, explain the reason and process, assess urgency and risk, consider age, SEND, disability, communication, religion and trauma, and use a private location where possible.

- A search of a pupil is normally carried out by a staff member of the same sex with another staff member present. The narrow serious-harm urgency exception is used only where the legal test is met and is recorded immediately.
- School staff search outer clothing, pockets, possessions, desks or lockers only within their legal power; they do not conduct strip searches. A strip search can be undertaken only by police under the applicable safeguards, while school staff continue to advocate for the child's welfare.
- The DSL is informed of searches for prohibited items and immediately of any safeguarding risk. Searches, reasons, items, staff, outcomes and follow-up are recorded; parents are informed in line with guidance.
- Items are retained, returned, disposed of or passed to police according to law and DfE guidance. Electronic data is examined or deleted only where authorised, necessary and proportionate.

15. Restrictive interventions, reasonable force, restraint and seclusion

Prevention and de-escalation are the default. All school staff have a legal power to use reasonable force in limited circumstances to prevent a pupil causing injury, committing an offence, damaging property or causing disorder. Force is never used as punishment. It must be necessary, proportionate, the least restrictive option for the shortest time, and applied with regard to age, size, SEND, medical need, communication, trauma, equality and dignity.

Staff must not obstruct breathing or circulation or use pressure on the neck or abdomen. Ground restraint carries particular risk and is avoided; if a pupil unintentionally reaches the ground, staff reposition or release as quickly as safety allows. Medical assessment and treatment are arranged where appropriate. Staff likely to use restrictive intervention receive suitable training and work from current individual risk assessments and support plans.

Seclusion means preventing a pupil from leaving a place away from others and is not a disciplinary sanction. It may be used only as a supervised safety measure to protect others from harm during severe dysregulation, in a safe non-threatening place, and ends as soon as immediate risk reduces. It is distinct from voluntary regulation and classroom removal.

Mandatory recording and reporting from April 2026 Every significant use of force and every incident of seclusion or restraint, including non-contact restraint, is recorded in writing as soon as practicable, normally on the same day. Parents are informed in writing as soon as practicable, normally the same day, subject only to the statutory serious-harm exception. CPOMS does not replace any required bound or designated incident record.

16. Suspected criminal behaviour and evidence

Where criminal behaviour is suspected, senior leaders make an initial assessment, preserve relevant evidence and decide whether to report to police. The school may continue a fair internal process where this does not conflict with police action. The DSL considers a parallel referral to children's social care, early help or other safeguarding action. Pupils affected receive support and are not questioned repeatedly by multiple adults.

17. Allegations and concerns about adults

Any safeguarding allegation or low-level concern about an adult follows the Safeguarding and Child Protection Policy and KCSIE 2026, not the pupil behaviour process. Allegations that are unsubstantiated, unfounded or false are not automatically malicious. A pupil is considered for disciplinary action only where there is evidence that an allegation was deliberately invented or malicious, and the school first considers whether it indicates unmet need or a cry for help. The welfare of the pupil and the adult concerned is supported.

18. Suspension, permanent exclusion and pupil movement

Only the headteacher may suspend or permanently exclude on disciplinary grounds. Decisions are lawful, reasonable, fair and proportionate, take account of safeguarding, SEND, disability and contributing factors, and follow the DfE statutory guidance effective from 26 July 2026. Suspension may be used for serious incidents or persistent breaches where appropriate support and in-school measures have not secured improvement; it is not automatic and is reviewed where repeated.

Permanent exclusion is a last resort and is considered only in response to a serious breach or persistent breaches of this policy and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others. The governing body, local authority, social worker and virtual school head receive notifications and carry out duties where applicable. Education during suspension, representation, review and reintegration rights are protected.

Informal or unofficial exclusion, including asking a parent to take a pupil home without recording a lawful suspension, is not permitted. Off-site direction is a temporary intervention to improve future behaviour, not a punishment for past conduct, and is arranged and reviewed by the governing body under current requirements. A managed move is voluntary and permanent; there are no unlawful trial managed moves. Reduced timetables and alternative provision are not used to evade exclusion duties.

19. Recording, monitoring and improvement

Required incidents are recorded promptly and factually on CPOMS by the adult who witnessed or managed them. Records state what was seen, heard or reported; context and triggers; actions and consequences; the child's voice where appropriate; injuries; adults and parents informed; safeguarding action; and follow-up or outcome. Opinion is clearly distinguished from fact.

Senior leaders review behaviour information at least half-termly and report themes and assurance to governors termly. Analysis includes frequency, location, time, repeat incidents, bullying and prejudice, removals, searches, restrictive interventions, suspensions, permanent exclusions, attendance links and the impact of support. It considers SEND, disadvantage, sex, ethnicity, care status and other protected characteristics while protecting confidentiality and avoiding unsafe conclusions from very small groups.

In response to the 2026 Ofsted finding, leaders maintain an action plan to reduce repeated serious incidents and suspensions. Each suspension triggers a reintegration meeting and review of curriculum access, attendance, SEND, safeguarding, relationships, family context, prior intervention and next support. Governors challenge whether actions are timely and effective.

20. Training, communication, complaints and review

All staff receive induction and annual updating on the behaviour curriculum, routines, de-escalation, safeguarding, SEND, equality, recording, searching and restrictive-intervention duties. Additional risk-assessed training is provided to staff likely to use restrictive interventions. Leaders coach and support consistent practice and keep training records.

This policy is published and explained in accessible ways to pupils, staff and families. Concerns about implementation should first be raised with the class teacher or headteacher and may proceed through the school complaints procedure. Complaints or allegations about restrictive intervention follow the complaints and safeguarding routes as applicable.

The headteacher and governing body review this policy annually and sooner following significant guidance or legal change, a serious incident, inspection finding or monitoring concern. Approval and review details appear in the document-control table.

Appendix 1: Graduated response and consequence framework

The framework guides consistent professional judgement; it is not a tariff. Staff consider severity, frequency, intent, impact, age, prior teaching, SEND, disability, safeguarding and the response most likely to restore safety and improve future behaviour.

Level	Typical behaviour	Adult response	Record / inform
1	One-off low-level or unsocial behaviour without material harm.	Prompt, reminder, re-teach, limited choice, praise re-engagement; check task or communication.	Usually no central record; note patterns professionally.
2	Persistent low-level behaviour beginning to disrupt learning or relationships.	Class teacher leads: planned response, short supervised reflection, complete or repair work, restore and prevent recurrence.	Teacher records pattern as required and informs parent where persistent.
3	Difficult anti-social behaviour with significant disruption, abuse, unsafe leaving or risk of harm.	De-escalate; seek SLT support; protect others; emotional recovery; restorative and educational/protective consequences; review SEND/support.	CPOMS same day; parent informed; SLT and DSL/SENCO involvement as relevant.
4	Dangerous behaviour, serious harm, persistent level 3, bullying or discriminatory abuse, serious threat or leaving site.	Immediate safety response; SLT/DSL; reasonable force only if lawful and necessary; risk assessment, support plan, agencies; consider suspension.	CPOMS and any statutory record same day; parent and relevant agencies informed; reintegration/review.

Appendix 2: De-escalation and restorative prompts

Prevent and de-escalate

- Use the pupil's name and calm tone: "I can see something is wrong. I am here to help."
- State the safe behaviour positively: "Put the pen on the table"; "Walk beside me"; "Use a quiet voice."
- Offer two safe choices and processing time: "Would you like to work here or at the side table?"
- Reduce language, audience and demands; check understanding, pain, sensory load, task difficulty and communication need.
- Seek support early and follow the pupil's plan; do not crowd, argue, threaten or require reflection while the pupil is dysregulated.

Reflect, repair and restore when calm

- What happened? What were you thinking and feeling? What did you need?
- Who was affected and how? What needs to happen now to make things safer or put things right?
- What could you do next time? What should adults change, teach or support?
- Practise the safer response, agree follow-up and check later that restoration and support have worked.

Appendix 3: Significant restrictive-intervention record checklist

Record field	Minimum information
People	Names of pupil, staff directly involved and witnesses; pupil SEN status and relevant needs or circumstances.
Incident	Date, time, place, duration, preceding events, known triggers, behaviour and immediate risk.
Prevention	Preventative, communication and de-escalation strategies attempted and their effect.
Intervention	Why necessary; type and degree of force, seclusion or restraint; least-restrictive/proportionality assessment; start and end.

Record field	Minimum information
Impact	Injuries, medical checks or treatment, pupil/staff/witness wellbeing and immediate support.
Reporting	Parent informed in writing as soon as practicable, normally same day; time, method and any statutory exception/escalation.
Review	Separate pupil and staff reflections, relationship repair, plan/risk-assessment changes, staff support and leadership follow-up.

Appendix 4: Items for which a search may be made

The statutory prohibited items are listed below. The headteacher may additionally identify school-rule items that may be searched for where they are detrimental to safety or discipline; these must be communicated to pupils and families. Reasonable force may be used to search only for the statutory prohibited items and only where lawful and reasonable, not for school-rule-only items.

- knives or weapons; alcohol; illegal drugs; stolen items;
- an article reasonably suspected to have been, or likely to be, used to commit an offence, cause personal injury or damage property;
- tobacco and cigarette papers; fireworks; pornographic images;
- school-rule searchable items: vapes and e-cigarettes, unauthorised mobile or connected devices, harmful substances and any item specifically designated and communicated by the headteacher as detrimental to safety or discipline.

Appendix 5: Key references current at adoption

Source	Reference
Ofsted	St Joseph's Roman Catholic Primary School, Stacksteads, Bacup - inspection report, 28 April 2026 (published 25 June 2026).
DfE behaviour	Behaviour in Schools: Advice for headteachers and school staff, February 2024.
DfE exclusion	Suspension and Permanent Exclusion from maintained schools, academies and PRUs in England, including pupil movement, effective 26 July 2026.
DfE force	Restrictive Interventions, including the Use of Reasonable Force, in Schools, effective 1 April 2026.
Safeguarding	Keeping Children Safe in Education 2026, effective 1 September 2026.
SEND and equality	SEND Code of Practice: 0 to 25 years; Equality Act 2010 and DfE Equality Act advice for schools.
Primary legislation	Education and Inspections Act 2006; Education Act 1996; Education Act 2002; Children and Families Act 2014; Human Rights Act 1998; Health and Safety at Work etc. Act 1974.
Regulations	School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended; Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025; Schools (Specification and Disposal of Articles) Regulations 2012.

Related school documents Safeguarding and Child Protection; SEND; Anti-Bullying; Online Safety; Acceptable Use; Attendance; Complaints; Staff Code of Conduct; Supporting Pupils with Medical Conditions; Educational Visits; Equality Information and Objectives; Suspension and Permanent Exclusion procedures.

