

St Monica's Catholic Primary School



Positive Behaviour and Relationships Policy 2026-2028

Approved by:

Governing Body

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Created by:

Headteacher

Next review due by:

July 2027

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour and enables every pupil to learn in a calm, safe and supportive environment.
- Establish a consistent whole-school approach to high standards of behaviour that reflects the school's Catholic ethos, mission and values.
- Set out clear expectations for behaviour and the recognition, support and proportionate consequences that apply.
- Define unacceptable behaviour, including bullying, harassment, discrimination, harmful sexual behaviour and online misconduct.
- Ensure that behaviour is taught explicitly, reinforced consistently and adapted appropriately for pupils with SEND, disabilities, medical needs or other vulnerabilities.
- Protect the rights of pupils and staff to learn and work safely, while supporting pupils to understand, repair and improve their behaviour.

2. Legislation and statutory guidance

This policy is based on, and should be read alongside, the following legislation and Department for Education guidance:

- Education and Inspections Act 2006, including the legal powers of school staff to discipline pupils and use reasonable force in limited circumstances.
- Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils and the public sector equality duty.
- Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years.
- Behaviour in Schools: Advice for headteachers and school staff.
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (in force from 26 July 2026).
- Restrictive Interventions, including the use of reasonable force, in schools (effective from 1 April 2026), and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.
- Searching, Screening and Confiscation: Advice for schools.
- Mobile Phones in Schools (statutory from 29 June 2026 and expected to be followed from 1 September 2026).
- Working Together to Improve School Attendance (July 2026).
- Keeping Children Safe in Education 2026, which comes into force on 1 September 2026.

The policy will be interpreted and applied in accordance with current legislation and statutory guidance.

Where guidance changes, the school will update practice promptly and bring any material policy amendment to the governing body.

3. Catholic ethos and behaviour curriculum

At St Monica's, every person is valued as a unique individual created by God. Our mission, "Success for all within a Christ-centred community", shapes the way we teach behaviour, build relationships and respond when things go wrong.

We maintain high expectations because every pupil has the right to learn, feel safe and be treated with dignity. Adults lead by example, recognise effort and progress, and use calm, consistent and age-appropriate responses. Sanctions and support are not mutually exclusive: both may be needed to help a pupil understand expectations, repair harm and succeed.

3.1 Core values

Our four core values are:

- Faith
- Aspiration
- Respect
- Resilience

We also promote honesty, service, effort, punctuality, responsibility and compassion, alongside the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3.2 Teaching behaviour

Behaviour is taught. Staff explicitly explain, model, practise and revisit routines and expectations, particularly at the start of the year, after holidays, for new pupils and when expectations need to be re-established. Teaching is adapted to pupils' age, development, communication needs and SEND.

4. Roles and responsibilities

4.1 Governing Body

- Approve and review this policy and hold the headteacher to account for its implementation.
- Monitor the effectiveness and fairness of the policy, including the use of removal, suspension, permanent exclusion, searching, confiscation and restrictive interventions.
- Review behaviour data, including patterns by SEND, disadvantage and protected characteristic, and challenge any disproportionate impact.
- Ensure that the school's procedures for recording and reporting significant uses of force, restraint and seclusion are followed.

4.2 Headteacher

- Promote the ethos and behavioural culture of the school.
- Ensure the school environment encourages positive behaviour and that staff respond effectively, consistently and proportionately to misbehaviour.
- Ensure staff receive appropriate induction and training, including on SEND, mental health, safeguarding, de-escalation and restrictive interventions.
- Ensure this policy works alongside the Safeguarding and Child Protection Policy so that pupils receive both protection and appropriate support.
- Maintain strategic oversight of removal from classrooms and make all decisions to suspend or permanently exclude a pupil.
- Ensure behaviour data is reviewed regularly and used to improve practice.

4.3 Senior leaders and phase leaders

- Promote and model the school's ethos and ensure that expectations are applied consistently and fairly across phases.
- Support staff with behaviour management, including during significant incidents.
- Provide coaching, induction and training and ensure agreed routines are understood.
- Monitor incidents and patterns, arrange additional support and lead reintegration following removal or suspension.
- If the headteacher is off site, manage behavioural issues in line with delegated responsibilities. Safeguarding concerns must always be reported to the designated safeguarding lead or a deputy.

4.4 Teachers and other staff

- Create a calm, safe and purposeful learning environment.
- Teach, model and reinforce expectations, routines and positive relationships.
- Use clear, respectful language and an appropriate tone of voice - we connect before we correct
- Promote calm and orderly movement around school, including silent transitions where directed, with reasonable adjustments where required.
- Use positive reinforcement, early intervention and de-escalation before behaviour escalates.
- Apply the policy consistently while taking account of individual circumstances, SEND, disability, mental health and safeguarding concerns.
- Record significant, repeated or safeguarding-related incidents promptly on the school's agreed system. Minor classroom corrections do not need to be recorded unless a pattern develops.
- Seek support from senior leaders when behaviour presents a risk or does not improve.

4.5 Parents and carers

The school will seek to build positive and respectful relationships with parents and carers, communicate concerns promptly and work collaboratively to address barriers and improve behaviour.

- Ensure their child attends punctually, is ready to learn and follows the School Uniform Policy.
- Support their child to understand and meet the school's expectations.
- Tell the school about circumstances, medical needs, SEND or other factors that may affect behaviour.
- Raise concerns promptly and respectfully with the class teacher or an appropriate senior leader.
- Take part in meetings, reviews, reintegration and pastoral work where appropriate.
- Model respectful behaviour on and around the school site.

4.6 Pupils

Pupils will be taught:

- The expected standard of behaviour and the school's key rules and routines.
- The recognition they may receive for meeting expectations and the consequences that may follow when they do not.
- How to seek help, repair harm, regulate emotions and make safer or more respectful choices.
- The pastoral and SEND support available to help them meet expectations.

Pupils will be invited to share their views on the school's behaviour culture. Additional induction and support will be provided for pupils who join the school during the year.

5. Rights, responsibilities and expected behaviour

The school promotes four shared rights:

- Everyone has the right to feel safe.
- Everyone has the right to respect and dignity.
- Every pupil has the right to learn.
- Every adult has the right to work safely and carry out their role.

Rights: pupils have the right...	Responsibilities: pupils have the responsibility...
To be protected from cruelty, exploitation, neglect and harm.	To care for others, seek help and not bully or harm anyone.
To a clean and safe environment.	To look after the school environment and use resources responsibly.
To be educated.	To engage with learning and help others to learn.
To freedom of thought and religion.	To respect the thoughts, beliefs and faiths of others.
To be heard.	To listen respectfully to others.
To receive appropriate care and support.	To use support safely and do their best to follow agreed plans.
To be loved, respected and included.	To show respect, kindness and inclusion to others.
To make mistakes.	To take responsibility, repair harm and learn from mistakes.

5.1 The St Monica's Way

Expected behaviours are taught in an age-appropriate and accessible way. Reasonable adjustments are made where required. Pupils are expected to:

- Wear the St Monica's uniform with pride.
- Be ready and willing to learn.

- Listen, look and respond in the way that best supports their learning.
- Follow reasonable instructions first time.
- Use kind words, calm voices, safe hands and safe feet.
- Be polite and respectful.
- Put effort into learning and take care of property and the environment.
- Move calmly and safely around school.
- Tell an adult if they feel unsafe or are worried about someone else.

5.2 Classroom, corridor, playtime and lunchtime routines

Staff will teach and reinforce routines for arrival, transitions, lessons, collective worship, playtimes, lunchtimes and dismissal. Adults on duty will position themselves to maintain effective supervision and will address concerns calmly and proportionately.

Significant, repeated or safeguarding-related playtime and lunchtime incidents will be recorded and referred to the relevant phase leader or senior leader. Low-level issues will normally be corrected and resolved at the time unless a pattern develops.

6. Recognition and rewards

Positive behaviour, effort, improvement, service and kindness will be recognised consistently. Recognition may include:

- Specific verbal praise and positive feedback.
- St Monica's Mindset Awards, stickers, certificates, badges and Class Dojo recognition.
- Headteacher stickers or Headteacher's Hot Chocolate.
- Work and conduct celebrated in Work Celebration Assemblies.
- Contact with parents and carers to share positive behaviour or progress.
- Pupils can be awarded Class Dojo in KS1 and Raffle Tickets in KS2 to reward good behaviour
- Whole-class or individual recognition for improved attendance and punctuality, applied sensitively and never in a way that disadvantages pupils whose absence is linked to illness, disability or circumstances beyond their control.

7. Responding to misbehaviour

Responses to misbehaviour aim to restore calm and safety, protect learning, help pupils understand expectations and prevent recurrence. Staff will respond predictably, promptly, fairly and proportionately. They will consider the pupil's age, SEND, disability, communication needs, mental health, safeguarding concerns and any relevant contextual factors.

A pupil is welcomed positively each day. Previously imposed, proportionate consequences may still be completed where necessary.

7.1 Possible responses and consequences

Depending on the behaviour and circumstances, responses may include:

- A reminder, redirection, private correction or restorative conversation.
- Completing or repeating learning that was missed because of behaviour.
- A short, supervised reflection period during break or lunchtime, with reasonable time to eat, drink and use the toilet, this is called "1:1"
- Temporary loss of a privilege or a change to break or lunchtime arrangements.
- Repairing damage or completing an appropriate school-based restorative task.
- Contact with parents and carers, a meeting, home-school communication book or regular reporting.
- Additional pastoral, SEND or multi-agency support.
- A Behaviour Support Plan, risk assessment or crisis management plan.
- Removal from the classroom.
- Suspension and, in the most serious circumstances, permanent exclusion.

Permanent exclusion is not a routine consequence and is governed by statutory guidance. It is addressed separately in section 12.

7.2 Misbehaviour

Examples may include:

- Low-level disruption in lessons or during transitions.
- Repeated talking over others or distracting pupils from learning.
- Refusal to follow a reasonable instruction.
- Unkind, disrespectful or inappropriate language.
- Deliberate non-completion of reasonable work after barriers and support have been considered.
- Misuse of property or failure to follow established routines.

Staff will consider whether apparent non-compliance is linked to misunderstanding, literacy, communication, SEND, disability, anxiety, home circumstances or another barrier before deciding on a response.

7.3 Serious misbehaviour

Serious behaviour may include a single significant incident or persistent behaviour that creates serious disruption or risk, including:

- Physical violence, biting, hitting, kicking, spitting, throwing objects or using an object or weapon to harm or threaten others.
- Serious verbal aggression, threats, intimidation or targeted harassment.
- Bullying, online bullying, harmful sexual behaviour, sexual harassment, racism, sexism, misogyny, homophobia, transphobia, disablism, religious discrimination or other prejudice-related behaviour.
- Theft, serious vandalism or significant damage to property.
- Possession of a dangerous, illegal or prohibited item or substance.
- Attempting to leave the school site without permission or behaviour that creates a serious safeguarding risk.
- Persistent refusal that creates an unreasonably high level of disruption to pupils' right to learn or staff members' ability to work safely.

Parents and carers will be informed by an appropriate member of staff. Significant incidents will normally be led by a senior leader. Suspected criminal behaviour will be assessed in line with safeguarding procedures and police advice where appropriate.

8. Safeguarding, SEND, disability and inclusion

8.1 Safeguarding

Changes in behaviour may indicate that a pupil needs help or protection. Staff will consider whether behaviour may be linked to abuse, neglect, exploitation, bullying, harmful online experiences, mental health concerns or significant difficulties outside school. Where there is a concern, staff must follow the Safeguarding and Child Protection Policy and speak to the designated safeguarding lead or a deputy.

All concerns about child-on-child abuse, including sexual violence, sexual harassment, coercion, exploitation, threats or harmful online behaviour, will be treated as safeguarding concerns and managed in line with Keeping Children Safe in Education.

8.2 SEND and disability

The school recognises that behaviour may be affected by SEND, disability, medical needs or communication differences. Not every incident will be connected to a pupil's needs, but decisions will be made case by case.

The school will:

- Take reasonable steps to avoid substantial disadvantage to disabled pupils under the Equality Act 2010.
- Use its best endeavours to meet the needs of pupils with SEND under the Children and Families Act 2014.
- Secure the provision set out in a pupil's EHC plan and work with the local authority and other agencies.
- Anticipate likely triggers and put preventative support in place.
- Consider whether a pupil's needs contributed to an incident, whether a sanction is proportionate and whether reasonable adjustments are required.

- Refer repeated or unexplained behaviour to the SENCO where unidentified needs may be present.

8.3 Preventative adjustments and support

Adjustments may include:

- Short, planned movement or regulation breaks.
- Adapted seating, visual timetables, now-and-next boards, pre-teaching and transition warnings.
- Communication aids, reduced language, additional processing time or access to a trusted adult.
- Staff training in needs such as autism, ADHD, speech and language needs, sensory processing or trauma.
- Planned access to a sensory or regulation space for non-disciplinary purposes.
- Changes to the physical environment, noise levels, task demands or social arrangements.
- Input from specialist teachers, educational psychology, health professionals, Early Help or other services.

External support will normally be planned with parents and carers. Information may be shared without consent where there is a lawful safeguarding reason to do so.

9. Behaviour Support Plans and preventing recurrence

A Behaviour Support Plan (BSP) may be used where behaviour is persistent, places the pupil or others at risk, repeatedly disrupts learning, or where additional support is required following removal or suspension. The school uses a graduated response so that support and reasonable adjustments are strengthened as needs become clearer.

A BSP will:

- Describe the behaviour of concern, its impact and the skills the pupil needs help to develop.
- Record pupil and parent views and relevant contextual, SEND, disability, medical, sensory and communication needs.
- Identify likely triggers, early warning signs and evidence-based hypotheses about the purpose or function of behaviour.
- Set out proactive support, de-escalation strategies, agreed adult responses, proportionate consequences and positive reinforcement.
- Consider whether a risk assessment, crisis management plan or specialist assessment is required.
- Include specific, measurable and positive outcomes and a clear review date.

Plans will normally be reviewed every four to six weeks and after any significant incident. Reviews will involve the pupil, parents or carers and relevant staff. Where strategies are ineffective, the plan will be adjusted rather than repeated indefinitely.

9.1 Examples of proactive and de-escalation strategies

- Removing or reducing known triggers where reasonable.
- Explaining new situations in advance and using visual or written prompts.
- Offering limited, meaningful choices and clear first-then language.
- Using positive descriptive praise and reinforcing replacement skills.
- Using agreed regulation activities, calm spaces, reassurance or distraction.
- Using a low-arousal response to particular attention-maintained behaviours only where this has been assessed as safe and appropriate.
- Using restorative practice or a restorative conversation where appropriate. A pupil who has experienced bullying, harassment or abuse will never be forced to meet or reconcile with another pupil.

10. Removal from the classroom

Removal is a serious disciplinary sanction in which a pupil is required to spend a limited period outside the classroom. It is different from a brief conversation outside the room and from planned access to a sensory or nurture space for regulation.

Removal may be used:

- To maintain safety and restore stability following an unreasonably high level of disruption.
- To allow education to continue in a supervised, managed environment.

- To allow the pupil to regain calm where removal is being used as a disciplinary response.

Removal will normally be used after other classroom strategies have been attempted, unless the behaviour is so serious that immediate removal is necessary. The sanction must be reasonable and proportionate, and reasonable adjustments will be considered.

During removal:

- The pupil will be supervised by an appropriately trained member of staff.
- Meaningful education will continue and suitable resources will be provided.
- The pupil will not be locked in the room. Preventing a pupil from leaving because of an immediate risk of harm is a safety intervention, not a disciplinary sanction, and is governed by section 16.
- Parents or carers will be informed on the same day.
- The length of removal will be limited to the shortest period necessary. Prolonged or repeated removal requires the explicit agreement and oversight of the headteacher.
- The pupil will be supported to reflect, repair and reintegrate safely into class.
- If the pupil has a social worker, the social worker will be informed where required. For a looked-after child, the Virtual School Head and Personal Education Plan will be considered.

The Sensory Room will ordinarily be used for regulation and therapeutic support, not as the school's standard disciplinary-removal room. Where it is used because no other safe space is available, the distinction between removal, regulation and seclusion must be clear and the pupil must be supervised.

Parents may be contacted to help the school understand the pupil's needs or support de-escalation. A pupil will not be sent home for disciplinary reasons unless the headteacher formally issues a suspension in accordance with statutory guidance. Informal exclusions are not permitted.

11. Part-time timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, the school may agree a temporary part-time timetable to meet the pupil's individual needs. A part-time timetable will not be used to manage behaviour or as an informal exclusion.

Any part-time timetable will:

- Have the agreement of the school and the parent with whom the pupil normally lives.
- Have a clear ambition and form part of a wider support, healthcare or reintegration plan.
- Include the dates and times the pupil is expected to attend.
- Include regular reviews involving the pupil and parents or carers so it remains in place for the shortest time necessary.
- Have a proposed end date, after which the pupil is expected to attend full time at school or receive suitable alternative provision.
- Keep the pupil's social worker informed where applicable.
- Be discussed with the local authority where the pupil has an EHC plan.
- Be recorded accurately in the attendance register using the appropriate code.

12. Suspension and permanent exclusion

Only the headteacher, or the acting headteacher, can suspend or permanently exclude a pupil, and the decision must be taken on disciplinary grounds in accordance with current statutory guidance.

For the vast majority of pupils, other strategies will manage behaviour. Where approaches to behaviour management have been exhausted, suspension may sometimes be necessary. Permanent exclusion will only be used as a last resort. The headteacher will consider the individual circumstances, the pupil's voice, safeguarding, SEND, disability, any social worker or Virtual School Head involvement, and the support and interventions already provided.

Following suspension, the school will plan reintegration with the pupil and parents or carers and identify any additional support needed. The school will not use "cooling-off" periods or ask parents to collect a pupil as an alternative to a formal suspension.

Full procedures, notification requirements, governing-body duties and rights of representation are set out in the school's Suspension and Permanent Exclusion Policy and current statutory guidance.

13. Uniform concerns

Uniform concerns will normally be managed supportively under the School Uniform Policy. Staff will explore affordability, equality, SEND, sensory, medical and religious considerations before treating a uniform issue as misconduct. Persistent, deliberate refusal to follow a reasonable uniform requirement may be addressed under this policy after appropriate support has been offered.

14. Prohibited items, searching and confiscation

Pupils must not bring items that are illegal, dangerous, harmful, disruptive or inappropriate for a primary-school environment. Examples include:

- Weapons, knives, fireworks, tobacco, cigarettes, vapes, e-cigarettes, matches, lighters, alcohol, illegal drugs or other harmful substances.
- Stolen items, pornographic or indecent images, or any article reasonably suspected of being used to commit an offence, cause injury or damage property.
- Aerosols, glass bottles, correction fluid, permanent markers, high-energy drinks or other items identified by the school as unsafe or disruptive.
- Expensive or unnecessary items, large sums of money, balaclavas or non-prescribed products that create a safety or safeguarding concern.

This list is not exhaustive. Pupils and parents should check with the class teacher, phase leader or a member of SLT if they are unsure whether an item may be brought to school.

14.1 Searching

Searching will only be carried out by the headteacher or an authorised member of staff and in accordance with the DfE's Searching, Screening and Confiscation guidance. Staff will consider safeguarding, dignity, the pupil's age, SEND, disability, communication needs and any relevant vulnerability. Searches and outcomes will be recorded and parents informed where required.

Reasonable force may only be used to search for items where the law permits it. It may not be used to search for an item banned only by the school rules.

14.2 Confiscation and electronic data

Staff may confiscate, retain or dispose of an item where it is lawful and proportionate to do so. The response will depend on the nature of the item. Illegal or dangerous items may be passed to the police or another appropriate agency and will not automatically be returned.

Where an electronic device may contain harmful, safeguarding-related or criminal material, it will be secured and referred to the designated safeguarding lead. Material that may constitute evidence will not be deleted. Any examination or deletion of data will only take place where the school has a lawful and properly assessed reason to do so, in line with DfE guidance and data-protection requirements.

15. Mobile phones and smart devices

The school operates a mobile-phone-free environment. Pupils must not have access to a mobile phone or a device with similar communication, internet, camera or recording functions during the school day, including lessons, transitions, breaktimes and lunchtime.

Year 6 pupils who have written permission to walk home alone may bring a phone for travel safety. It must be switched off and handed to the school office on arrival. It may be collected at the end of the day. The school accepts no responsibility for loss or damage.

Smartwatches or other devices with communication, internet, camera or recording functions are treated in the same way as mobile phones unless the school has approved their use as a reasonable adjustment or for another exceptional reason.

A device used or accessed without permission may be confiscated and returned to a parent or carer. Repeated breaches may lead to proportionate sanctions. Where a disabled pupil needs access to a device because of their disability, the school will consider and record a reasonable adjustment.

16. Restrictive interventions, reasonable force, restraint and seclusion

The school aims to minimise the need for restrictive interventions through positive relationships, environmental adjustments, early support, prevention and de-escalation. Restrictive intervention will never be used as punishment or to cause pain, humiliation or distress.

16.1 Definitions and lawful use

Reasonable force means using no more force than is necessary for the least amount of time. All members of school staff have a legal power to use reasonable force in limited circumstances to prevent or stop a pupil from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing disorder among pupils at school, during a teaching session or otherwise.

Staff will first use non-physical strategies where practicable. They will consider the pupil's age, SEND, disability, medical or mental health needs, communication, trauma and any known vulnerabilities. Staff likely to use restrictive interventions will receive appropriate training in safe and lawful practice and de-escalation.

Restraint is a non-disciplinary intervention that immobilises or limits a pupil's movement and may involve direct physical contact or a non-contact action. Seclusion is a non-disciplinary safety intervention in which a pupil is confined away from others and prevented from leaving. Seclusion may only be used to protect people from harm during high levels of dysregulation, must be supervised continuously and must end as soon as the immediate risk reduces. It must not be threatened or used as a disciplinary sanction.

16.2 Recording, reporting and support

The school will maintain procedures that comply with the statutory recording and reporting duties effective from April 2026.

- Each significant incident involving the use of force will be recorded in writing as soon as practicable, normally by the staff involved and no later than the same day where possible.
- Every incident of seclusion or restraint, including non-contact restraint, will be recorded in writing as soon as practicable and normally no later than the same day.
- Records will include the people involved, time, date, location, approximate duration, relevant needs and circumstances, why the intervention was necessary, the type and degree of force where applicable, injuries and post-incident support.
- Parents or carers will be informed in writing as soon as practicable and normally on the same day, except where the law provides otherwise because notification is likely to cause serious harm to the pupil.
- Pupils and staff will be offered appropriate medical, emotional and pastoral support after the incident.
- The incident, triggers, de-escalation, support plan and future risk reduction will be reviewed with the pupil and parents or carers where appropriate.
- The governing body will monitor data on restrictive interventions, including frequency, patterns, protected characteristics, SEND and whether agreed procedures were followed.

17. Behaviour outside school premises

The school may respond to misbehaviour outside the school premises where it is reasonable to do so, including when a pupil:

- Is taking part in a school-organised or school-related activity.
- Is travelling to or from school.
- Is wearing school uniform or is otherwise identifiable as a pupil of the school.
- Behaves in a way that has repercussions for the orderly running of the school.

- Poses a threat to another pupil, member of staff or the public.
- Behaves in a way that could adversely affect the school's reputation.

Any response will be reasonable, proportionate and based on the circumstances, including the effect on pupils, staff and the orderly running of the school. Safeguarding concerns and online incidents will be managed with the designated safeguarding lead where appropriate.

18. Recording, monitoring and data

The school will maintain proportionate systems for recording and analysing behaviour. Records may include significant incidents, bullying and prejudice-related incidents, safeguarding concerns, removals, suspensions, permanent exclusions, searches, confiscations, restrictive interventions and the use of Behaviour Support Plans.

Senior leaders and governors will review data to:

- Identify patterns, repeat incidents and the effectiveness of support and sanctions.
- Identify pupils or groups who may need additional pastoral, SEND or multi-agency support.
- Check for disproportionate impact by SEND, disadvantage, sex, race, disability, religion or belief and other protected characteristics.
- Identify staff training, supervision or system improvements.
- Ensure compliance with statutory recording and reporting duties.

Personal information will be recorded, retained and shared in accordance with the Data Protection Policy and records-retention schedule.

19. Training, communication and implementation

The headteacher will ensure that staff receive induction and ongoing training appropriate to their role. This may include behaviour curriculum and routines, de-escalation, safeguarding, SEND, mental health, restorative practice, searching and confiscation, mobile-phone expectations and restrictive interventions.

The policy and key expectations will be communicated to pupils, parents, carers, staff and governors. The policy will be published on the school website. Pupils will be reminded of the behaviour curriculum and mobile-phone expectations at the start of each school year and at appropriate intervals.

20. Monitoring and review

The headteacher is responsible for the day-to-day implementation and review of this policy. The governing body will monitor its effectiveness, fairness and statutory compliance.

The policy will be reviewed annually, or earlier if legislation, statutory guidance, school practice or safeguarding requirements change. The next scheduled review is July 2027.

21. Links with other policies

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy.
- Anti-bullying Policy.
- SEND Policy and Accessibility Plan.
- Attendance Policy.
- School Uniform Policy.
- Online Safety and Acceptable Use Policies.
- Mobile Phone Policy or published mobile-phone arrangements.
- Searching, Screening and Confiscation procedures.
- Restrictive Interventions and Reasonable Force procedures.
- Suspension and Permanent Exclusion Policy.
- Data Protection Policy.
- Complaints Policy.
- Staff Code of Conduct.

Appendix 1: Behaviour Support Plan



St Monica's Behaviour Support Plan (BSP)

Pupil name	
Year group	
Plan date	
Lead member of staff	

Behaviour(s) of concern, their impact and the skills we want to help the pupil develop	
Pupil voice	Parent/carer voice
Relevant contextual factors, strengths and protective factors	
SEND, disability, medical, sensory and communication needs and agreed reasonable adjustments	
Likely triggers and early warning signs	
Possible purpose or function of the behaviour, based on evidence and observation	

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Proactive support and agreed responses

Primary prevention: how we will reduce triggers and increase success
Secondary prevention and de-escalation: what adults will do when early signs appear
Safety response: non-restrictive strategies and any separately authorised risk-management arrangements

Positive outcomes and review

Specific, measurable and positive outcomes
How positive behaviour and replacement skills will be recognised
People who have contributed to this plan
Next review date

Plan discussed and shared with: Pupil _____ Parent/carer _____
Staff _____
Date: _____

Appendix 2: Behaviour Support Plan review record

Use one row for each scheduled review or significant-incident review. Attach additional sheets where required.

Date	Reason for review	Pupil and parent views	Progress towards outcome	Adjustments and support	Restrictive interventions used	Next review / reviewer

Review should consider the frequency and severity of incidents, reasonable adjustments, the effectiveness and proportionality of responses, pupil and parent views, staff support and any further referral required.