



Primary Behaviour Policy and Procedures

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1 Audience

Any person having contact with a pupil that is on roll at a Nicholas Postgate Catholic Academy Trust school must have regard to this policy.

2 Purpose

The purpose of this policy is to ensure that every pupil acts and responds in a way that is conducive to the overall mission of a Catholic school in terms of ethos, values and aspirations for spiritual, social, emotional and academic well-being. It is important to note that teachers are the adults in the room and the behaviour policy is there as a tool, so pupils can take responsibility for their behaviour and be successful in the classroom.

Jesus told us "I have come so that they may have life and have it to the full." John 10:10. This sums up the mission of a Catholic school which is to enable all members of the community to grow and develop so that they may live life to the full.

This policy establishes what is expected of staff in terms of always being consistent, fair and responsive in order to support pupils to maintain the expected standards of behaviour. This policy has been written with reference to Behaviour in Schools guidance (February 2024) and also Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026) which sets out guidance for headteachers and staff in conjunction with the underpinning legal framework

This policy takes into account the requirements of the Diocesan protocols for academies within the trusteeship of the Diocese of Middlesbrough, set out in Preamble 4 – Educational Vision:

"A Catholic school's primary purpose is to support families in the education of their children. Schools strive to enable each child to attain personal excellence in their studies and through the formation of their human values and understanding of God's purpose in their life. Crossing the threshold of a Catholic school should be like entering into the nurturing comfort of a loving Christian family, where all experience welcome, feel valued and are challenged to grow."

3 Policy Statement

Behaviour in schools is everyone's responsibility. Good behaviour in schools is central to a good education and schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive.

Everyone that comes into contact with children and their families has a role to play. In order to fulfil this statutory responsibility effectively, everyone's approach to behaviour must be child centred.

Creating and maintaining high standards of behaviour requires all NPCAT schools to have or ensure:

- Creating a culture that promotes excellent behaviour with a clear vision of what good behaviour looks like;
- A culture whereby every pupil can learn in a calm, safe and supportive environment and protect them from disruption;
- Schools are clear about which behaviours are permitted and those which are prohibited;
- The school community promotes the values, attitudes and beliefs they promote and the routines and procedures that should be encouraged within the school community;
- A behaviour policy which promotes the vision, is implemented effectively and consistently and used to create a positive behaviour culture in which pupils are encouraged to reflect the values of the school;
- Safeguarding and Child Protection Procedures where each school must set out its statutory duties and procedures for staff to raise concerns, including child on child abuse;
- **Headteachers** who take responsibility for implementing the measures to secure acceptable standards of behaviour and ensure that behaviour meets the following national minimum expectation:
 - a) The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
 - b) School leaders visibly and consistently support all staff in managing behaviour through following the behaviour policy;
 - c) Measures are in place and both general and targeted intervention are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a SEND as required;
 - d) Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated and proportionate action is taken to restore acceptable standards of behaviour;
 - e) All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils feel safe and are safe and everyone is treated respectfully and;

- f) Any incidents of bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively (Behaviour in Schools Feb 2024).
- g) Meet the new statutory requirement to record every significant incident of use of force and report these incidents to the parents of the pupils involved, effective from September 2025.
- Ensure the behaviour policy is aligned to the school's legal duties and standards to keep children safe and the welfare of children;
- Ensure all staff are aware of the measures outlined in the behaviour policy, how they are implemented and that this is a key system to support behaviour in schools;
- Ensure this policy is signed and read as part of induction procedures and staff CPD annually;
- All staff are aware of their responsibility to follow guidance set out in Behaviour in Schools Feb 2024 and to safeguard children as outlined in Keeping Children Safe, September 2026.
- Schools act swiftly to circumstance which may endanger the welfare of a pupil or staff and take preventative measures to ensure this does not reoccur;
- Regularly review the filtering and monitoring systems on school devices and networks to limit children's exposure to harmful online information;
- A curriculum that provides a preventative education and an age-appropriate programme, which goes hand-in-hand with risk and helps pupils to recognise, understand, cope and develop resilience to the risks around them. This must include a PSHE curriculum that provides resources for identifying and supporting children in need of extra mental health support and teacher training modules on RSE, RE or health-care topics, and non-statutory implementation guidance;
- As a relevant agency, work together with the local safeguarding partnership to develop strong and effective multi-agency arrangements. For local arrangements to be effective, schools should engage organisations and agencies that can work in a collaborative way to provide targeted support to children and families, and a child's extra-familial relationships, and the impact of any abuse/neglect on siblings (intra-familial harm);
- Effective transition planning so that children do not 'fall through the net';
- Monitoring and evaluation systems to ensure the effectiveness of processes;
- Reporting of incidents using the school MIS system/ CPOMS as outlined in the school procedures.
- All staff are aware of the proposed changes to the Use of Reasonable force and other restrictive interventions guidance from April 2026 which include:
 - Proactively minimise the need to use reasonable force and other restrictive interventions through prevention, de-escalation and data analysis to support improvement planning.

4 Scope

All staff working with our children and young people, whether or not employed by the Trust, are expected to comply with the Trust ethos for behaviour and to have regard to the behaviour policy and procedures within each school. This includes all directors, governors, employees, including casual and agency staff, self-employed or contractual workers and volunteers.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional behaviour challenges. Governing bodies and Trust employees should recognise that additional barriers can exist when recognising behaviour incidents in this group of children, which can include:

- assumptions that indicators of behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies, employees and proprietors of these settings are aware of the additional support and vigilance required, including the education of children with health needs that cannot attend school.

5 Values and Principles

Principles	What this means for NPCAT schools
Nurturing	Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
Perseverance	Promote children's behaviour and prevent concerns from escalating.
Courage	Provide help for children. Challenging decisions, practice or actions which may not effectively ensure positive behaviour or well-being of a child.

Ambition	Identify concerns early.
Tolerance & Respect	Always to act in the best interest of the child.

6 Requirements

All NPCAT policies and procedures in respect of behaviour management in schools ensures we will be up to date and in line with:

- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- [KCSIE 2026](#) Keeping Children Safe in Education
- [Alternative Provision Statutory Guidance for Local Authorities](#) fEB2025
- [Working Together to Safeguard Children 2023 - GOV.UK](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

The policy must be accessible to all staff through the schools' websites and the staff areas of the Trust's intranet.

The School's Behaviour Procedures must follow the Trust template and reflect the school's reporting structure where there is a behaviour concern. The procedures will be reviewed regularly to ensure compliance with statutory requirements and good practice. The School behaviour Procedures must be made available via the schools own website.

Where there is a behaviour concern, governing bodies and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be transparent, clear, easily understood, well promoted and easily accessible for pupils, staff, parents/carers to confidently report a concern or abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. The Trust, under the responsibility of each Headteacher, will ensure that the arrangements for behaviour are secure and robust and that any shortfall is rectified.

In addition, governing bodies are responsible for ensuring that legislation and guidance is adhered to by the Headteacher and senior leaders within a school and that all of the necessary behaviour procedures are in place within the setting. Failure to comply with Trust overarching policy in respect of behaviour and safeguarding may result in disciplinary action.

The **Headteacher** is aware of their obligations under:

- the Human Rights Act 1998 (where it makes clear that being subjected to harassment, violence, may breach children's rights);

- the Equality Act 2010 (which stresses that schools and colleges must not unlawfully discriminate against pupils because of their protected characteristics, and how such pupils are supported, including making reasonable adjustments for disabled pupils, for instance taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence and sexual harassment).
- the Public Sector Equality Duty (PSED), (whereby significant decisions made or procedures developed, consideration must be given to the inequality implications of these, for example, pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying, or racial discrimination).

Trust standards officers and executive leaders and headteachers also have responsibility for ensuring that Headteachers and senior leaders are held to account for all aspects of behaviour management and most importantly that all legislation, guidance and procedures work effectively in practice by the whole workforce has been given the additional time, funding, training and resources and support needed to carry out their role effectively.

Each **Headteacher** will be responsible for reporting to their own Local Governing Body and for providing the Trust's standards officers with information to allow a summary of all activity to be reported to the Trust's Board.

The Trust has appointed a **Head of Behaviour and Attitudes** who, will oversee that local governors responsible for safeguarding are working effectively with each of our schools' to ensure all our children and young people are safeguarded from bullying, harm and abuse, and that where concerns arise these are dealt with swiftly and professionally.

Equality and Pupil Support

Schools recognise the legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil concerned.

The school's SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and guidance will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis where appropriate.

7 Definitions

Directors	The members of the Trust Board of Directors of the Nicholas Postgate Catholic Academy Trust company. There is a separate code of conduct document for the directors of the Trust.
Local Governing Body	Local Governing Body (LGB) ,or any other committee operating at a local level, i.e. an Interim Advisory Board (IAB).
Governors	Governors of the local governing body, or any other committee operating at a local level, i.e. an Interim Advisory Board (IAB).
Trust Central Services Team	Employees of the Trust with responsibilities for central services.
Child-centred	At all times, to consider what is in the best interests of the child.
PSHE	Personal, Social, Health and Economic Education
RSHE	Relationship & Sexual Health Education

8 Legislation

The overarching responsibilities for behaviour and to protect children from harm are set out in legislation, as follows:

- [Education and Inspections Act 2006, Section 89](#) provides information whereby the Headteacher must determine measures to promote self discipline, encourage good behaviour and prevent bullying;
- [Equality Act 2010, Section 20](#) imposes a duty to make reasonable adjustments;
- The Children Act 1989, provides the section 17 duty to safeguard and promote the welfare of children who are in need and provides the section 47 duty to investigate whether a child is at risk of serious harm;
- The Education Act 2002 (section 175 (maintained schools), the Education (Independent School Standards) Regulation 2014 (including Academies/Free Schools) and the,Non - maintained Special Schools Regulations 2015 sets out the standards for safeguarding functions for children and young people in all settings, which schools have a statutory duty to ensure that they meet;
- [Children and Families Act 2014 - Section 66](#) establishes the duty imposed for schools to use its best endeavours to secure SEN provision called for by the pupil's need;

- [Section 29 - Children and Families Act 2014](#) for schools to cooperate with Local Authorities;
- [Section 42 - Children and Families Act 2014](#) duty to secure SEN and health care provision in accordance with EHC plan.

9 Related Policies

- NPCAT Child Protection and Safeguarding Policy
- NPCAT Exclusions Policy
- NPCAT SEND Policy
- NPCAT Complaints Policy
- NPCAT Health & Safety Policy
- NPCAT Risk Management Policy
- NPCAT Remote Education (Online Learning) Policy
- NPCAT ICT Systems Acceptable Use Policy (Pupils)
- NPCAT ICT Systems Acceptable Use Policy (Employees, Governors & Visitors)
- NPCAT Recruitment Policy
- NPCAT Confidential Reporting (Whistleblowing Policy)
- NPCAT Adult Allegations and Low-Level Concerns Policy
- NPCAT Disciplinary Policy
- NPCAT Performance Capability Policy for Headteachers
- NPCAT Induction of New Staff Policy
- NPCAT Social Media Policy

10 Related Procedures

- Complaints Procedures
- Remote Education (Online Learning) Primary Protocol
- Code of Conduct for Staff
- Code of Conduct for Governors of a Local Governing Body
- Adult Allegations and Low-Level Concerns Policy

11 Standards and Guidelines

Those within NPCAT who have responsibilities defined within this policy will carry out their duties with regard to the Trust's Equality Statement and commitment to abide by the Equality Act 2010:

- Accepting our legal duty to ban unfair treatment and achieve equal opportunities in the classroom, the workplace and in wider society.

We have regard for our duty to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equal opportunity;
- Foster good relations.

12 Supporting Information/Websites

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

<https://www.gov.uk/government/publications/school-exclusion>

13 Contacts

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Appendix 1: **School Behaviour Procedures**



St. Wilfrid's Catholic Primary School, York

Behaviour Procedures

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1 Audience

- 1.1 These are the behaviour policy and procedures for St. Wilfrid's Catholic Primary School, York.
- 1.2 They apply to all staff working within the school, pupils, parents, visitors to the school and the Governing Body.

2 Purpose

- 2.1 These procedures inform staff and others about the expectations of effective Behaviour management to ensure all the pupils within the school are supported to manage their behaviour positively and in line with statutory guidance.
- 2.2 They are intended to promote a whole school culture and values manifested through the behaviour of all its members. High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone.
- 2.3 They explain the requirements of staff and others in encouraging good behaviour and respect for others; secure an acceptable standard of behaviour of pupils; promote, among pupils, self discipline and proper regard for authority; prevent all forms of bullying (cyberbullying, prejudice-based and discriminatory bullying) and regulate the conduct of pupils.
- 2.4 This ensures early and additional help is readily identified to prevent an escalation in the gravity of concern for a child's needs, and that child protection concerns are acted on appropriately and in a professional manner, at all times acting in the best interests of the child.
- 2.5 Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, no single practitioner can have a full picture of a child's needs and circumstances. The procedures ensure everyone who comes into contact with children and their families has a role to play.

3 Overview

- 3.1 The procedures embed the policy of a culture of vigilance that is required to ensure there is a culture in schools to support pupils to behave well and the powers of staff when responding to misbehaviour. Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning. They establish the

commitment of the school and the Trust to protecting all children, by calling attention to the importance of good behaviour systems and management in line with legal requirements. They promote the ethos of Catholic and Christian life where children and young people can flourish, have positive experiences and stay safe.

4 Definitions

Mental Health	Refers to a person's emotional, psychological and social well being. A person's mental health can change on a daily basis and over time, and can be affected by a range of factors.
Reasonable Force	The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
CPOMS	Child Protection Online Management System. CPOMS is a software solution that allows quick, easy and secure recording of the information for a child in one place.
Child on child abuse	Inappropriate behaviours between children that are abusive in nature including <u>physical</u> , <u>sexual</u> , or <u>emotional</u> abuse, <u>exploitation</u> , <u>sexual harassment</u> , all forms of <u>bullying</u> , coercive control, hazing/initiation rituals between children and young people, both on and offline (including that which is within intimate personal relationships).
Suspension and Permanent exclusion	Headteachers can use suspension in response to a serious incident or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.
Managed Move	Transfer of a pupil to another mainstream primary permanently
Bullying	The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.
SEND	Special educational need and/ or disability

5 Responsibilities including Leadership and Management

- 5.1 DfE Behaviour in schools guidance stipulates that the proprietor of an Academy school is required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented (Education Regulations 2014).
- 5.2 It is the responsibility of the Trust lead for Behaviour to define this policy and regularly evaluate its effectiveness in conjunction with Headteachers and fellow Trust Standards Officers. The Trust lead for Behaviour should draw on internal and external evidence of best practice and sustainable impact to inform both of these aforementioned functions.
- 5.3 The Chief Executive Officer of the Trust and the Directors will hold the Standards Officer for Behaviour to account to ensure the Behaviour policy is fit for purpose and implemented effectively across all schools.
- 5.4 The Headteachers of each primary school will ensure the behaviour policy is well understood by staff, parents and pupils, and that it is consistently applied in their school (Behaviour in schools February 2024). Headteachers will promptly address any breaches of good conduct and behaviour, using informal procedures where possible but implementing formal procedures where necessary.
- 5.5 The role of teachers and staff
 - 5.5.1 All staff must ensure their approach to behaviour is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
 - 5.5.2 Staff who work directly with children must read: [Behaviour in schools Feb 2024](#)
 - 5.5.3 It is the responsibility of all staff to familiarise themselves and comply with this policy and procedures in accordance with relevant professional standards.
 - 5.5.4 The Teachers' Standards 2012 state that teachers (which includes

Headteachers) Should: manage behaviour effectively to ensure a good and safe learning environment.

- 5.5.5 Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- 5.5.6 Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- 5.5.7 Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- 5.5.8 All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- 5.5.9 Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- 5.5.10 Staff should also receive clear guidance about school expectations of their own conduct at school.

5.6 The role of the behaviour lead in school

- 5.6.1 The Behaviour Lead is **Helen Keith**.
The responsibilities of the role are listed below.
- 5.6.2 Manage behaviour incidents:
 - Ensure children experiencing behavioural issues are supported in school;
 - Be aware of pupils who have support from external agencies and disseminate information, as appropriate to staff, to ensure the educational needs of the pupil are being met and to ensure the pupil is being monitored and is kept safe;
 - Keep detailed, accurate, secure written records of concerns and referrals, using an approved NPCAT recording system, such as CPOMS;
 - Ensure staff are aware of the importance of the accurate recording of information, including concerns, discussions, decisions made, and reasons for those decisions, with timely actions and outcomes;
 - Manage any part time provision, timetable variation or AP provision.

5.6.3 Work with others:

- Act as a point of contact for staff in school;
- Liaise with the Headteacher regarding issues including suspensions and exclusions;
- Have a working knowledge of how local authorities conduct exclusions, suspension and Alternative Provision;
- Work with the DSL if the child is receiving support through Child Protection, Child in Need or Early Help. Refer any concerns to the DSL;
- Inform the DSL where there is an allegation of abuse (or low-level concern) against a member of staff, including supply staff, volunteer or contractor, and in act accordance with Part 4 of KCSIE by liaising with the local authority designated officer (LADO);
- Act as a source of support, advice and expertise for all staff;
- Where required, raise professional challenge with external agencies and provide support to staff to escalate any concerns;
- Work collaboratively with the School Attendance Lead and the central trust attendance team to monitor attendance carefully and address poor or irregular attendance without delay, including children missing from education, and act in accordance with the Trust Attendance Policy and School Attendance Procedures;
- Be aware of all school excursions and residentials and clarify with the appropriate group leader(s) their role and responsibility in connection with behaviour during the visit;
- Be aware of pupils that are subject to Alternative Provision and Part-time provision and that there are adequate plans in place that are routinely monitored and reviewed.

5.6.4 Sharing information:

- Understand the importance of information sharing within the school and with external agencies where appropriate;
- Ensure staff have an understanding of confidential information sharing and that the GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

5.6.5 Staff Induction, development and support:

- Ensure all staff undertake behaviour training and know school policy and procedures. Leaders will also ensure staff have adequate training on how SEND or mental health needs may affect pupil's behaviour;
- School leaders should consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. This should be aligned with the Early Career

Framework and the National Professional Qualification In Leading Behaviour and culture (NPQLBC);

- Ensure that appropriate staff are trained in positive behaviour support and, where necessary and appropriate to the needs of pupils, in the safe and lawful use of restrictive interventions, including reasonable force, in accordance with current Department for Education guidance.
- Ensure all new staff are inducted clearly into the school's behaviour culture to ensure they understand rules and routines and how best to support pupils;
- Ensure staff have access to any relevant updates;
- Ensure there is a log of CPD;
- Provide adequate training on SEND or mental health needs which may affect pupil's behaviour at times. [Mental health and behaviour in schools - GOV.UK](https://www.gov.uk/mental-health-and-behaviour-in-schools).

5.6.6 Raise Awareness:

- At the beginning of the school year, ensure that all staff, as a minimum, read and sign to say that they have read and understood the NPCAT Behaviour Policy and the School Behaviour Procedures; the NPCAT Safeguarding and Child Protection Policy; the NPCAT Code of Conduct for Staff, the NPCAT Attendance Policy and SEND policy;
- Ensure that any newly inducted staff, or staff returning to work following the commencement of the new school year, have read and understood the above;
- Help to promote educational outcomes by sharing the information about the child's behaviour with teachers and school leadership staff. This should include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- At St. Wilfrid's Catholic Primary School, York, all staff are proactive in recognising the signs which may indicate a child is vulnerable and will share this with Headteacher who would follow this up appropriately.
- We schedule regular Vulnerable Learners Meetings and Pupil Progress meetings, which help to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, (including children with a social worker), are experiencing, or have experienced, with teachers and school leadership staff. This should ensure the staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group

might face and the additional academic support and adjustments that they could make to best support these children. In accordance with local and national guidance all staff receive regular training and updates to help them identify when a child is vulnerable.

- All staff at St. Wilfrid's Catholic Primary School, York, are proactive in recognising signs which may indicate that a child has a mental health concern and will share this with the Headteacher. Appropriate support will be implemented included support from the SENDco (Catherine Quinn), ELSA, the Local Authority Well-Being Team and / or CAMHS. Parents will be fully included in this process.
- The school also has staff trained in the Rainbows bereavement programme to support pupils who have experienced a significant loss in their lives
- Liaise with the Local Authority and Alternative Provision providers to support those pupils who have support.
- The Headteacher and Senior Leadership Team will liaise with any providers who provide alternative provision to ensure the academic and well-being needs of the child are communicated, supported and fully met.
- The Headteacher and Senior Leadership Team will effectively communicate with any parents whose child is on a part time timetable to ensure their academic and communicated, supported and fully met.

5.6.7 Online safety / Cyberbullying:

- Ensure that the school has appropriate filtering and monitoring systems in place to limit children's exposure from harmful online information from the school's IT system and devices;
- Ensure that education around online bullying is built into the curriculum and the school has digital leaders who are ambassadors for this;
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and that staff are confident they have the capability to support SEND children to stay safe online.

5.6.8 Child's Voice:

- Encourage staff to adopt a culture of listening to children and taking account of their wishes and feelings;
- Ensure staff are aware that children may not feel ready or know how to tell someone how they feel or why they are behaving in a particular way and the best way for staff to build trusted relationships with children to facilitate communication.

- At St Wilfrid's Catholic Primary School, York , staff prioritise developing and maintaining trusted relationships with all children, including times when pupils exhibit challenging behaviour. All staff adopt a culture of listening to children and taking account of their wishes and feelings. Our priority is for all children to feel safe and secure in an environment which allows them to learn and develop on a journey to achieving their full potential. Children understand that there are adults in the school whom they can talk to if worried, scared or facing difficulty. We work hard to be a restorative staff team who actively listen and respond. Our ELSA's are also available to offer bespoke support.

5.6.9 Working with parents/carers:

- Ensure the Trust Behaviour policy is available on the school website;
- Parents/carers sign and enter in to the schools home and school agreement;
- Provide opportunities for parents/carers to learn about managing behaviour and have access to appropriate resources to help keep their children safe when online, including ensuring the school website and social media includes sufficient information and resources for parents/carers;
- Ensure that there are systems in place to alert parents/carers of any concerns, including concerns that may put children at risk within the wider school community.

5.6.10 Teaching behaviour:

- Ensure there is a clear set of behaviour expectations/golden rules which the children know and understand;
- Ensure pupils have knowledge of behaviour rules and procedures;
- Ensure that there is a preventative programme of Personal, Social, Health and Economic Education, Relationships and Health Education;
- Ensure that pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society;
- Children are taught about how to behave online, including online, and this information is presented in an age-appropriate way;
- At St. Wilfrid's Catholic Primary School, York, daily classroom routines provide opportunities for children to express their emotions and discuss their worries with adults. Children articulate their emotions, understand how to self-regulate and know they

can talk to adults in school. 'Stand up, Speak out, Stay Safe' is displayed in all classrooms and this message is taught during PSHE lesson, whole school assemblies and as required.

- Children at St. Wilfrid's, are helped to recognise when they need support and how to get help, in subjects such as Relationships, Personal, Social and Health Education which discusses relevant issues such as online dangers, puberty and drug awareness. Children also taught about road, water and bicycle safety awareness. Specific contextual aspects are included which are relevant to the school.
- The curriculum is designed to ensure that safety is a key factor for discussion within each subject areas to ensure safer practices are taught explicitly through each aspect of the curriculum, from online safety to using equipment properly.

5.6.11 Governance:

- Provide termly behaviour updates to the Governing Body which include reference to racist, homophobic and gender incidents;
- Ensure there is routine and planned overview of the school's behaviour records and incidents of positive behaviour management with the Link Governor and subsequent actions and learning;
- Ensure that Governors have completed the Trust Link governor training.

5.6.12 Impact and Evaluation:

- Provide staff with the opportunity to demonstrate the move from compliance of behaviour management and systems; towards impact and the effectiveness of intervention to manage children's behaviour effectively;
- Ensure that there are suitable logs/audit trails available to demonstrate the effectiveness of behaviour management in school, such as minutes from staff meetings and weekly vulnerable learners' meetings;
- Ensure there is a system where there is a rating as to the severity of the behaviour concern of a vulnerable learner, making use of the NPCAT Vulnerabilities Checklist and a RAB-G rated system, if necessary, for example - transition planning;
- Regularly seek the views of the school's behaviour management and procedures from pupils, parents/carers, staff and any other relevant stakeholders;
- Ensure that learning lessons from behaviour management systems (including low-level concerns) inform the school improvement plan.

5.7 The role of the behaviour governor

- 5.7.1 The Governor with responsibility for Behaviour and Attitudes is: **Father Daniel Seward.**
- 5.7.2 The role of the governor is to help ensure that behaviour management, policy is effective and not to carry out the work of the Behaviour lead. This means that it is not appropriate that decisions about individual cases should be reviewed by the behaviour governor. They must provide clear advice and guidance to the headteacher on which the school behaviour policy can be based.
- 5.7.3 This is particularly relevant in respect of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school.
- 5.7.4 The role is specifically around strategic issues to:
- Ensure that the allocation of funding and resources is sufficient to meet the current needs of the school, including those children who receive high needs funding;
 - Ensure the Trust governance self-assessment tool and governor link visit report demonstrates fully and accurately the arrangements in place and any action to progress areas of weakness or development in the school's management of behaviour;
 - Ensure that the governing body receives training to clarify their role in and to support their quality assurance of the systems in place and the schools responsibility to carry out Searching, screening and confiscation in line with DfE policy July 2022 and the Equality Act 2010;
 - Ensure that the governing body is aware of the City of York Council procedures and the need for the school to understand their role in effective multi-agency working;
 - [Behaviour and discipline in schools - Guidance for governing bodies.](#)

5.8 The role of parents

- 5.8.1 Parents and Carers are responsible for:
- Supporting their child in adhering to the pupil code of conduct;
 - Informing the school of any changes in circumstances that may affect their child's behaviour;
 - Supporting the school's behaviour policy and reinforce this at home;
 - Supporting the school in celebrating their child's successes;
 - Attend school events to help understand the behaviour policy;

- Discussing behavioural concerns with the class/form teacher promptly, informing the school of any agencies currently/will be working with their child and informing the school of any out of school successes that can be shared with the school and wider community;
- Supporting the school in attending any pastoral work following misbehaviour, including reintegration meetings, reviews of behaviour interventions.

5.8.2 When requested by the school, parents and carers should join school meetings to discuss their child's behaviour.

5.9 The role of pupils

5.9.1 Pupils should be made aware of the school behaviour standards, expectations, support and sanctions or consequences.

5.9.2 Pupil's views should be gathered at least annually and asked about their experience of behaviour and provide feedback to inform school improvement.

5.9.3 Provision should be made to support pupils new to school to ensure they understand the school's behaviour policy, culture and ethos. Support should be given for mid - year admissions.

6 School Systems and Social Norms

- The staff member must record in writing the concerns, discussions and decisions made on CPOMS. If a staff member does not have access to CPOMS they must discuss this with the Behaviour Lead;
- The Behaviour Lead must decide what action to take and whether to make a referral to external agencies;
- Where a child is to be suspended or excluded the headteacher must make this decision and follow the procedures in the NPCAT Exclusions policy and DfE guidance;
- If the child has a social worker or early help worker, the Designated Safeguarding Lead must contact the worker if the incident is significant to warrant this;
- The staff member must record all discussions, decisions made and concerns on CPOMS and the behaviour lead may need to address follow up actions;
- The Behaviour Lead must notify the SENDCo where the concern involves a child that has special educational needs, requires support with a medical condition, or

has disabilities that make them vulnerable and they can face additional safeguarding challenges, such as:

6.1 School Reporting Procedure

Responding to good behaviour

6.1.1 Within St. Wilfrid's Catholic Primary School, York, we recognise that the using positive recognition and rewards provide an opportunity for all staff to reinforce the school's culture, mission, Catholic ethos and values. Positive reinforcement and rewards are applied consistently, clearly and fairly to reinforce the school's expectations and norms of the school behaviour culture. Examples may include:

At St. Wilfrid's Catholic Primary School, York, we recognise that using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture, mission, ethos and values. Positive reinforcement and rewards are applied consistently, clearly and fairly to reinforce the school's expectations and norms of the school behaviour culture. Examples include:

Class Rewards

At St. Wilfrid's Catholic Primary School, York, each class together with the staff, design their own age-appropriate way of celebrating positive behaviour through both individual and class rewards, accumulating in a timely whole class reward.

Lunchtime Rewards

At lunchtime, pupils can collect stars and staff can nominate children to receive a 'St. Wilfrid's Star' recognition award.

Whole School

Each child belongs to one of our four teams (St. Joseph, St. Margaret Clitherow, St. Paulinus and St. John Henry Newman). They work as a house team to collect stars which are given for positive behaviour linked to our school rules and Mission Statement. Each half term the winning house is given a special reward, chosen by the Headteacher. Staff can nominate a pupil to receive a 'St. Wilfrid's Star' recognition award which is presented to them in a whole school.

If this behaviour is related to a child with special educational needs or disabilities (SEND) the SENCO (Catherine Quinn) may also be informed.

6.2 School Reporting Procedure

Our Whole School Expectations



Our whole school expectations are centred around care, forgive, listen and keeping trying. Each expectation is linked to a key piece of scripture:

★ Care – Jesus Cares for the Sick (Luke 4:40)

★ Forgive – Zacchaeus (Luke 19:1-10)

★ Listen – Mary and Martha (Luke 10: 38-42)

★ Keep Trying – (John 21:4)

These key expectations are explained through 5 key statements with a tailored set of statements for Early Years and Key Stage 1 and Key Stage 2.

Responding to misbehaviour

- 6.2.1 The school behaviour policy offers the guidance staff should use in responding to misbehaviour. They should respond predictably, promptly and assertively. The first priority is to ensure the safety of all pupils and restore a calm, safe and orderly environment. Misbehaviour should always be dealt with in a fair, proportionate and consistent manner in order that pupils know with certainty that misbehaviour will always be addressed. These procedures aim to prevent the recurrence of any misbehaviour.

Strategies to support this may include:

- a) Deterrence: sanctions can be effective deterrents;
- b) Protection: keeping pupils safe is a legal duty of staff;
- c) Improvement: Pupils should be supported to understand and follow the rules.

If this behaviour is related to a child with SEN or Disabilities the SENCO (Catherine Quinn) must also be informed.

6.3 School Reporting Procedure

Acceptable forms of sanction

- 6.3.1 When considering whether a sanction is reasonable, it must be considered if it is proportionate in the circumstances of the misbehaviour; consider any circumstances related to SEND, religious requirements and take into account the well-being and mental health of the child.

Sanctions we use at St. Wilfrid's Catholic Primary School, York, are:

At St. Wilfrid's Catholic Primary School, York, all staff apply a consistent and fair response to dealing with inappropriate behaviour through following the steps and sanctions below:

- **Positive Reminder**

If a child is failing to follow the school rules, a positive reminder will be given using the child's name, such as, 'I can see you are finding it hard to listen this morning. If this happens again, I will need to speak to your class teacher'. This must be followed by a behavioural reminder which refers positively to the school rule e.g.: 'We listen carefully to adults in school'.

- **Warning**

If a child is failing to follow the school rules, a warning will be given, such as, 'I can see you are finding it hard to listen this morning. This is your first warning'. This must be followed by a behavioural reminder which refers positively to the school rule e.g.: 'We listen carefully to adults in school'.

After a second warning, if a child continues to make the wrong choice, it is the responsibility of the class teacher to deal with this behaviour. The class teacher will then speak to the child at playtime using questioning techniques to support the child in moving forward positively.

- **Referral to Senior Leader**

After a positive reminder and two warnings from the class teacher, a decision will be made to refer this to a Senior or Phase Leader. The class teacher must discuss this with the Senior or Phase Leader before the child is asked to speak to this member of staff. The Senior Leader or Phase Leader will then speak to the child at playtime and using a reflection activity to support the child in moving forward positively. After the above stages have been followed, pupils who continue to make the wrong choice will be asked to see the Headteacher. As a school we show zero tolerance towards any kind of violent, abusive or aggressive behaviour. Behaviour of this kind will be reported immediately to the Headteacher and the other stages will not be followed.

If this behaviour is related to a child with SEN or Disabilities the SENCO (Catherine Quinn) must also be informed.

Actions and procedures for dealing with more serious breaches of this policy:

- Close liaison with Parents/Carers.
- A letter and/or phone call by the Headteacher or Senior Leader to parents informing them of the incident.
- Close liaison with SENDCO (Catherine Quinn) and Parents/Carers.
- A Positive Behaviour Support Plan to be formulated in consultation with parents, class teacher, SENDCO, child and external support completion of a risk assessment.
- Bespoke social and emotional skills programmes
- Suspension;
- In most serious circumstances, permanent exclusion.

6.4 School Reporting Procedure

Responding to the behaviour of pupils with Special Educational Needs or Disability (SEND)

6.4.1 At St. Wilfrid's Primary School, York, we consider carefully whether a pupil's SEND need has contributed to the misbehaviour and whether it is appropriate and lawful to sanction the pupils. Reference is made to the Equality Act 2010 and schools' guidance.

Reasonable adjustments to support a child with SEND may include:

- Careful consideration to the child Pupil's Passport to ensure the needs of the child are fully understood and followed within the current context.
- If this behaviour is related to a child with SEN or Disabilities the SENCO (Catherine Quinn) must also be informed with appropriate support.

6.5 School Reporting Procedure

Supporting pupils following a sanction

6.5.1 At St. Wilfrid's Catholic Primary School, York, pupils will always be supported to understand how to improve their behaviour and meet the expectations of St. Wilfrid's Catholic Primary School, York.

These may include:

- E.g. targeted discussion;
- Phone call to parents / virtual head of school for LAC;
- Discussion with other staff members;
- Support for behaviour management.

If this behaviour is related to a child with SEN or Disabilities the SENCO (Catherine Quinn) must also be informed of this support.

7 Monitoring and Evaluation of School Behaviour

7.1 There are two main types of behaviours in school (in class and out of class) these need to be recorded so that data can be gathered to help school leaders

implement effective strategies and make the necessary reasonable adjustments for pupils. This will help to intervene across key stages and help with smooth transitions to other settings.

- 7.2 At St. Wilfrid's Catholic Primary School, York, CPOMS is used to record all components of behaviour in school. This includes logging behaviour incidents for aggressive incidents, racist, homophobic language, internal exclusion from class.
- 7.3 At St. Wilfrid's Catholic Primary School, York, behaviour is monitored and analysed by the Headteacher, the Senior Leadership Team and any appropriate Phase Leaders.
- 7.4 The data to be analysed include:
- Behaviour incident data;
 - Incidence of removal from the classroom internal inclusion;
 - Attendance;
 - Permanent exclusion and suspension data;
 - Managed moves;
 - Pupils attending alternative provision / pupil support units;
 - Incidents of searching, screening and confiscation;
 - Staff voice, pupil voice, parents voice and any stakeholders on their perceptions and experiences of the school behaviour culture.
- 7.5 Data is analysed according to the context of each school and will be analysed at school level, group level and individual pupil level. Leaders will drill down to identify factors contributing to behaviour to provide appropriate support.
- 7.6 Data will also be analysed according to pupil groups and data by protected characteristics and use these findings to inform school improvement planning, policy and practice and to ensure the [insert school name] meets its duties under the Equality Act 2010.

8 Behaviour concerns requiring additional guidance

- 8.1 All staff should have an awareness of safeguarding issues linked to changes in behaviour that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

8.1.1 Searching, screening and confiscation

- Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff;
- Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil is in possession of items such as: knives and weapons; alcohol; illegal drugs; stolen items. If a pupil refuses to cooperate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly, seeking the advice of the headteacher or designated safeguarding lead (or deputy/learning lead);
- School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties;
- The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully;
- Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

This policy references DFE: Searching, Screening and Confiscation Advice for schools July 2022

8.1.2 The following items are banned at St. Wilfrid's Catholic Primary School, York:

Pupils should only bring in a very small number of items from home, therefore all other items are banned at St. Wilfrid's Catholic Primary School, York. Items allowed to be brought into school:

- A small bag which contains their reading book, homework and/or school letters.
- Pack lunch bag and snack.
- PE/sports kits in a drawstring bag or small rucksack, which will fit easily on to their peg.
- A water bottle labelled with your child's name.
- Any other items which the Headteacher (Helen Keith) has given clear consent to be in school every day.

Pencil cases, toys, stickers and cards must not be brought into school. Souvenirs and achievements to be shown during 'show and tell' must added to the learning platform 'Seesaw' or 'Tapestry', which will then be shown to the class.

8.2 Use of Restrictive interventions, including reasonable force and Use of seclusion

8.2.1 All staff should be familiar with the Department for Education guidance: 'Restrictive interventions, including use of reasonable force in schools' (April 2026) and apply its principles when responding to incidents requiring physical intervention. Staff should also refer to the NPCAT Restrictive Physical Intervention Policy for more details.

- Any use of reasonable force must be lawful, necessary and proportionate to the circumstances. Staff must use the minimum force required for the shortest time necessary to reduce the identified risk.
- Reasonable force may only be used where it is necessary to prevent a pupil from causing injury to themselves or others, causing serious damage to property, or causing serious disruption that places the safety or welfare of others at risk.
- Physical intervention must always be a last resort. Staff should use positive behaviour strategies, communication and de-escalation techniques wherever possible before considering any restrictive intervention. Throughout any incident, staff should remain calm, continue to communicate with the pupil where appropriate, and reduce or end the intervention as soon as it is safe to do so.
- Staff who are identified as being more likely to encounter situations requiring restrictive intervention will receive appropriate training and support. Following any significant use of reasonable force, the incident must be recorded, reviewed and reported in accordance with school procedures and legal requirements.

8.2.2 Application of Reasonable Force

Any use of reasonable force must be necessary, proportionate and based on the individual circumstances of the incident. Staff should take account of the pupil's age, understanding, SEND, disabilities, medical needs and any agreed behaviour or risk management plans.

This section should be read alongside the Department for Education guidance: Restrictive interventions, including use of reasonable force in schools (April 2026) and the NPCAT Restrictive Physical Intervention Policy

8.2.3 Use of Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

All instances when seclusion is used must be recorded and reported to parents by law. Further details can be found by reading Department for Education guidance: Restrictive interventions, including use of reasonable force in schools (April 2026) and the NPCAT Restrictive Physical Intervention Policy

8.3 Suspensions and permanent exclusions

- 8.3.1 The behaviour lead/ headteacher may arrange a full day in the removal from class. If a pupil is still unwilling to cooperate, causes further disruption and/or is disobedient the Headteacher will have no alternative but to issue a suspension as all alternative sanctions have been exhausted. This must be recorded and Local Authority & NPCAT procedures followed.
- 8.3.2 All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.
- 8.3.3 Headteachers are responsible for using their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion should be in line with Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'. July 2026

8.4 Behaviour outside school premises

- 8.4.1 Schools have the power to sanction pupils for misbehaviour outside of the school premises as is reasonable.
- 8.4.2 Where non- criminal poor behaviour [suspected criminal behaviour](#) and bullying occurs off the school premises or online which is witnessed by a staff member or reported to the school the school will take the following actions:

8.4.3 At St. Wilfrid's Catholic Primary School, York, conduct outside the school premises and online conduct may include:

- School educational visit or related activity;
- Travelling to and from school;
- When wearing school uniform;
- Any way which identifies the child with the school;
- Any actions which may have repercussions for the school;
- Actions which pose a threat to another pupil; or
- Actions which could adversely affect the reputation of the school.

The child's behaviour will be addressed on the school premises by a member of staff in line with this agreed policy. If a child's reported or witnessed misbehaviour outside school is criminal behaviour, this will be referred to the police.

8.5 Child on child sexual violence and sexual harassment

8.5.1 At St. Wilfrid's Catholic Primary School, York, guidance from KCSIE (Part 5) is followed following any report of child-on-child sexual violence or sexual harassment offline or online and safeguarding procedures as outlined in the St. Wilfrid's Catholic Primary School, York, NPCAT Safeguarding and Child Protection Policy.

8.5.2 Schools should refer to the [Respectful School Communities: Self Review and Signposting Tool - Educate Against Hate](#) for advice and guidance.

8.6 Behaviour incidents online

8.6.1 At St. Wilfrid's Catholic Primary School, York, we are clear that the same standard of behaviour is expected online as offline and that everyone is treated with kindness, respect and dignity.

8.6.2 At St. Wilfrid's Catholic Primary School, York, online behaviour may include:

- Bullying;
- Use of inappropriate language;
- Soliciting and sharing of nude images and videos.

8.6.3 Where appropriate these incidents should be referred to St. Wilfrid's Catholic Primary School, York, DSL (Helen Keith) or DDSL (Lisa Hargreaves, Gemma Thomas or Catherine Quinn),

8.7 Parental responsibility

- 8.7.1 At St. Wilfrid's Catholic Primary School, York, we recognise that parents are responsible for online behaviour incidents outside the school day and off the school premises, however we recognise that this can affect the school culture and will sanction pupils to ensure their behaviour online does not adversely affect the school or cause harm to another pupil.

8.8 Mobile phones

The school's approach to mobile phones and smart devices is in accordance with the Department for Education's Mobile phones in schools' guidance 2026 .

Our school is a mobile phone-free environment throughout the school day. This includes before lessons, during lessons, breaktimes and lunchtime.

Mobile phones and smart devices (including smart watches or any device that can send messages, access the internet, or record audio/video) must not be used by pupils during the school day.

Expectations

Pupils should not bring mobile phones into school, unless agreed in advance with the school.

Where a pupil brings a phone for safety reasons (e.g. travel to and from school), it must be handed in or stored safely in line with school procedures and not accessed during the day.

If a pupil breaches the policy, appropriate sanctions will be applied in line with the school's behaviour policy.

Primary pupils are generally prohibited from using personal mobile phones or smart devices on school grounds. Any devices brought to school for emergency safety during journeys must be handed to staff immediately upon arrival.

In accordance with statutory powers, Headteachers and authorised staff reserve the right to search for and confiscate mobile phones or smart devices that are brought onto school grounds or used inappropriately.

However, in compliance with the Equality Act 2010 and the Children and Families Act 2014, the school will make controlled, reasonable adjustments and flexible arrangements for specific pupils who require access to a device for essential

medical monitoring (such as continuous glucose tracking), special educational needs, or exceptional individual circumstances.

8.9 Suspected criminal behaviour

- 8.9.1 At St. Wilfrid's Catholic Primary School, York, where criminal behaviour is suspected the headteacher, behaviour lead and staff member will make an assessment upon whether this should be reported to the police and the fully documented investigation should be logged on CPOMS. Advice and guidance from the schools safeguarding partner should also be sought.
- 8.9.2 St. Wilfrid's Catholic Primary School, York, behaviour policy will be followed to implement any sanctions, ensuring this does not interfere with police action.
- 8.9.3 A safer referral would also be made and reported to the DSL Helen Keith.

9 Pupil transition

9.1 Preventing recurrence of misbehaviour

- 9.1.1 At St. Wilfrid's Catholic Primary School, York, we recognise the need to have a range of initial intervention strategies to help pupils manage their behaviour. St. Wilfrid's Catholic Primary School, York, pupils will be supported by the Senior Leadership Team, ELSA's and any other appropriate staff.

The following systems are in place to support children:

- At the beginning of each term, and when appropriate, whole class revision of school mission, values and rules.
- Weekly celebration of positive behaviour and reminder of school mission, values and rules.
- Close liaison with Parents/Carers.
- A 'Positive Behaviour Support Plan' to be formulated in consultation with parents, class teacher, SENDco (Catherine Quinn), child and external support completion of a risk assessment.
- Bespoke social and emotional skills programmes.
- Mentoring and coaching.
- Home /school achievement book.
- Staff receive termly CPD in-relation to behaviour and attitudes.

- 9.1.2 Where children require an additional level of support, are persistently

misbehaving, their behaviour is not improving following low - level sanctions or there is a sudden change in behaviour the following interventions may also be used:

- Examples may include:
- Engagement with parents;
- Long term behaviour plans;
- Pupil support units;
- Timetable variations;
- External agencies e.g CAMHS, The Link;
- Anger management support;
- SEMH support;
- Police intervention support.

9.1.3 At St. Wilfrid's Catholic Primary School, York, a discussion will also be held with the school SENDCo (Catherine Quinn) to assess whether appropriate provision is in place and a graduated response to review the needs of the pupil and support being provided.

9.1.4 If the pupil has an EHCP, early contact with City of York Council will be made and where appropriate an early review of the plan made.

9.1.5 If there are serious concerns about a pupil's behaviour, leaders and the DSL will consider a multi agency assessment such as early help or statutory assessment.

9.2 Pupil Support units

9.2.1 A pupil support unit is a planned intervention used to improve school behaviour and maintain learning, with the goal being to integrate pupils back into mainstream lessons.

9.2.2 At St. Wilfrid's Catholic Primary School, York, we follow our Part- time Provision procedures document.

9.3 Reintegration

9.3.1 Following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or a suspension, the following strategies will be used to support successful reintegration back into the classroom.

- Reintegration meetings with school, parents and pupils.

- Support from other agencies via the City of York Specialist Teaching Team and other appropriate agencies
- Support needed for the pupil.

10 Legislation

- [Behaviour in schools - advice for headteachers and school staff Feb 2024](#)
This publication provides advice to schools on behaviour in schools and the related legal duties of headteachers, and members of staff. It includes guidance on support for pupils to behave well and the powers of staff when responding to misbehaviour.
- [Children Act 1989](#) provides the section 17 duty to safeguard and promote the welfare of children who are in need and provides the section 47 duty to investigate whether a child is at risk of serious harm.
- [Local Government Act 2000](#) establishes effective joint working across local authority sectors.
- [The Education Act 2002](#), [The Education \(Independent School Standards\) Regulations 2014](#) (including Academies/Free Schools) [The Education \(Non-Maintained Special Schools\) \(England\) Regulations 2011](#) sets out the standards for safeguarding functions for children and young people in all settings, which schools have a statutory duty to ensure that they meet.
- [The Children Act 2004](#) established under section 11 a duty for partner agencies to participate with the local authority in a range of safeguarding and child protection provisions.
- [Children and Families Act 2014](#) (Part 3: Children and young people with special educational needs (SEN) and disabilities) gives vulnerable children greater protection, paying special attention to those with additional needs, and also helping parents and the family as a whole.
- [Restrictive Interventions, including Use of Reasonable Force in Schools April 2026](#)
- [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement \(effective from 26 July 2026\)](#)
- [Arranging Alternative Provision – A Guide for Local Authorities and Schools \(February 2025\)](#)
- [Working Together to Safeguard Children 2026](#)
- [Mobile Phones in Schools June 2026](#)
- [Teachers' Standards \(Guidance for school leaders, school staff and governing bodies\)](#)
- [Education and Inspections Act 2006](#)

11 Related Policies

- NPCAT SEND Policy

- NPCAT Exclusions policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Health & Safety Policy
- Risk Management Policy
- Confidential Reporting (Whistleblowing Policy)
- Conduct of Staff
- Induction of New Staff Policy
- NPCAT GDPR (General Data Protection Regulation) Policy
- ICT Systems Acceptable Use Policy
- Social Media Policy
- Digital Imaging Policy
- Anti Bullying Policy

12 Related Procedures

- Remote Education (Online Learning) Primary Protocol
- NPCAT GDPR (General Data Protection Regulation) Procedures
- ICT Systems Acceptable Use Procedures
- Procedures for Positive Handling
- Child Protection Online Management System (CPOMS) Procedures

13 Supporting Information / Websites

- [Keeping children safe in education 2026](#) Statutory guidance for schools and colleges.
- [Working Together to Safeguard Children](#) A guide to inter-agency working to safeguard and promote the welfare of children.
- [Promoting the education of looked-after children and previously looked-after children](#) Statutory guidance for local authorities.
- [Revised Prevent duty guidance: for England and Wales](#) Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.
- [Educate Against Hate - Prevent Radicalisation & Extremism](#) is a government website designed to support school teachers and leaders to help them safeguard their pupils from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.
- [Sharing nudes and semi-nudes: how to respond to an incident \(overview\)](#) This page provides a brief overview for frontline staff of how to respond to incidents where nudes and semi-nudes have been shared.

- [Upskirting: know your rights](#) Find out about upskirting and why the law has changed.
- [National Crime Agency – County Lines](#) Leading the UK's fight to cut serious and organised crime.
- [Working together to improve school attendance - GOV.UK](#) Guidance for maintained schools, academies, independent schools, and local authorities.
- [Use of reasonable force in schools](#) Guidance about the use of physical restraint in schools for governing bodies, headteachers and school staff.
- [Promoting and supporting mental health and wellbeing in schools and colleges](#) Find out what help you can get to develop a whole school or college approach to mental health and wellbeing.
- [National Professional Qualification \(NPQ\): Leading Behaviour and Culture Framework](#) This publication provides guidance from the Department for Education (DfE). It sets out the knowledge, skills and behaviours that will be developed by teachers when they participate in the National Professional Qualification for Leading Behaviour and Culture (NPQLBC).
- [Teachers' Standards \(Guidance for school leaders, school staff and governing bodies\)](#) These are the Teachers' Standards for use in schools in England from September 2012. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS).
- [Mental health and behaviour in schools - GOV.UK](#) This advice is for all school staff working to support children. This includes school leadership, governing bodies, primary and secondary school teachers, pastoral leaders, Special Educational Needs Coordinators, mental health leads, designated safeguarding leads and designated teachers for looked after children.
- [When to call the police](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\) - GOV.UK](#)
- [Alternative Provision Statutory Guidance for Local Authorities January 2013](#) This is advice from the Department for Education on statutory duties and powers concerning the use of alternative provision.

14 Contacts

For advice on the content of this policy, please contact:

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Table of substantive changes

(additions shown in italics)

Summary	Behaviour Policy
Policy Statement	
Proposed changes from	

consultation for September 2025 in the use of reasonable force. Use of reasonable force and other restrictive interventions guidance - GOV.UK DfE consultations	The revised guidance explains a new statutory duty for schools to record and report to parents every significant incident involving the use of force on a pupil, effective from September 2025. 1 The guidance emphasises safeguarding pupils and staff by supporting staff to assess whether the use of force or other restrictive intervention is reasonable and ensuring there is a focus on prevention, de-escalation and protecting children's welfare. The guidance also offers specific support for staff who work with children with special educational needs and disabilities (SEND).
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Summary	St Wilfrid's Catholic Primary School, York Behaviour Procedures
Section 8.2 Use of Reasonable Force	<i>Leaders to update guidance following updates from DfE in September 2025 (awaiting publication) which</i> Use of reasonable force and other restrictive interventions in schools' guidance, including whether it adequately supports schools to: • Meet the new statutory requirement to record every significant incident of use of force and report these incidents to the parents of the pupils involved, effective from September 2025. • Proactively minimise the need to use reasonable force and other restrictive interventions through prevention, de-escalation and data analysis to support improvement planning. • Support staff to understand when and how to use force or other restrictive interventions safely and lawfully. • Support staff who work with pupils with SEND. • Support staff to meet their safeguarding duties towards pupils and other staff
Section 8.9 Use of mobile phones 25/1/26	Schools can have a separate mobile phone policy and therefore should insert their mobile phone policy in line with guidance in Behaviour in Schools Feb 2024 Or alternatively add the following information within these procedures: Our school is a mobile phone-free environment throughout the school day. This includes before lessons, during lessons, breaktimes and lunchtime. Mobile phones and smart devices (including smart watches or any device that can send messages, access the internet, or record audio/video) must not be used by pupils during the school day.

	Expectations Pupils should not bring mobile phones into school, unless agreed in advance with the school. Where a pupil brings a phone for safety reasons (e.g. travel to and from school), it must be handed in or stored safely in line with school procedures and not accessed during the day. If a pupil breaches the policy, appropriate sanctions will be applied in line with the school's behaviour policy.
Section 8.2	Para. 8.2 replace with highlighted green
Section 8.2 Use of Restrictive interventions, including reasonable force and Use of seclusion	Updated guidance following Department for Education advice 'Restrictive interventions, including use of reasonable force in schools' (April 2026) and reference to the NPCAT Restrictive Physical Intervention Policy.
Section 8.9 Mobile phones	Added policy details regarding mobile phone-free environment and reasonable adjustments under the Equality Act 2010 and Children and Families Act 2014 for medical monitoring or SEND needs.



Appendix 1

Further guidance and protocol for supporting positive behaviour at St. Wilfrid's Catholic Primary School, York

At St. Wilfrid's Catholic Primary School, York, we believe high expectations, trusting relationships and appropriate support lead to excellent behaviour and attitudes which is echoed in our school mission statement. We believe that good behaviour is the key foundation to enable pupils to thrive with their long-term outcomes and positively impacts on life chances for all. Through a positive school culture, all pupils and staff feel like they belong and are safe at school. All adults understand behaviour is a way of communicating and that poor behaviour is a result of an unmet need.



St. Wilfrid's Catholic Primary School aims:

- To create a culture of outstanding behaviour, including tolerance, respect, courtesy and good manners.
- To positively encourage pupils to behave in a responsible manner, both to themselves and others, including online behaviour.

- To promote self-discipline and the skills necessary to form good relationships, in-order for pupils to make the right choices for themselves.
- To develop and nurture pupils' emotional intelligence, sense of responsibility and their spiritual, moral, social and cultural knowledge and awareness.
- To address inappropriate behaviour effectively and consistently.
- To ensure that all pupils feel safe in school and for all staff to deal effectively when addressing pupils' concerns and worries.
- To ensure that excellent behaviour is a minimum expectation for all.

A Whole School Approach to Behaviour

At St. Wilfrid's we ensure a consistent and fair implementation of the measures outlined in this behaviour policy. This is central to an effective whole school approach to behaviour. We offer a consistent implementation to help create a predictable environment for all. Some pupils may require additional support to meet a school's behaviour expectations. This support is given consistently and predictably, applied fairly and only where necessary. By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at St. Wilfrid's, pupils' behaviour is managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

Our Whole School Expectations



Our whole school expectations are centred around care, forgive, listen and keeping trying. Each expectation is linked to a key piece of scripture:

★ Care – Jesus Cares for the Sick (Luke 4:40)
★

Forgive – Zacchaeus (Luke 19:1-10)



Listen – Mary and Martha (Luke 10: 38-42)



Keep Trying – (John 21:4)

These key expectations are explained through 5 key statements with a tailored set of statements for Early Years and Key Stage 1 and Key Stage 2.

Roles and Responsibilities

The role of school leaders at St. Wilfrid's:

- Be a visible presence around the school site.
- Routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and environment where everyone feels safe and supported.
- Play a crucial part in ensuring that all staff understand the behavioural expectations within school.
- Ensure that all new staff understand the behavioural expectations and the importance of maintaining them.
- Create a culture whereby staff understand rules and routines and how best to support all pupils to participate in creating the culture of the school.
- Ensure staff induction includes training on behaviour including the current research and evidence.
- Ensure that the staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.
- Ensure there is ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams. This can help to inform effective implementation, and even design, of behaviour policies – making links to whole school approaches to mental health and wellbeing as set out in the Mental health and behaviour in schools guidance.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations. Regularly share good practice.

The Role of all Staff

- Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- Staff should uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- Staff should also support pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

- All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Staff should provide a clear example and model to pupils by upholding the school rules and expectations.
- Meet and greet their class every morning to support all pupils' social and emotional wellbeing.
- To build positive, caring relationships with every pupil so that they feel valued, understood, safe and cared for.
- To be aware of any home circumstances which may affect a child's school life, health, safety or wellbeing.
- To build and maintain positive relationships with parents and carers.
- Ensure that school systems and structures are followed consistently and that pupils are treated fairly.
- To investigate behaviour incidents rigorously and ensure closure on all incidents.
- For every child to receive regular verbal praise and positive feedback.
- To deal with incidents which occur outside school in an appropriate manner and inform the Senior Leadership Team.
- To maintain a safe, organised and stimulating learning environment where pupils have access to resources that support their learning.
- To model and teach emotional literacy to help pupils interact positively and deal with issues through PSHE lessons.
- To ensure QUALITY FIRST TEACHING every day, with lessons that are well planned and resourced so that they challenge and inspire all learners and meet their needs.
- Be an emotionally available adult for all children.

The Role of Pupils:

- All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.
- To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support and consequence processes.
- Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture.
- Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.
- Every pupil should be supported to achieve the behaviour standards, including a process that familiarises them with the school's behaviour culture.
- Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals.

The Role of Parents:

- The role of parents is crucial in helping schools develop and maintain good behaviour. Parents will:

- Support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.
- Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.
- Where a parent has a concern about the management of behaviour, they should raise this directly with the school, while continuing to work in partnership with them.
- The school should reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour.
- Have regular discussions with the class teacher and other appropriate school staff about their child's wellbeing.
- Attend parents' evenings and activities that support their child's learning.

Promoting & Rewarding Positive Behaviour

We believe that excellent behaviour and attitudes to learning are achieved through positive reinforcement.

Class Rewards

At St. Wilfrid's each class together with the staff, design their own age-appropriate way of celebrating positive behaviour through both individual and class rewards, accumulating in a timely whole class reward.

Lunchtime Rewards

At lunchtime, pupils can collect crystals and staff can nominate children to receive a 'St. Wilfrid's Star' recognition award.

Whole School

Each child belongs to one of our four teams (St. Joseph, St. Margaret Clitherow, St. Paulinus and St. John Henry Newman). They work as a house team to collect stars which are given for positive behaviour linked to our school rules and Mission Statement. Each half term the winning house is given a special reward, chosen by the Headteacher. Staff can nominate a pupil to receive a 'St. Wilfrid's Star' recognition award which is presented to them in a whole school.

Responding and Addressing Inappropriate Behaviour

At St. Wilfrid's all staff apply a consistent and fair response to dealing with inappropriate behaviour through following the steps below:

1. Positive Reminder

If a child is failing to follow the school rules, a positive reminder will be given using the child's name, such as, 'I can see you are finding it hard to listen this morning. If this happens again, I will need to speak to your class teacher'. This must be followed by a behavioural reminder which refers positively to the school rule e.g.: 'We listen carefully to adults in school'.

2. Two Warnings

If a child is failing to follow the school rules, a warning will be given, such as, 'I can see you are finding it hard to listen this morning. This is your first warning'. This must be followed by a behavioural reminder which refers positively to the school rule e.g.: 'We listen carefully to adults in school'.

After a second warning, if a child continues to make the wrong choice, it is the responsibility of the class teacher to deal with this behaviour. The class teacher will then speak to the child at playtime using questioning techniques to support the child in moving forward positively.

3. Referral to Senior Leader

After a positive reminder and two warnings from the class teacher, a decision will be made to refer this to a Senior Leader. The class teacher must discuss this with the Senior Leader before the child is asked to speak to this member of staff. The Senior Leader will then speak to the child at playtime and using a reflection activity to support the child in moving forward positively. After the above stages have been followed, pupils who continue to make the wrong choice will be asked to see the Headteacher. As a school we show zero tolerance towards any kind of violent, abusive or aggressive behaviour. Behaviour of this kind will be reported immediately to the Headteacher and the other stages will not be followed.