



Behaviour Policy

Catcliffe Primary School

Growing Together Through Every Season

To inspire, we aspire
To lead, we are responsible
To understand, we embrace diversity

L	E	A	R	N	E	R
Listen	Empathy	Attitude	Respect	Neat	Effort	Ready

Updated September 2026

Headteacher: Mrs J Singh

Next review: September 2027

MONITORING AND REVIEW

This policy sets out Catcliffe Primary School's approach to promoting positive behaviour, teaching the habits of successful learners and responding consistently when behaviour falls below expectations.

The policy is reviewed annually by the school and the Board of Trustees of The LEARNERS' Trust. All staff are required to familiarise themselves with the policy and associated procedures as part of induction and ongoing professional development.

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1. STATEMENT OF INTENT

Schools within The LEARNERS' Trust believe that, in order to facilitate teaching and learning, positive behaviour must be explicitly taught, modelled, recognised and supported in all aspects of school life.

At Catcliffe, behaviour is understood as part of learning. Our approach is rooted in high expectations, strong relationships, restorative practice and the belief that learners should be taught how to make increasingly independent and thoughtful choices.

- Promote positive learning behaviour, self-discipline and positive relationships based on mutual respect.
- Create a safe environment free from disruption, violence, discrimination, bullying and harassment.
- Ensure equality, fair treatment and appropriate reasonable adjustments for learners with SEND or additional needs.
- Use praise, encouragement and recognition to make successful behaviour visible.
- Challenge behaviour that harms learning, safety or relationships, while teaching learners how to repair and improve.
- Build positive relationships with parents and carers and involve them when additional support is required.
- Use the revised LEARNER Code as the shared language for learning, behaviour and personal development across classrooms, corridors, social times and wider school life.
- Promote a culture in which aspiration, responsibility and diversity are lived through everyday actions.

2. LEGAL FRAMEWORK

This policy has due regard to relevant legislation and statutory guidance, including:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- DfE – Behaviour in schools: advice for headteachers and school staff (2024)
- DfE – Keeping children safe in education (2026)
- DfE – Searching, screening and confiscation: guidance for schools (2023)
- DfE – Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)
- DfE – Restrictive interventions, including the use of reasonable force, in schools (April 2026)
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- DfE – SEND code of practice: 0 to 25 years (2015)
- DfE – Mental health and behaviour in schools (2018)
- DfE – Mobile phones in schools (statutory guidance, 2026)

This policy should be read alongside the school's safeguarding, SEND, anti-bullying, suspension and exclusion, physical intervention/restrictive intervention, complaints, searching/screening/confiscation and personal electronic devices policies.

3. ROLES AND RESPONSIBILITIES

Trustees

- Have overall responsibility for the policy framework and ensuring that school procedures are lawful, fair and non-discriminatory.
- Provide appropriate challenge and oversight through monitoring arrangements.

Headteacher

- Leads implementation, monitoring and review of the policy.
- Establishes high expectations and ensures that behaviour systems are understood and applied consistently.
- Determines school rules and disciplinary measures within the legal framework.
- Ensures the policy is communicated to staff, learners and parents/carers and is published appropriately.
- Ensures behaviour data and individual needs, including SEMH and SEND, inform support and intervention.

All staff

- Teach, model and reinforce the LEARNER Code and explicit school routines.
- All staff at Catcliffe Primary School are Team Teach trained.
- Use precise, calm and consistent language when praising, redirecting and correcting behaviour.
- Build supportive, respectful and trustworthy relationships.
- Respond to disruption proportionately and restore acceptable standards of behaviour.
- Record significant incidents accurately on CPOMS and communicate with parents/carers when required.
- Plan and review support with the SENCO, Learning Mentor, parents/carers and the learner where appropriate.

Learners

- Take increasing responsibility for their choices, learning and relationships.
- Follow the LEARNER Code and school routines, with appropriate support and reasonable adjustments.
- Report behaviour that makes them or others feel unsafe.
- Take part in reflection, repair and restorative conversations when needed.

Parents and carers

- Support the school's high expectations and reinforce respectful conduct.
- Share relevant information that may affect behaviour, wellbeing or readiness to learn.
- Work with the school where additional support or intervention is needed.

4. THE LEARNER CODE AND SCHOOL EXPECTATIONS

The LEARNER Code is Catcliffe's shared language for successful learning, behaviour and personal development. It names seven habits that are explicitly taught, practised and developed:

Strand	Habit	What it develops
L – Listen	Attention and response	Giving attention, responding thoughtfully and using what we hear to develop thinking.
E – Empathy	Understanding feelings and perspectives	Recognising feelings, considering different perspectives and supporting repair.
A – Attitude	Positive response to challenge	Curiosity, resilience, learning from mistakes and trying different approaches.
R – Respect	Kindness, fairness and inclusion	Kind words and actions, respectful disagreement, fairness and inclusion.
N – Neat	Care for presentation and environment	Safe movement, appropriate LEARNER voice, organisation, presentation and care of resources.
E – Effort	Perseverance and improvement	Trying hard, acting on feedback, setting goals and sustaining effort.
R – Ready	Organisation and learning routines	Being in the right place, managing resources and developing effective learning habits.

Progression from Rainbow to Gold

Level	Overall progression
Rainbow	I recognise and follow clear routines.
Bronze	I act independently and make positive choices.
Silver	I reflect, adapt and take greater responsibility.
Gold	I apply the habit thoughtfully and positively influence others.

5. TEACHING BEHAVIOUR AND STAFF CONSISTENCY

The LEARNER Code must be explicitly taught. Display alone will not create the habits we want learners to develop. Adults should use a common cycle:

Introduce	Unpack one statement using real examples from school life.
Model	Show what the behaviour looks and sounds like, including useful examples.
Practise	Rehearse routines and responses in the places where learners will use them.
Notice	Name the strand and the observed behaviour when giving precise praise or feedback.
Reflect	Help learners identify evidence and choose a realistic next step.

Pupil induction and re-induction

Behaviour expectations are taught rather than assumed. New starters, learners joining the school during the year and learners returning after a suspension, extended absence or significant behaviour intervention will receive appropriate induction or re-induction into the LEARNER Code, school routines and key expectations.

Staff will revisit and rehearse expectations in the relevant settings, check understanding and make reasonable adjustments where needed. Reintegration will focus on a successful return to learning, relationships and routines.

Consistent adult practice

- Use the exact language of the Code in lessons, transitions and social times.
- Describe the behaviour observed rather than making global judgements about the learner.
- Ask learners for evidence before agreeing a level or next step.
- Use the Code to support reflection, feedback and repair, not simply as a sanction.
- Adjust teaching, communication and support so that every learner can understand and demonstrate the habits.
- Use calm, predictable routines and follow through on reasonable consequences.

Mobile phones and personal electronic devices

Catcliffe Primary School operates a mobile-phone-free school day. Learners must not use mobile phones or other personal smart devices during lessons, transitions, breaktimes or lunchtime.

Where a learner brings a mobile phone to school, it must be handed to the class teacher or school office for safekeeping in line with school arrangements and must remain unused until the learner leaves the school site. The school accepts no responsibility for loss or damage to personal devices brought onto the premises.

Individual exceptions may be agreed by the headteacher where a phone or device is required because of a learner's medical need, disability, SEND or other exceptional circumstance. Any exception will be clearly defined and reviewed as appropriate. Breaches will be addressed through proportionate consequences consistent with this policy and the school's Personal Electronic Devices Policy.

6. REWARDING POSITIVE BEHAVIOUR

The school recognises and celebrates positive behaviour, learning habits and contribution to the school community. Recognition should be specific so that learners understand exactly what they have done successfully.

- Precise verbal praise linked to a LEARNER strand or statement.
- LEARNER progression recognition where a learner shows sustained evidence over time.
- Leading LEARNER awards presented in celebration assembly.
- Headteacher recognition and certificates.
- CAT Tokens for learning progress, strong thinking and curriculum achievement. CAT Tokens are not a behaviour sanction/reward currency.
- Class and whole school recognition, including end of term LEARNER Day celebrations.

Movement through Rainbow, Bronze, Silver and Gold should reflect sustained development. The levels are not removed as a punishment for a single incident; behaviour incidents are addressed through the response and restorative systems set out below.

7. RESPONDING TO BEHAVIOUR THAT FALLS BELOW EXPECTATIONS

Staff should respond early, calmly and proportionately. The aim is to stop disruption, protect learning and safety, and help the learner understand what needs to change.

1. Reminder / encouraging warning – name the expected behaviour and relevant LEARNER strand.
2. Second warning – restate the expectation, give time to reset and make the likely consequence clear.
3. Logical consequence – if behaviour continues, apply a proportionate consequence linked to the behaviour or lost learning.
4. Reflect and repair – support the learner to understand impact, repair relationships and rehearse a better response.
5. Follow up – check in, reinforce the next step and involve parents/carers or additional staff where appropriate.

Severe behaviour: Where behaviour presents a significant risk, serious aggression, discriminatory abuse, serious bullying, prohibited items or other high-level concern, staff may move directly to an appropriate higher-level response. Safeguarding procedures take precedence where there is a risk of harm.

Child-on-child abuse, bullying and discriminatory behaviour

Bullying, child-on-child abuse, sexual harassment, sexual violence, prejudicial or discriminatory language and behaviour are not tolerated. Reports will be taken seriously, responded to promptly and considered in line with the school's safeguarding, child-on-child abuse and anti-bullying procedures.

Where behaviour raises a safeguarding concern, safeguarding procedures take precedence over the usual behaviour sequence. Staff will record concerns on CPOMS and refer to the Designated Safeguarding Lead as

required. The school will consider the needs and safety of all learners involved, including appropriate support for the learner who has experienced harm and proportionate action, education and support for the learner whose behaviour has caused harm.

Reasonable adjustments and additional needs

Consequences and support will take account of age, SEND, disability, communication needs, trauma, SEMH and other relevant factors. This does not mean that expectations disappear; it means that the route to meeting them may need to be adapted. Staff will seek to understand and anticipate triggers, including pain, sensory overload, communication difficulty, unfamiliar situations, fear or anxiety, and will use proactive support, prevention and de-escalation strategies wherever possible. Where behaviour may indicate unmet need, the school will consider additional assessment, reasonable adjustments, an individual behaviour support plan and, where appropriate, multi-agency support.

8. RESTORATIVE PRACTICE AND LEARNER HQ

Catcliffe uses restorative practice alongside clear boundaries and consequences. Restorative work focuses on impact, responsibility, repair and a more successful next step.

LEARNER HQ

LEARNER HQ provides a calm space for reflection and repair when a learner needs support beyond the classroom or playground response. It is not a punishment space. The supervising adult selects an approach that matches the learner's needs and the incident.

- 1:1 restorative conversation
- Small-group or circle restorative work
- Independent reflection for learners who can manage this successfully
- Catch-up of learning affected by the incident
- Rehearsal of a LEARNER apology or repair conversation
- Targeted support from the Learning Mentor or another appropriate adult

9. CONSEQUENCES AND SANCTIONS

All disciplinary measures will be lawful, reasonable, proportionate and applied without discrimination. Staff will consider context and individual need while maintaining clear expectations for safety and learning.

- Verbal reminder or warning.
- Completion or repetition of learning where time has been lost or work has not been completed to an appropriate standard.
- Temporary loss of a privilege where logically connected to the behaviour.
- Time owed at break or lunchtime, with appropriate supervision. Learners will always be given reasonable time to eat, drink and use the toilet.
- Working in another classroom or supervised reflection space.
- Behaviour target card or short-term monitoring plan.
- Structured intervention with the Learning Mentor or senior leader.
- Suspension or permanent exclusion in serious cases and in line with statutory guidance and the Trust/school exclusion policy.

Removal from classrooms

Removal from the classroom is a serious response and will be used only where necessary to maintain safety or restore a calm and purposeful learning environment. Any removal will be for the minimum period necessary, supervised by appropriately trained staff and arranged so that the learner can continue meaningful education. Staff will consider the learner's welfare, SEND, disability and other individual needs, and make reasonable adjustments where required. Parents/carers will be informed where appropriate, and repeated removals will prompt review of underlying needs, support and intervention.

If a learner is removed from class, misses a significant part of break/lunchtime or reaches a higher level of intervention, parents/carers will normally be informed. Significant incidents and sanctions must be recorded on CPOMS in line with school procedures.

10. BEHAVIOUR BEYOND THE SCHOOL SITE

The school may respond to behaviour outside the school premises or online where it is reasonable to do so, including when a learner is:

- wearing school uniform;
- travelling to or from school;
- taking part in a school-related activity;
- otherwise identifiable as a learner at the school;
- involved in behaviour, including online behaviour, that could threaten another learner, member of staff or other person, disrupt the orderly running of the school, or seriously affect the school community.

Bullying, harmful behaviour or inappropriate online behaviour reported outside the school site will be considered in line with the school's anti-bullying and safeguarding procedures. The school may respond where online behaviour poses a threat to another learner or member of staff, could adversely affect the school community, or could disrupt the orderly running of the school. Any school sanction for off-site or online behaviour will be imposed when the learner is under school authority.

11. PROHIBITED ITEMS, SEARCHING AND CONFISCATION

The school prohibits items that present a risk to safety, are unlawful, or are specifically banned by school rules. This includes weapons, illegal drugs, alcohol, tobacco/vaping products, fireworks, stolen items and pornographic or seriously inappropriate material.

Searching, screening and confiscation will be carried out in line with current DfE guidance and the school's Searching, Screening and Confiscation Policy. Staff will seek cooperation wherever possible and will follow requirements relating to authorisation, witnesses, dignity, safeguarding and informing parents/carers.

12. USE OF REASONABLE FORCE

All members of school staff have a legal power to use reasonable force in limited circumstances where this is necessary and lawful, for example to prevent a learner from causing injury to themselves or others, committing a criminal offence, damaging property or causing disorder. Force must never be used as a punishment.

Catcliffe prioritises prevention, early support and de-escalation. Where a restrictive intervention is necessary, staff must use the least restrictive option and no more force than is necessary, for the least amount of time required to reduce the immediate risk. Staff must consider the learner's age, size, medical needs, SEND, communication needs, vulnerabilities, dignity and the impact of the intervention. All staff at Catcliffe Primary School are Team Teach trained, supporting a consistent, safe and lawful approach to prevention, de-escalation and positive handling.

Seclusion is not a disciplinary sanction. It may only be used as a safety measure to protect others from harm when a learner is experiencing high levels of dysregulation. Any learner in seclusion must be supervised throughout and allowed to leave as soon as the immediate risk of harm has reduced.

Every significant incident involving the use of force, and every incident of seclusion or non-force-related restraint, must be recorded in writing as soon as practicable after the event; staff should endeavour to complete the record on the same day. Parents/carers must be informed as soon as practicable and the school should endeavour to do so no later than the same day, subject to the statutory safeguarding exception where reporting would be likely to cause serious harm to the learner. Records must include the circumstances, why the intervention was necessary, the type and duration of intervention, any injuries or adverse impact, and post-incident support.

Following a restrictive intervention, the school will review the incident, provide appropriate support to the learner and staff involved, consider any medical needs or injuries, and use learning from the incident to reduce the likelihood of recurrence. Individual plans and risk assessments will be reviewed where appropriate.

13. RECORDING, MONITORING AND EVALUATION

CPOMS is used to record behaviour incidents and to support safeguarding, trend analysis and targeted intervention. Behaviour records should be factual, timely and linked to the most relevant LEARNER strand where appropriate. Significant use-of-force incidents and all incidents of seclusion or restraint will be recorded and reported in accordance with the statutory recording and reporting duties set out in the April 2026 DfE guidance.

- The Behaviour Lead / senior team review patterns in incidents and interventions.
- The Learning Mentor monitors learners receiving targeted support and reviews progress with staff.
- Leaders consider patterns relating to protected characteristics, SEND, year groups, locations, times and types of incident.
- Leaders and governors/trustees review restrictive-intervention data, including repeat incidents, triggers, effectiveness of support, staff training needs and any disproportionate use affecting learners with SEND, protected characteristics or other vulnerabilities.
- Governors/Trustees receive appropriate monitoring information in line with governance arrangements.
- The school reviews the impact of behaviour systems and adjusts practice where evidence shows a need.

APPENDIX 1 – LEARNER CODE

L	E	A	R	N	E	R
Listen	Empathy	Attitude	Respect	Neat	Effort	Ready
I listen thoughtfully, build on others' ideas and explain how my thinking has developed.	I listen to different perspectives, help others feel understood and bring people together to repair relationships.	I welcome new learning and face challenges with resilience, inspiring others to see mistakes as opportunities to learn.	I challenge disrespectful words or actions appropriately and help to ensure that everyone is treated fairly and included.	I set a positive example by moving purposefully, adapting my LEARNER voice, presenting my learning to a high standard and supporting others to care for our resources and school environment.	I set myself ambitious goals, act on feedback, persevere when learning is difficult and motivate others through my effort.	I manage my time and resources effectively, model excellent learning habits and help others understand how to be ready to learn.
I show I have understood by responding to what I hear and asking questions when I need to know more.	I consider another person's feelings and point of view before deciding how to respond.	I learn from mistakes and feedback, trying different ways to move forward when learning is challenging.	I listen to, value and respect different opinions, understanding that we do not have to agree.	I adapt how I move and use my LEARNER voice to suit different situations, organise resources efficiently, improve the presentation of my learning and help keep our school neat and organised.	I challenge myself, act on feedback and work towards my next steps in learning.	I organise myself independently and adapt when routines or expectations change.
I maintain attention when listening to others.	I identify how someone else might be feeling and try to understand why they feel that way.	I approach learning with a positive attitude and keep trying when things are difficult.	I speak kindly, act thoughtfully and treat others with consideration.	I move calmly and safely without reminders, use the appropriate LEARNER voice, organise resources independently and present my learning neatly.	I complete all of my learning with care and determination.	I prepare myself for learning and choose the right resources to help me succeed.
I stop, look and listen to the person speaking.	I can say how I feel and notice how someone else might be feeling.	I am curious about learning and willing to try new things.	I have kind hands, feet and words.	I move calmly around school. I use my LEARNER voice. I choose, use and put away resources. I present my learning with care.	I always try my best.	I am in the right place at the right time, following school routines.

APPENDIX 2 – RESTORATIVE CONVERSATION PROMPTS

1. What happened?
2. What were you thinking about when you did that?
3. How did your actions affect other learners or adults?
4. How do you think they felt about what happened?
5. How do you feel about what you did?
6. How do you feel about the effect your actions have had on others?
7. How will you put this right and make things better?
8. What are you going to do differently next time?

Link to the LEARNER Code: Where useful, the adult should help the learner identify the strand most connected to the incident and choose one specific statement or behaviour to practise next.

APPENDIX 3 – CLASSROOM RESPONSE SEQUENCE

Step	Response	Adult action
1	Encouraging reminder	Name the expected behaviour and relevant LEARNER strand. Keep the correction brief and calm.
2	Second warning	Give a clear opportunity to reset. State the likely logical consequence if the behaviour continues.
3	Logical consequence	Use time owed, completion of learning, change of seat/space or another proportionate response.
4	Reflect and repair	Use restorative questions. Support the learner to understand impact and put things right.
5	Follow-up	Check in later, notice improvement and involve parents/carers or additional support where needed.

Low-level and severe behaviour: Staff use professional judgement. Severe or unsafe behaviour may require immediate removal, senior leadership support, safeguarding action or a higher-level sanction without progressing through every step.

APPENDIX 4 – EXPLICIT WHOLE-SCHOOL EXPECTATIONS

The following routines support consistency across school.

They are taught, practised and revisited as needed:

- LEARNER voice – use the agreed voice level for the space and task.
- Stop, look, listen – when an adult signals for attention, stop, put items down and attend to the speaker.
- Corridors – move calmly and purposefully; do not gather or wait unnecessarily in corridors.
- Equipment – select, use and return resources carefully and independently.
- Lines and transitions – follow agreed routines and move safely.
- Dining hall, playground and MUGA – use the same LEARNER expectations as in lessons, adapted to the context.
- End of day routines – leave learning spaces organised and ready for the next session.
- Uniform and PE kit – follow the school's published expectations.
- Mobile phones and personal smart devices – the school day is mobile-phone free; devices brought to school must be handed in or stored in accordance with school arrangements and must not be used during the school day unless an authorised individual exception applies.